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The effectiveness of group counseling utilizing dispute cognitive and role-playing techniques to enhance students' self-regulation

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Article Info	Abstract
Keywords: Self-regulation, group counseling, dispute cognitive, role-playing	Self-regulation is a critical aspect of human life, especially for students, in achieving desired academic success. This research employed a quasi-experimental research design with a two-group pre-test post-test design. The research population consisted of 40 individuals, with a sample of 16 participants divided into two groups of 8 students each, assigned to the dispute cognitive technique group and the role-playing technique group, based on inclusion and exclusion criteria. The data collection utilized a self-regulation scale and was conducted using repeated measures mixed ANOVA. The results confirm that group counseling using the dispute cognitive technique and the role-playing technique is effective in enhancing students' self-regulation. It is recommended that counselors adopt these group counseling techniques to improve self-regulation among students. This research is expected to benefit guidance and counseling teachers in implementing Rational Emotive Behavior Therapy (REBT) group counseling with dispute cognitive and role-playing techniques to enhance students' self-regulation.
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Introduction

Self-regulation is a crucial aspect of human life, particularly for students, as it is essential for achieving desired academic outcomes. The process of self-regulation involves an individual's active engagement in generating thoughts, feelings, and actions, as well as planning and continuously adapting them to achieve specific goals. Self-regulation refers to the ability of an individual to plan and execute strategies to achieve their objectives or targets (Ekawanti & Mulyana, 2016). They demonstrated a significant relationship between self-regulation and academic procrastination among students of SMPN 3 Semarang. The relationship was found to be negative, as indicated by a negative correlation value. This negative relationship implies that higher self-regulation is associated with lower levels of academic procrastination among students.

Self-regulation is the ability to manage behavior and implement it as a strategy that influences an individual's ability to achieve goals or accomplishments as evidence of improvement. Students with strong self-regulation skills are more likely to motivate themselves, adopt a growth mindset, and exhibit positive behaviors during learning activities (Li et al., 2018). On the other hand, low self-regulation can make it difficult for individuals to address mental challenges, including those related to their academic pursuits (De la Fuente et al., 2016). Problems arising from low self-regulation may also lead to poor learning habits and failure to achieve established goals.

Self-regulation can be assessed through aspects such as self-concept, self-complexity, self-efficacy, behavioral activation and avoidance, and self-awareness. These aspects were categorized as high among students at SMAN 5 Padang, indicating that the students demonstrated effective self-regulation. This suggests that students at SMAN 5 Padang can manage and organize themselves effectively in their studies. In addition, low self-regulation skills can result in increased bedtime procrastination and highlights that the negative effects are partly mediated by heightened alertness (Kadzikowska-Wrzosek, 2018).

Cognitive-Behavior Counseling Model is deemed appropriate for school counselors to implement in developing students' self-regulation, based on evaluations by guidance and counseling experts (Saputra et al., 2021). This model has also been shown to effectively enhance students' self-regulation. Counselors can utilize this model as a strategy to improve students' self-regulation skills in schools.

In addition, (Wardani et al., 2022) role-playing technique can enhance academic self-efficacy. Similarly, research found that group guidance services employing role-playing techniques were effective in regulating the emotions of eighth-grade students at MTsN Lawe (Anggraini & Harahap, 2023). This effectiveness was observed in the comparison between pre-test and post-test results. During the pre-test, the high category was at 41.2%, while the post-test frequency in the high category increased to 50%, reflecting an improvement of 8.3%.

Wahyudi & Hasibuan (2023) emphasized the process of group guidance services in three stages. First, the planning of group guidance services involves identifying students' self-concept issues, selecting group members, determining the service schedule, and completing the administrative requirements for implementing the group guidance services. Second, the implementation of group guidance services focuses on providing material related to students' self-concept to enhance their self-concept development. Third, the interviews with students, conducted as part of the group guidance services, aim to improve students' self-perception and provide them with additional information, which constitutes the outcomes of the project.

Therefore, this research aims to investigate the comparative effectiveness of Rational Emotive Behavior Therapy (REBT) group counseling using dispute cognitive and role-playing techniques in enhancing students' self-regulation. This research is expected to benefit guidance and counseling teachers by offering insights into the application of REBT group counseling with dispute cognitive and role-playing techniques to improve students' self-regulation.

Method

This study was conducted with students from SMPN 3 Putik, involving a population of 40 eighth graders. The sample consisted of 16 students, selected using purposive sampling based on inclusion and exclusion criteria, namely, eighth graders who demonstrated an inability to think rationally, exhibited symptoms of academic procrastination, and showed a lack of focus and effort in learning.

The instrument used to measure self-regulation was the "Short Self-Regulation Questionnaire" developed by Pichardo et al. (2014), which comprises 17 items across four dimensions: (1) Goal setting (6 items); (2) Perseverance (3 items); (3) Decision making (5 items); and (4) Learning from mistakes (3 items). Data collection was conducted using a self-regulation scale with four response options (4 (strongly agree) to 1 (strongly disagree)).

The quality of the instrument was assessed through validity and reliability tests. Validity test was performed using the Pearson product-moment correlation between item scores and the total score. Reliability test was conducted by measuring internal consistency using Cronbach's alpha. The instrument was tested on 40 students who were not part of the research sample but shared similar characteristics. The validity test results showed that all 17 items were valid, with total-item correlation coefficients ranging from 0.327 to 0.710. The reliability test demonstrated that the scale had a Cronbach's alpha coefficient of 0.769.

The study employed a quasi-experimental design with a two-factor pre-test post-test design. Group counseling interventions were conducted in eight sessions, including pre-counseling, initial stages, transition stage, working stage, final stage, and evaluation. Five treatment sessions were held once a week, with each session lasting 2x40 minutes. Each group underwent a pre-test, treatment, post-test, and follow-up to ensure the consistency of the research findings.

The experimental group was divided into two subgroups, each consisting of 8 participants. The research design is illustrated in Figure 1.

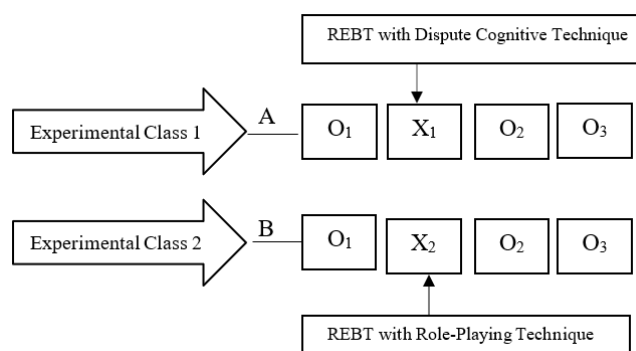


Figure 1. Research Design 1

Description:

O_1 = Pre-Test; O_2 = Post-Test; O_3 = Follow Up; X_1 = REBT with Dispute Cognitive Technique; X_2 = REBT with Role-Playing Technique

Results and Discussion

The results of the self-regulation scale administered to 40 eighth graders at **SMPN 3 Putik** are revealed in the following Table 1. Based on the data, 16 students were categorized as having low self-regulation ($x < 44$), 20 students were categorized as having moderate self-regulation ($44 \leq X < 56$), and 4 students were categorized as having high self-regulation ($X > 56$).

Table 1. Self-Regulation Condition

Reference	Category	Percentage	N
$X > 56$	High	40%	4
$44 \leq X < 56$	Moderate	50%	20
$X < 44$	Low	10%	16

The analysis using repeated mixed ANOVA indicated differences in the effectiveness of interventions based on measurement time, group, and the interaction effect between time and group. The detailed information for this is shown in Table 2.

Table 2. Results of Repeated Measures Mixed Anova Test

Kel	T1		T2		T3		F_1	F_2
	M	SD	M	SD	M	SD		
DC	40.25	1.282	50.00	3.381	56.63	3.335	258.224	83.430 ($p < 0.01$)
RP	42.50	.535	53.50	2.507	60.63	3.249	($p < 0.01$)	157.613 ($p < 0.01$)
F_3	F (1, 14) = 2.25 ($p > 0.05$)							
F_4	F (2, 28) = 2.78 ($p > 0.05$)							

Description: F_1 = Overall within-group effect, F_2 = Within-group effect for each group, F_3 = Between-group effect, F_4 = Interaction effect of within-group and between-group factors, DC= Dispute, RP= Role Playing

As shown in Table 2, the analysis revealed a significant overall effect of time on the improvement of students' self-regulation, $F(2, 28) = 258.224$, $p < 0.01$. Specifically, the results of the repeated measures ANOVA for the dispute cognitive group revealed significant differences in students' self-regulation levels across the measurement times T1, T2, and T3 ($F(2, 14) = 83.430$, $p < 0.01$). In addition, the results of the repeated measures ANOVA for the role-playing group also revealed significant differences in students' self-regulation levels across the measurement times T1, T2, and T3 ($F(2, 14) = 157.613$, $p < 0.01$).

The results of improvement pattern in each group reviewed from dispute cognitive and role-playing group is shown in Table 3.

Table 3. Improvement Pattern for Each Group

Time	Dispute Cognitive		Role Playing	
	MD	P	MD	P
T1-T2	-9.750	<0.01	-11.000	<0.01
T1-T3	-16.375	<0.01	-18.125	<0.01
T2-T3	-6.625	<0.01	-7.125	<0.01

T1: Pre-test, T2: Post-test, T3: Follow-up

Based on Table 3, a pattern of increased self-regulation was observed in the dispute cognitive group. Specifically, the group's self-regulation improved over time ($T1 = 40.25$, $T2 = 50.00$, $T3 = 56.63$). The dispute cognitive technique showed a significant increase in self-regulation from T1 to T2 ($MD = -9.750$, $p < 0.01$). Additionally, a significant improvement was observed from T1 to T3 ($MD = -16.375$, $p < 0.01$) and from T2 to T3 ($MD = -6.625$, $p < 0.01$).

Specifically, the role-playing group experienced an increase in self-regulation over time ($T1 = 42.50$, $T2 = 53.50$, $T3 = 60.63$). Group counseling using the role-playing technique showed significant changes in self-regulation during the period from $T1$ to $T2$, transitioning from low to high ($MD = -11.000$, $p < 0.01$). Further significant improvements were observed between $T1$ and $T3$ ($MD = -18.125$, $p < 0.01$) and between $T2$ and $T3$ ($MD = -7.125$, $p < 0.01$).

When comparing the dispute cognitive and role-playing groups, no significant difference in the effect of the interventions on self-regulation improvement was found ($F(1, 14) = 2.248$, $p > 0.05$). Similarly, no interaction effect between group and time was identified ($F(2, 28) = 2.782$, $p > 0.05$). This indicates that the patterns of self-regulation improvement among students in the dispute cognitive and role-playing intervention groups were identical or similar.

Emotional regulation skills among students can be improved through group counseling using the REBT approach (Ningtyas & Wiyono, 2022). In addition, self-regulation training programs enhance academic achievement, self-regulated learning strategies, and student motivation (Theobald, 2021). Similarly, group counseling with the REBT approach positively impacts the self-adjustment of female students at the Raudhatul Ulum Islamic boarding school in Ogan Ilir.

Research demonstrated that the REBT approach with dispute cognitive technique can be adapted for use in group counseling within a cyber counseling framework (Aliyah et al., 2023). This modification effectively addresses various issues faced by university students during the Covid-19 pandemic.

In addition, employing dispute cognitive techniques efficiently enhances self-esteem in students with low academic performance by targeting cognitive, emotional, and behavioral aspects. Similarly, students' emotional regulation skills can be improved through group counseling services utilizing the REBT approach (Ningtyas & Wiyono, 2022).

Furthermore, new insights highlight that most REBT intervention studies effectively reduce irrational beliefs, strengthen rational beliefs, and yield additional mental health benefits, such as reducing depression and anxiety (King et al., 2024). Successful interventions are characterized by longer durations (e.g., more than four weeks), delivery by trained REBT practitioners, adoption of the ABC framework, and the inclusion of daily homework assignments.

Other than that, there is a negative and significant relationship between self-efficacy and academic procrastination. This indicates that as self-efficacy increases or as students exhibit higher self-efficacy, the level of academic procrastination decreases. Conversely, lower self-efficacy corresponds to higher levels of academic procrastination. In addition, they revealed that there is a negative and significant relationship between self-control and academic procrastination. This suggests that when students demonstrate higher self-control in their learning activities, academic procrastination decreases. Conversely, low self-control leads to higher levels of academic procrastination. Lastly, they also discovered that there is a negative relationship between self-efficacy, self-control, and academic procrastination. It means that higher levels of self-efficacy and self-control are associated with lower levels of academic procrastination among students. Conversely, lower levels of self-efficacy and self-control lead to increased academic procrastination.

A significant relationship between academic stress and academic procrastination among students at SMK YP 17-1 Malang. The application of cognitive restructuring and role-playing techniques effectively reduces bullying behavior among students (Noor Khalisah et al., 2024). In addition, group guidance services with role-playing techniques are effective in providing positive interventions for students (Rismi et al., 2020).

The use of the role-playing method improved the confidence of fourth graders at SDNS Bandung (Rachman et al., 2019). Similarly, group guidance services with role-playing techniques positively impacted the emotional regulation of tenth-grade students at SMKN 2 Semarang (Firdaus, 2020).

Conclusion

Based on the analysis of the research data, it can be concluded that group counseling using REBT approach with dispute cognitive and role-playing techniques is effective in improving self-regulation among students exhibiting symptoms of academic procrastination. Additionally, there are differences in the levels of self-regulation among students with symptoms of academic procrastination when provided with group counseling using RABT approach with dispute cognitive and role-playing techniques. Differences were also observed in the levels of effectiveness, the effect of measurement time, group differences, and the interaction effects between measurement time and group interventions in reducing bullying behavior among students at SMPN 3 Putik. It is recommended that guidance and counseling teachers utilize the RABT group counseling model with dispute cognitive and role-playing techniques to enhance self-regulation in students experiencing academic procrastination.

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