

## EFFECTIVENESS OF GROUP COUNSELING SERVICES WITH COGNITIVE RESTRUCTURING TECHNIQUES TO INCREASE STUDENT SELF-EFFICACY AT MTS ISLAMIYAH BALEN

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**Abstract:** Self-efficacy is an individual's belief regarding his or her ability to carry out tasks or actions required to achieve certain results. Self-efficacy is important for managing students' behavior and beliefs needed to achieve their goals and learning outcomes. Self-efficacy has three aspects or dimensions (1) level dimension, (2) strength dimension, and (3) generalization dimension. This research was conducted on class VII students at MTs Islamiyah Balen to determine the effectiveness of group counseling using cognitive restructuring techniques to increase students' self-efficacy. This research uses a quantitative approach with a Pre-experimental design with a One-Group Pretest-Posttest Design. As for data collection using self-efficacy instruments, observations, and interviews, purposive sampling techniques were used to select 8 samples from 104 respondents who would be provided group counseling services. Data analysis in this study used the One-Sample Kolmogorov-Smirnov Test for normality and the paired sample T-test. Based on the results of the paired sample T-test, it is known that the significance value is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted, which means there is a significant difference. Group counseling research using cognitive restructuring techniques has proven effective in increasing students' self-efficacy at MTs Islamiyah Balen.

**Keywords:** group counseling; cognitive restructuring; self-efficacy

### INTRODUCTION

Education is the foundation of an individual's progress and survival. Along with the improvement of the quality of education, the quality of human resources also increases so that it is able to lead a nation towards a more advanced civilization, Safriliani et al., (2020). In school, students learn many different things. Learning is the acquisition of habits, knowledge, and attitudes that involve an individual's efforts to overcome obstacles or adapt to new situations. If students succeed in following the learning process, their learning goals will be achieved with maximum results. Achieving learning goals requires the support of various stakeholders, including teachers, students, parents, and the surrounding environment. In addition, students' confidence in their own abilities is also very important,

especially in relation to their academic studies. Belief in one's own abilities is called self efficacy.

A phenomenon that often appears among students is that many students have low self-efficacy (self-confidence). The problem that arises when students have low self-efficacy is that students will not be able to carry out learning activities properly, appropriately, and in a targeted manner so that the expected learning outcomes cannot be achieved or achieved optimally (Rahmah et al., 2023). It is evident from the condition of students who are not able to manage their study schedules at home, especially in doing schoolwork, besides that students also lack discipline during teaching and learning activities, students also tend to avoid difficult tasks. Thus, it is important to foster confidence in students in their own abilities in terms of academics in an effort to achieve their goals and learning outcomes. Self efficacy is an important thing that every individual needs to have. According to Bandura (Anggara et al., 2016) each individual has different self-efficacy, based on three dimensions (a) Level dimension, if individuals are faced with tasks that are arranged according to their level of difficulty, then self-efficacy in individuals will be limited to easy tasks, (b) Strength dimension), this dimension is usually directly related to the level dimension, namely the higher the difficulty level of the task, the weaker the confidence felt to complete it. (c) Generality dimension, this dimension relates to the breadth of the field of behavior in which individuals feel confident in their abilities.

If self-efficacy is not treated immediately, students will experience learning obstacles because they have low self-confidence. Students with low self-efficacy consider themselves basically incapable of doing anything around them, and students who have low self-efficacy tend to give up more quickly and easily do not want to try first, Miehl & Moffat (Aginza & Lathifah, 2021). If self-efficacy can be handled, students will experience a change in self-confidence from negative to positive, students will be more confident in success in facing problems, and more confident. If low self-efficacy is treated immediately, then students will experience changes in themselves, such as thinking that they are capable of doing something, trying harder to overcome any challenge, being more confident in anything, willing to try and not giving up easily, Miehl & Moffat (Aginza & Lathifah, 2021).

One of the efforts that can be made to increase self-efficacy is to provide group counseling services. Prayitno (2017) stated that group counseling is a process of individual assistance in group situations that is preventive and healing, and is directed at providing convenience in its development and growth. According to Prayitno, there are four stages in group counseling services, namely: The formation stage, which is the introduction stage and the initial show stage in the group. This stage is very necessary as the basis for the formation of group dynamics. In the transition stage, the group leader needs to again divert the attention of group members about what activities will be carried out next. The activity stage, is the core stage of group counseling services, each group member freely raises the problem to be discussed, establishes the problem, then the member discusses each problem in depth and completely, the end of this stage is the production of a solution or solution to the problem that has been discussed. At the end stage, at this stage the group leader stated that the activity would end soon.

In the process of implementing group counseling, the technique used is the cognitive restructuring technique which is part of the Cognitive Behaviour Therapy (CBT) approach,

(Rahmah et al., 2023). The cognitive restructuring technique is a technique that focuses on identifying and changing the counselor's negative thoughts or unrealistic statements and beliefs (Habsy, 2022). The cognitive restructuring technique provides stages of implementation, providing an overview of negative thoughts (self-blame) and thoughts that encourage positive self-growth, Nursalim (Hermawan & Astuti, 2021). Therefore, it is hoped that students can change negative mindsets to positive ones and can increase self-efficacy. The purpose of using cognitive restructuring techniques is to invite students to oppose wrong (negative) thoughts, presenting evidence that contradicts their beliefs about the current problem. This is supported by Rahmayati (Muwakhidah et al., 2022) who stated that cognitive restructuring techniques aim to change negative thoughts towards self-expression, adjustment to the environment to certain tasks and how those thoughts can be defeated to achieve productive goals.

The use of cognitive restructuring techniques in fostering changes in thinking patterns for the better has four stages as stated by Dobson & Dobson, (Manik, 2017), namely: The first stage is assessment and diagnosis, the initial stage aims to obtain authentic data from reliable sources by collecting information to overcome problems that occur and anticipate possible errors in handling problems. The second stage is to identify negative thoughts, this stage aims to help change the mind that is experiencing dysfunction, meaning that the individual is helped to introspect and reflect on experiences that have already occurred. The third stage is to monitor the mind, which can be done by writing down activities that trigger negative thoughts by writing down these thoughts can help to see clearly the feelings and behaviors that arise at the time of the event. The fourth stage is the intervention of negative thoughts into positive thoughts, which is a stage that is reflected in reactions and emotions, repetitive responses and behaviors, with the aim that negative thoughts can be reduced or eliminated in the individual.

Cognitive restructuring techniques help clients systematically analyze, process, and address cognitive-based problems by replacing negative thoughts and interpretations with positive thoughts and interpretations, Erford (Noviandari & Kawakib, 2016). The importance of cognitive restructuring techniques will make a person able to identify his thought process so that he becomes directed towards his life goals, providing an overview of negative thoughts (self-blame) and thoughts that encourage positive self-growth, Nursalim (Hermawan & Astuti, 2021).

Based on the previous explanation, with the cognitive restructuring technique, it is hoped that students can increase self-efficacy (self-confidence). The explanation and existing phenomena are the reason for researchers to research further on "The Effectiveness of Group Counseling Services with Cognitive Restructuring techniques to increase students' Self Efficacy at Mts Islamiyah Balen."

## METHOD

The type of research used by the researcher is quantitative research with a Pre-experimental design with a One-Group Pretest-Posttest Design. According to Sugiyono (2022) with this design, the pretest is carried out to test the difference in the level of self-efficacy of students and the posttest is carried out with the aim of evaluating the

effectiveness of the treatment that has been carried out. The population in this study is grade VII students at MTs Islamiyah Balen who are involved with a total of  $\pm$  140 participants. The sample in this study was 104 respondents and the researcher used a purposive sampling technique with samples for group members in this study, namely 8 respondents with a low self-efficacy category from grade VII students at MTs Islamiyah Balen. The research tools used in this study are observations, interviews with BK teachers and self-efficacy scale questionnaires. Observation instruments are used to directly observe the situation and events in the field. Meanwhile, interviews are used to find initial problems to be researched. And the self-efficacy scale questionnaire is used to determine the level of self-efficacy of students.

The data analysis techniques used by the researcher were validity test, reliability test, normality test and paired T-test. The results of the test of this instrument show that 49 valid items out of 50 items of the self-efficacy scale statement, and the reliability test according to Wibowo, et al., (2022) the criteria for whether or not a reliable is accepted or not can be seen by using the determinant limit value, namely, if the alpha value is less than 0.6, then it is considered that the measuring instrument does not have reliability. Based on the results of the data collection that has been carried out, the value with the Alpha Cronbach coefficient is more than 0.6, from the calculation it is obtained as  $0.890 > 0.6$  out of 50 items. This means that the instrument can be declared reliable and can be used as a tool collector. Then the researcher conducted a normality test to find out whether the data from the research results obtained were normally distributed or not. And the results of the significance value to increase self-efficacy with group counseling using cognitive restructuring techniques were  $0.336 > 0.05$  so it can be concluded that the residual value is normally distributed. Furthermore, to prove that there is a difference in the form of a significant increase, it is evidenced by the paired T-test test with results that show a significant number between the pretest and posttest scores with a significance value of  $0.000 < 0.05$  which means that there is a significant difference after the implementation of group counseling services or group counseling with cognitive restructuring techniques has a significant influence on increasing student self-efficacy at MTs Islamiyah Balen.

## RESULT AND DISCUSSION

This research lasted for 8 meetings in the administration of treatment. At the first meeting, the researcher gave a pretest as a first step to find out how the profile or description of self-efficacy in MTs Islamiyah Balen. The pretest is given in the form of filling out a self-efficacy scale questionnaire which is prepared based on 6 indicators, namely, (1) being able to overcome obstacles in the level of difficulty of the task at hand, (2) having a high level of optimistic insight, (3) being able to take responsibility for their actions, (4) feeling confident in their ability to achieve the predetermined targets, (5) having persistence in doing the task, and (6) completing the task completely. So that the results were obtained, namely 12 students in the low category with a percentage of 12%, 73 students in the moderate category with a percentage of 70%, and 19 students in the high category with a percentage of 18%. The following is data on the level of self-efficacy of students at MTs Islamiyah Balen:

Table 1. Student self-efficacy level at MTs Islamiyah Balen

Category	Number of Respondents	Percentage
High	19	18%
Moderate	73	70%
Low	12	12%

With problems that often occur are "I feel lazy to do difficult tasks because I basically don't master the material", "when remembering assignments, the mind becomes chaotic" and "instead of me struggling to do difficult tasks, it is better to cheat a good friend". This is evidenced based on the fact in the form of an interview with BK teachers at MTs Islamiyah Balen who stated that students who have a level of self-efficacy are shown with an unstable attitude in showing confidence in themselves, for example, students may speak in front of the class only if asked by the teacher, while students with low self-efficacy are almost the same as students who have Medium self-efficacy, which is shown by an attitude of distrust and complete confidence, which is caused by low confidence in one's own abilities, so that students doubt themselves, feel helpless, and feel less capable when compared to other friends, resulting in low self-efficacy. This cannot be separated from the self-efficacy factor. Self-efficacy factors according to Bandura (Noviandari & Kawakib, 2016) include experience mastering abilities, social models, social persuasion and physical & emotional conditions. The same thing was experienced by the sample of this study, the result that triggered low self-efficacy in them was the influence of the social environment and friends.

Some of the impacts of students who have a low level of self-efficacy can be seen from the habits of students who like to cheat their friends when doing assignments, afraid to ask questions to the teacher, do not understand the subject matter, do not talk much or argue (passively) and are shy when appointed by the teacher when the subject is to advance to the front of the class, they are silent and tend to close themselves. And if self-efficacy can be handled, then students will experience a change from negative self-confidence to positive, students will be more confident in success in facing problems, and more confident.

Prayitno (2017) Group counseling services are a process of individual assistance in group situations that are preventive and healing, and are directed at providing convenience in their development and growth. Group counseling aims not only to provide group services, but also to implement, discuss and solve personal problems together with all other members of the group. Cognitive Behavior Therapy (CBT) is proven to be able to increase self-efficacy by applying cognitive restructuring techniques. The cognitive restructuring technique is a technique that focuses on identifying and changing the counselor's negative thoughts or unrealistic statements and beliefs (Habsy, 2022). This technique aims to change negative thoughts towards self-statement, adjustment to the environment to certain tasks and how those thoughts can be defeated to achieve productive goals. Therefore, cognitive restructuring techniques have the function of assisting individuals in restructuring false (negative) beliefs and encouraging individuals towards more positive beliefs, (Salsabila & Sa'adah, 2022).

Previous research conducted by Laily Puji Astuti and Rio Hermawan (2021) showed that before the administration of cognitive restructuring techniques, the pretest score of learning independence in the experimental group showed a low value of learning

independence, one of the factors that affected learning independence was self efficacy. Individuals who have high self-efficacy will be more diligent in learning, as well as have high enthusiasm and motivation, while individuals who have low self-efficacy will give up and despair more easily. In addition, individuals who have high self-efficacy have high learning independence and vice versa. This shows that self-efficacy and learning independence can support students to obtain good learning outcomes. After being given treatment and then carried out a posttest, there was a change in increasing learning independence. The results of the analysis showed that there was an increase in the value of learning independence, which means that the provision of cognitive restructuring treatment was effective in increasing learning independence.

Research that has been conducted by Hartika Utami Fitri, Kushendar (2019). With the title "Cognitive Restructuring Group Counseling to Improve Student Academic Resilience". The results of the analysis revealed that one of the most influential factors in increasing academic resilience is self-efficacy. Students who have low self-efficacy tend to give up quickly, in addition, individuals with low resilience abilities tend to experience mental illnesses such as feelings of depression, anxiety, and depression. The results obtained showed that there was a significant influence of self-efficacy on students' academic resilience which showed that the higher the self-efficacy, the higher the academic resilience, and vice versa. The same thing happened in this study, with improvements seen in each of the experimental groups. This means that each group experienced an increase in academic resilience, and the largest increase occurred in the experimental group.

Based on the data obtained in this study, it can be concluded that group counseling with cognitive restructuring techniques can increase students' self-efficacy. From the interviews conducted by the researcher with BK teachers after the treatment, there were changes in the form of increased self-efficacy in MTs Islamiyah Balen students. This can be seen when some students begin to show their abilities. During the 8 meetings after the treatment and assignments in each session, students experienced and showed many changes. One of them is that students show confidence and dare to show their abilities. The increase that occurred can be seen from the expression of each counseling process in students which shows changes and increases in student self-efficacy. Cognitive restructuring techniques are effective in increasing students' self-efficacy, this is because cognitive restructuring techniques focus on identifying negative thoughts and building new ways of thinking that are more positive. Therefore, students can change negative mindsets to positive ones and can increase self-efficacy.

Empirical findings conducted by researchers based on data obtained from pre-test and post-test can be seen that there is an increase in self-efficacy before the implementation of group counseling treatment with cognitive restructuring techniques and after the implementation of group counseling treatment with cognitive restructuring techniques:

Table 2. Self Efficacy Change Score

Code	Pretest			Posttest		
	Value	Presentation	Category	Value	Presentation	Category
AJAK	114	57%	Low	158	80.61%	Moderate
AFN	86	43%	Low	143	72.95%	Moderate
ASWN	102	51%	Low	144	73.46%	Moderate

Code	Pretest			Posttest		
	Value	Presentation	Category	Value	Presentation	Category
KR	114	57%	Low	153	78.06%	Moderate
MAI	110	55%	Low	178	90.81%	High
MSUAA	111	55.5%	Low	148	75.51%	Moderate
VTPP	113	56.5%	Low	155	79.08%	Moderate
YFA	110	55%	Low	153	78.06%	Moderate
Average		53.75%	Low		78.56%	Moderate

Based on the results of the calculation of the average pretest and posttest in the table above, it can be concluded that the number of scores between before and after the treatment has increased significantly with an average of 53.75% in the pretest and an average of 78.56% in the posttest, with a difference of 24.81%. From the hypothesis test based on the sample test t using SPSS 22. There is a change that can be seen from the mean column, which is 4.650E1 flat from before and after the treatment is given, and in the std.deviation column of 10.54243 shows the difference value. In the std column. The error mean is 3.72731 as is the variability index. The t column gets an average difference value of 12,475. Column df 2 and beyond in column sig. (2-tailed) is the value of the probability to achieve the value of t statistics, then the value is 0.000, then the significant value (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is accepted, indicating that the cognitive restructuring technique can provide an increase in the level of self-efficacy of students, so it can be concluded that group counseling services with cognitive restructuring techniques are effectively used to improve self efficacy in students at MTs Islamiyah Balen.

## CONCLUSION

Based on the results of research that has been carried out, researchers show that group counseling services with cognitive restructuring techniques are able to increase students' self-efficacy. It is evidenced by the results of the pretest in low categorization with an average of 53.75%. And the posttest results are in the medium category with an average percentage of 78.56%. There was a significant increase between the average results of the pretest and posttest, so that from the difference of 24.81%, it can be proven that the cognitive restructuring technique is effective in increasing self-efficacy. It is also evidenced by the results of the Paired T-test test showing a significant number between the pretest and posttest values with a significance value (2-tailed)  $p = 0.000 < 0.05$  with the meaning that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. By using group counseling services, it can facilitate the process of implementing cognitive restructuring techniques to increase self-efficacy and the completion runs smoothly and gets results in accordance with the expectations of researchers and counselors.

Based on the results of the research, discussion and conclusion above, the researcher's suggestion is that each school can pay more attention to students and increase awareness and familiarity with students as a form of learning that helps students in dealing with personal problems and other problems, especially in increasing self-efficacy. Schools are also expected to use group counseling services with cognitive restructuring techniques, because this technique has been proven to increase students' self-efficacy. And it can be a reference

for future researchers who conduct research related to group counseling using cognitive restructuring techniques, and it is hoped that future researchers can develop research on "the effectiveness of group counseling services with cognitive restructuring techniques to increase student self-efficacy" in the future.

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