

The Effectiveness of Cognitive Behavioral Therapy Group Counseling with Self-Talk and Socratic Dialogue Techniques to Improve Students' Career Self-Efficacy

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Abstract

Low career self-efficacy often misleads students career planning. That way motivated this research to examine the effectiveness of cognitive behavioral therapy group counselling with self-talk and socratic dialogue techniques to improve students' career self-efficacy. The method research make quasi-experimental and involved a two-group pretest-posttest design with which all were experimental groups. The research have 16 students with low career self-efficacy were grouped into two equally. Based on the findings, the intervention of cognitive behavioral therapy group counselling with self-talk and socratic dialogue techniques has been able to effectively improve students' career self-efficacy. The implication a research guidance and counselling services can refer to this.

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INTRODUCTION

Career decision making is an important ability for adolescents in the way they choose their majors. It is because major selection requires internal and external aspects. Besides, the selection must be adjusted to one's abilities as well (Widyastuti & Pratiwi, 2013:231). One individual factor that can influence the stability of students' career decision making is career self-efficacy.

Career self-efficacy is realized in individuals' belief in their ability to perform tasks effectively and achieve desired results (Dik, Sargent, & Steger, 2008:25). Bandura (2001) argues self-efficacy plays an important role in social cognitive theory due to its influence on adaptation and changes in not only one's own rights but also the impact on other factors.

Lent, Brown, & Hackett (2002) have developed social cognitive career theory (SCCT), an influential theory of cognitive processes and motivation that has been extended to study many areas of psychosocial functioning based on Albert Bandura's general cognitive theory.

Betz's (2007) in his research tested Bandura's self-efficacy theory by inserting social cognitive career theory (SCCT) and concluded that Bandura's theory is simple but strong. Apart from Bandura's self-efficacy theory and researches as a form of effort to expand theories and understand career behavior, Betz mentions that the theory of social cognitive career theory (SCCT) is heuristic and very valuable for understanding the complex interrelationships of career development influences (Betz & Hackett, 2006: 8).

There have been several researches investigating the effectiveness of counselling techniques and approaches in improving career self-efficacy, such as art therapy in an international journal by Kaimal and Rey (2017) who assisted their subjects to do self-expression, emotion regulation, and self-efficacy through art. Self-expression is visualized as a form of therapy to maintain psychological health, self-efficacy and well-being. The weakness in this research is

that it only focuses on one work of art from every individual.

There found a bibliotherapy technique in an international journal written by Oztemiz and Tekindal (2021). This technique helps individuals by uniting individuals and books in the process of dealing with emotional, physical and self-efficacy problems. One limitation in this study is it lacks of number of sessions to provide more comprehensive results.

Another technique called modelling in research by Adiputra (2015) provides the subjects some examples of behavior in a model in which during the implementation a counselor shows his counselees the model behavior and then links to the counselees career development

A cinema therapy technique in research conducted by Isna and Winingsi (2022) provides an understanding of dealing with failure and several other ways to improve abilities so individuals are confident in achieving the desired career based on the results of discussions between counselors and them through films adapted to the dimensions of self-efficacy according to Albert Bandura.

Unfortunately, the above techniques only increase career self-efficacy based on the source of vicarious experience or learning by observing models with similar behavior to arouse enthusiasm to imitate (Pratiwi, 2013: 3-4). However, not all individuals career self-efficacy problems can generally be handled using such ways due to differences in their life aspects.

Observing the model can encourage viewers to engage in the behavior they have learned. It is said that people do not learn new behavior simply by trying it and resulting in success or failure, but that the survival of humanity depends on replicating the actions of others. Observers or viewers may choose which modelled behavior that gives them reward or punishment and then imitate it. Therefore, counselors provide models for a large number of problems that exist in many different environmental settings (Firmansyah & Saepuloh, 2022: 304).

The present research used a CBT approach with self-talk and Socratic dialogue techniques.

The self-talk technique is a counseling technique based on a cognitive behavioral approach done by having an individual having conversations with himself based on his belief. This technique can be used as a form of rebutting unreasonable beliefs and developing healthier as well as more positive thinking. It can assist individuals to deal with negative messages that they send to themselves (Erford, 2015:223).

Research conducted by Mingtio and Muhid (2022) concludes that the phenomenon of low self-efficacy is often experienced by most students, causing negative perceptions within them have more domination than positive ones. The self-talk technique can increase self-efficacy by changing the point of view so that students can think positively about themselves. Self-talk can be used to improve student's achievement, work results, attention, control emotions and cognitive abilities, and increase confidence in getting things done. Individuals who have good positive self-talk skills will indirectly have their positive thoughts lead them to experience more self-confidence in their talents.

Socratic dialogue is the second technique used in this research. Based on Hidayah (2015:58) Socratic dialogue is a discussion method that can be implemented in cognitive behavioral therapy (MDS-CBT). It is derived from the discussion model of Greek philosophers to help students understand the concept of conversational patterns with strategies that can encourage them to talk about their views or ideas by asking questions, sharing ideas, and expressing themselves (Wahyudiansah, Mufidah, & Hartanti, 2022:210).

There is research conducted by Jabbar, et al., (2019) which revealed that maturity in career choice is realized in an individual's ability to determine and decide on a career appropriately supported by talent, interests, knowledge, experience, skills and personality. Cognitive behavioral therapy (CBT) counseling aims at helping clients examining and restructuring their core beliefs. Aaron T Beck argues that the Socratic dialogue method is an alternative in the counseling stages with a cognitive behavioral

therapy (CBT) approach to help clients revise negative thoughts.

The current research attempted to analyze the effectiveness of cognitive behavioral therapy group counselling with self-talk and socratic dialogue techniques separately and compare the difference in both effectiveness in the way those improved career self-efficacy. It was expected that this research can be a reference in coping with students' low career self-efficacy.

METHODS

As many as 16 students at MAN 1 Magetan who had low career self-efficacy were invited to be the subjects of this research and grouped into two equally. This involvement of the subjects was based on inclusion and exclusion criteria.

Students' career self-efficacy data were collected using a career self-efficacy scale which has 5 aspects and 30 items developed by the researchers. Previously, this scale has been validated by two experts (judgement). The validation covered construct validation test using the product moment correlation technique to eliminate unnecessary items. Of this test, 2 items were found invalid, while the valid items had a total item correlation range between 0.298 to 0.595. In terms of the reliability, the results of the reliability test using the Cronbach's alpha technique showed a coefficient of 0.792.

The method used in this research was the two-group pretest-posttest design which involved two experimental groups. Here, the selection of the participants was carried out in non-random assignment. The two groups had the pretest of career self-efficacy before being given the treatment and posttest after being given treatment using the same scale. In details, the experimental group 1 was treated using cognitive behavioral therapy group counseling treatment with a self-talk technique, and experimental group 2 received cognitive behavioral therapy group counseling treatment with a Socratic dialogue technique. In the self-talk group, the students were instructed to have conversations with themselves using inserting positive statements as

a means of eliminating negative thoughts, while in the Socratic dialogue the students were asked to provide arguments between group members to resolve similar problems to be discussed together without having to pursue or corner one of the parties. The meetings for the intervention were held six times.

RESULTS AND DISCUSSION

According to the pretest results, all students were known to have low career self-efficacy, namely 65.25 (SD=2.12) for the experimental 1 group and 65.12 (SD=2.10) for the experimental 2 group.

In terms of Wilcoxon Signed Rank test, the increase achieved by the cognitive behavioral therapy group counselling with the self-talk technique was ($Z_1=-2.52$, $p<0.05$). Meanwhile, the other with the Socratic dialogue technique increased by ($Z_1=-2.53$, $p<0.05$). Of these data it was known both groups, namely experimental 1 and 2 got some improvement in the career self-efficacy.

Following the Wilcoxon test, the results of the Mann Whitney u test indicated no difference in the efficacy level between both groups seen from the result of posttest ($Z_2=-0.90$, $p>0.05$). What can be inferred from this result is both groups have effectively improved students' career self-efficacy and got no difference in the effectiveness level.

Table 1. The Results of the Wilcoxon Signed Rank and Mann Whitney U Tests using SPSS

Group	Pre		Post		Z ₁
	M	SD	M	SD	
E ₁	65.25	2.12	96.75	8.91	-2.52*
E ₂	65.12	2.10	93.12	9.63	-2.53*
Z ₂	-0.11**		-0.90**		

Information:

E₁: experimental group 1 cognitive behavioral therapy group counseling with the self-talk technique

E₂: experimental group 2 cognitive behavioral therapy group counseling with the Socratic dialogue technique

Z₁: Wilcoxon signed rank test

Z₂: Mann Whitney U test

*: $p<0.05$

** : $p>0.05$

The finding of this study was that both groups which implemented cognitive behavioral therapy group counselling with the self-talk technique and another one with the Socratic dialogue technique have been able to improve students' career self-efficacy. According to the hypothesis testing, significant changes were obtained prior to and following the provision of the treatment. It is similar to that of Ari, et al., (2019) who conclude that the use of self-talk technique in counselling is effective to increase students' aspiration and career efficacy. It might be because self-talk is a mental technique which can influence one's feelings and thoughts towards his desired goals (Hidayat, 2011:65).

The self-talk technique can improve students' performance by increasing effort, attention, emotional control, cognitive control, and confidence in completing their obligations (Mingtio & Muhid, 2022: 6). Also, it helps students solve problems by making friends with themselves in form of having self-dialogue using positive sentences directed at themselves (Arofah & Sancaya, 2022: 912).

The use of Socratic dialogue was also found effective to improve career self-efficacy in this study. Similar to self-talk, there found significant changes in students' career self-efficacy before and after the treatment based on the hypothesis testing. It is in line with a study by Arsyah R., et al., (2023) that group guidance with a Socratic dialogue technique is effective for developing students' career planning. Research conducted by Saputro, et al., (2020) coherently states that there is a significant difference between career planning before and after being given the Socratic dialogue technique.

The Socratic dialogue is a technique that guides clients to have a good argument and be able to encourage critical thinking. It gives counselees the opportunity to reflect, consider

and decide whether the behavior and thought patterns adopted so far are rational or not. In group practice, a counselee can ask questions to existing group members. These questions will be discussed until they don't find any clarity and finally the discussion will be taken over by the counselor. At that time, the counselee will make rational conclusions as a provision for his reflection in the process of knowing his identity and courage to make plans for the future (Hartanti et al., 2022: 48–49).

Regarding the hypothesis testing, there found no significant difference between cognitive behavioral therapy group counseling with the self-talk technique and cognitive behavioral therapy group counseling with the Socratic dialogue technique. Even though there was no significant difference, both techniques were equally effective in increasing students' career self-efficacy.

Besides considering the results of both techniques effectiveness, field observation was done by the researchers to determine the development of students' behavior in accomplishing their homework and the quality of it. The observation was focused on their way of thinking, core beliefs and automatic thoughts which gradually turned specific from time to time. Another proof was seen in the development of intermediate beliefs during the counseling session.

From the low pretest data, the students' intermediate beliefs showed gradual increase during each session of intervention in the counselling process. Finally, they successfully obtained better scores in the posttest. According to this finding, students' career self-efficacy which was initially low could increase due to the implementation of the group counselling with both techniques. Also, it implied the students have had awareness of career decision making, indicating they have been able to make career planning, certainly make decisions, and have commitment to which majors they are planning to apply in the higher education as a means of getting the desired careers (Satria & Wahyuni, 2015: 16).

CONCLUSION

The current research was carried out to examine the effectiveness of cognitive behavioral therapy group counseling with the self-talk and Socratic dialogue techniques to improve students' career self-efficacy. Based on the findings, it can be concluded that that cognitive behavioral therapy group counseling with the self-talk and Socratic dialogue techniques is effective to improve students' career self-efficacy. In addition, both techniques have no different levels of effectiveness.

Regarding the conclusion, some recommendations are given. First, counsellors are suggested to use cognitive behavioral therapy group counseling with the self-talk and Socratic dialogue techniques as intervention in their guidance and counselling services, particularly to improve students' career self-efficacy. Second, the future researchers are encouraged to involve different gender and add a control group to find any possible different results. Much exploration in this topic is necessary to obtain more beneficial novelty and enrich literature in this field.

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