The Implementation of Self-Instruction and Reframing Group Counselling Techniques to Improve Students' Self-Confidence

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Article Info

Abstract

This study aimed to examine the effectiveness of self-instruction and reframing group counselling techniques to improve students' self-confidence. Those techniques were done twice in each group counselling service. To cover up the implementation of the techniques, this study used randomized pretest-posttest comparison group design involving 14 students having low self-confidence chosen from 99 students by using purposive sampling technique. Once the data collection and data analysis were done, this study found that both self-instruction and reframing group counselling techniques have the same effectiveness in improving the self-confidence of the tenth grade students of Online Business and Marketing Department of State Vocational High School (SMK Negeri) 4 Jember. At last, the discussion of this paper is focused on examining the possibilities of the implementation of self-instruction and reframing group counselling techniques in SMK Negeri 4 Jember.

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INTRODUCTION

Self-confidence is important for human life. In everyday activities, self-confidence acts as a driving force for humans to act and behave toward what they want. Superior performers makes use of self-confidence as their capital (Luxori, 2013). This means that the level of self-confidence a person has will be the driving factor in him / her to achieve the desired life balance. Therefore, with good self-confidence, people will be able to determine the course of their actions (Andrea, 2011).

However, there still found many smart students who are good at academics, but have low self-confidence. This fact is in line with the result of a research conducted by Fatima (2006) in one of Islamic Junior High School (MTs) in Bandung. The study shows that from total 63 students, 69.84% students have fair self-confidence level, 17.70% students have high self-confidence level, and the rest 12.7% students have low self-confidence level. Further, the low self-confidence level of students will be the source of trouble for them while learning. For those who have low self-confidence level may find it fear to face any examinations, frighten to ask or deliver opinion, nervous when appearing in front of the class and often cheating on the exam (Erdemir, 2009).

Beck and Burns (in Corey, 2012) state that the low self-confidence of students is caused by a disruption in cognitive systems named as cognitive distortion. To deal with such problem, Sharf (2012) argues that counseling capable of focusing on the cognitive content of individual reactions is counseling with behavioral cognitive approaches such as CBT counseling. For more, Karabay, Akyusz, & Elci (2016) in their research discussion explain that it is important to build self-confidence through group counselling which is capable of covering cognitive aspects and improving them. Accordingly, The application of cognitive techniques in group counseling such as self-instruction and reframing are considered effective in assisting individual cognitive problems (Haddadian, 2012; Wicks & Buck, 2011).

Donald Meinchenbeum (in Corey, 2012) explains that self-instruction is the basic form of cognitive restructuration which focuses on self-verbalization change. Moreover, Haddadian, et al. (2012) states that this technique can help the counselee understand about what is said on him and replace it with a more effective self-statement. That is, the counselee who has low self-confidence will be helped to restructure his cognitive and change the negative self-assumptions become more positive. Therefore, through an interactive method, the therapist (school counselor) asks the student to make notes about the things he does daily and discuss them.

Unfortunately, Lange, et al. study (2008) states that the use of self-instruction techniques is less effective in improving students' cognitive violent behavior in Nigeria. Such issue was based on the assumption which states that self-instruction can only create students' social interest in order to interact with others. In addition, this technique can only be used in improving self-understanding, so less have a significant effect to improve student cognition. Therefore, it lacks of significant influence to improve students' cognition. As a result, the tendency of violent behavior toward other students still has not diminished.

Another beneficial technique to improve students' self-confidence in group counselling is reframing technique. Shirai (2017) explains that by using this technique, counselor together with counselee are able to take a problematic situation and serve it in a new way that allows the counselee to see a more constructive and positive perspective. At reframing, a professional counselor offers a new perspective situation to the client in the hope that the situation will occur differently, so the client is able to act more appropriately (Elfford, 2015). Also, students with low self-confidence will be invited to look at themselves from a different point of view more positively. At last, the implementation of this technique is expected to give birth to new thoughts and views owned by students.

On the one hand, Wicks & Buck (2011) describes that the use of reframing techniques is also effective to construct a new meaning for the

counselee against the previous behavior and situations on the self-image so as to increase client confidence. However, research conducted by Nawantara, Mappiare & Radjah (2010) explains that reframing technique does not provide a significant impact on students who do not have the understanding and knowledge capital.

With the advantages and disadvantages of both techniques, the implementation of self-instruction and reframing group counseling techniques in this study was given to the tenth grade students of SMK Negeri 4 jember with repeated execution technique and interactive method at group counseling service stage. This is because, the power of imagination and self-verbalization of high school students is not yet as strong as adults (Nawantara, Mappiare & Radjah, 2010; Lange, et al. 2008).

METHODS

This study belongs to experimental randomized pretest-postest comparison group design (pre- and post-treatment) design by using two experimental groups without involving control groups. In experimental group A, self-instruction technique was given to improve students' self-confidence. Meanwhile, in group B, the treatment was provided in the form of reframing counselling group technique aimed at improving student self-confidence. Moreover, there were 14 online business and marketing department students of SMK Negeri 4 Jember selected by using purposive sampling technique as the subjects of this study. They were chosen from the total 99 students with low self-confidence level. Further, random assignment was given to the collected sample, in group A or group B (7 people in experimental group A, 7 people in experimental group B). It was done to make the group had the same equality.

Additionally, the instrument used in data collection was the self-confidence scale developed by Sander, P & Sander, L (2017). This instrument consists of 23 statement items that have been through the process of adoption and adaptation; for example, the item stating "Study effectively on

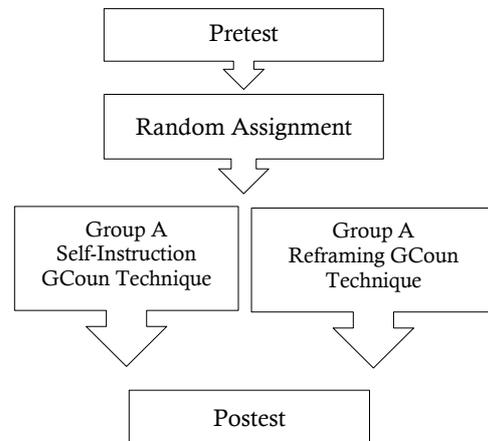your own in independent/private study" (skala aternatif jawaban 0 - 4).

Figure 1. Research Stages

That adoption process was done by doing backtranslation to the original instrument. It also has been going through expert validation and instrument testing to know the validity and reliability. For more, the instrument testing resulted 23 items valid (r_{xy} = 0.209 - 0.573) with the alpha value of 0.934. The collected data were then analyzed to answer the hypothesis by testing paired sample t-test and one-way ANOVA.

RESULTS AND DISCUSSION

The subjects' pretest and posttest data were obtained from the measurement by using self-confidence scale before and after treatments were given. This was aimed at knowing the effectiveness of self-instruction and reframing techniques given to each group. The effectiveness level was determined from the change of students' self-confidence level seen from the comparison of posttest and pretest.

The pretest data obtained from the spread of the scales in research subjects before the treatments were given obtained self-confidence average, namely in group A (self-instruction technique) of 28.86. Meanwhile, in group B (reframing technique), the average value of students' self-confidence was 27.86. At the time of completion of treatment, the average score of students' self-confidence in group A (self-instruction technique) of 47.71, whereas in group

B (reframing technique), the average score of student self-confidence was 39.86. This showed that, there was a change in the self-confidence level of students in both groups before and after the treatments were given.

Table 1. The Pattern of Students' Self-Confidence Level Improvement

Students	Pretest scores	Criteria	Posttest scores	Criteria
Group A				
AN	28	Low	53	Fair
AL	29	Low	46	Fair
ADM	31	Low	49	Fair
AZFS	30	Low	49	Fair
MRA	27	Low	42	Fair
IDC	30	Low	49	Fair
I	27	Low	46	Fair
47.71 (3.45)				
Group B				
ITD	24	Low	39	Fair
MDK	29	Low	40	Fair
VR	30	Low	43	Fair
SHS	26	Low	40	Fair
NRW	29	Low	39	Fair
WS	29	Low	42	Fair
NI	28	Low	36	Fair
39.86 (2.26)				

Paired sample t test that has been done in both experimental groups showed that the results of the self-confidence level of students in group A (Counseling group self-instruction technique) at the time of posttest implementation (M = 47.71, SD = 3.45) were significantly higher compared to the pretest results (M = 28.86, SD = 1.57; t (6) = 12.20, p <0.05). This finding was in line with the prediction of the first hypothesis which stated that self-instruction counseling group technique is effective to improve the self-confidence of tenth grade students of Online Business and Marketing Department in SMK Negeri 4 Jember. Alternatively, Group B (reframing group counseling technique) students' self-confidence level at the time of post-implementation (M = 107.85, SD = 1.68) was significantly higher than at pretest (M = 39.86, SD = 2.26; t (6) = 12.96, p <0.05). These findings were also in line with and answer the predictions of the second hypothesis that reframing counseling group is effective to improve the self-confidence of tenth grade students of Online Business and Marketing Department in SMK Negeri 4 Jember.

Table 2. The Results of The Effectiveness of Self-Instruction and Reframing Group Counselling Techniques to Improve Students' Self-Confidence.

Groups	N	Pretest		Posttest		T	Gain score		F(2,7)
		M	SD	M	SD		M	SD	
Group A (*Self Instruction*)	7	28.86	1.57	47.71	3.45	16.20***	18.57	3.07	21.26**
Group B (*Reframing*)	7	27.86	2.11	39.86	2.26	12.96***	12.00	2.44	

Notes : *p > 0.05 ; **p < 0.05;*** p < 0.01

Table 2 shows the effectiveness level of both groups resulted from One Way ANNOVA test with normalized gain score (F (2.7) = 21.26 / p < 0.05). The result of F test showed that there is a significant improvement of students' self-confidence before and after they received group counselling treatments. Strictly speaking, self-instruction and reframing group counseling techniques are effective in improving the self-confidence of tenth grade students of Online Business and Marketing Department in SMK Negeri 4 Jember. Although the result of paired sample t-test showed that self-instruction technique and reframing technique is effective in improving students' self-confidence, the effectiveness of each technique is different (table 2).

The effectiveness test was conducted not only to see how far each intervention has been done to improve students' self-confidence, but also it was done to see the difference of effectiveness level of self-instruction and reframing counselling group techniques to improve the self-confidence of tenth grade students of Online Business and Marketing Department in SMK Negeri 4 Jember.

Although these two forms of intervention were equally proven effective in improving

students' self-confidence, however, self-instruction group counseling technique demonstrated greater effectiveness than reframing technique to improve students' self-confidence. This was supported by the results of research conducted by Nawantara, Mappiare, and Radjah (2010) which stated that reframing technique is less effective on students, given their limitations in visualizing the situation that is considered problematic. This will interfere with the therapeutic process, since in essence, in reframing technique, the students need the ability to take back the problematic situation, and try to be reapplied with a new perspective (Effrod, 2015).

The application of reframing technique is different from the application of the self-instruction one. Self-instruction technique is easier to do by students because each student basically has the ability to verbalize with themselves respectively. Although the results of research conducted by Ademy (2013) states that the technique of self-instruction has not given significant impact in cognitive improvement, and only able to increase the understanding and interest of students, the interest and understanding are able to improve students' self-confidence. In addition, similar to the above findings is the results of research conducted by Apollo (2008) which explained that there is a correlation between self-confidence with achievement in learning caused by the increase of self-esteem and interest in learning. As interest and understanding of the learning process of students increases, then indirectly, the self-confidence of students will also increase.

Compared to self-instruction technique, reframing technique requires the ability of counselee to play more cognitive harder. This is because the application of reframing technique requires many new sources of information as much as possible, and analyzes one by one to discover new and more constructive perspectives (Effrod, 2015). The cognitive abilities of students still do not have a good enough level to do so. This will have an impact on the difficulty of finding a new, more positive viewpoint by

students. If students are given the technique, it will take longer time.

Based on the above explanation, it is important for school counselors to reconsider the use of reframing technique to improve students' self-confidence. If this technique will be implemented to students, it should be only for students who have more ability in visualizing events. Furthermore, self-instruction technique is more recommended to school counselors to improve students' self-confidence as each student has the potential for self-verbalization although their cognitive improvement has not yet reached the level of perfection yet.

CONCLUSION

This study aimed to know the level of effectiveness of self-instruction and reframing group counselling techniques in improving the self-confidence of tenth grade students of Online Business and Marketing Department in SMK Negeri 4 Jember. By looking at the scores of the given effect, it can be seen that both self-instruction and reframing techniques are effective to improve students' self-confidence. However, by looking at the comparative scores of the effects of these two techniques, the self-instruction technique has a greater value of influence. This is due to the ability of students to more easily apply self-confidence technique than reframing technique.

Therefore, for school counselors, it is important to look at the abilitie students have before using techniques to implement in group counseling services. Especially, the implementation of these two techniques by high school counselors in improving students' self-confidence. For more, school counselors are suggested to two times repetition and conduct interactive discussion if they are about to use these techniques to improve students' self-confidence. This is because the power of imagination and self-verbalization of high school students is not as strong as not adults (Nawantara, Mappiare & Radjah, 2010; Lange, et al. 2008).

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