

The Effectiveness Of Face To Face And Internet-Based Mindfulness-Based Cognitive Therapy Group Counseling To Enhance Subjective Well-Being

Nabila Fuadina[✉], Anwar Sutoyo, Ali Murtadho

Universitas Negeri Semarang, Indonesia

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Abstract

Subjective well-being supports the learning quality which later helps students increase their potential. Therefore, the present study aimed at examining the effectiveness of face to face and internet-based mindfulness-based cognitive therapy group counseling to enhance subjective well-being. It used a randomized pretest posttest comparison group design with two experimental groups and involved 12 students selected using the purposive sampling technique from 155 total population of the grade twelve at SMA Negeri 8 Semarang whose subjective well-being were low. Of the analysis, it was found that both face to face and internet-based mindfulness-based cognitive therapy group counseling was effective to enhance the subjective well-being of students at SMA Negeri 8 Semarang.

[✉] Correspondence address:

Gedung A Kampus Pascasarjana Unnes

Jl. Kelud Utara III Semarang 50237

E-mail: fuadinabila064@gmail.com

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INTRODUCTION

Education holds an important role in promoting students' experience, social, economy and psychological well-being (Qadir, 2022). One possible way to increase its quality is by paying attention to students' psychological states (Runtoni, 2023). Students are expected to attain positive experiences during their study as a source of healthiness. If not, negative experiences will lead to mental and physical disorders (Cieslak & Kossakowska, 2018).

A healthy mentality helps students to be more productive so that their academic satisfaction and achievement will finally get promoted (Chang, Jiang, & Loyalka, 2019). However, facts show that most of students encounter burnout (Xie & Yang, 2019), bullying which result in inconvenience at school (Salmi, Hariko, & Afdal, 2018), and many other negative things. These surely disrupt students' potential development, and as it is obligatory for educators to serve comfortable and safe environments to support students' potential development and make them feel satisfied at the school.

Every single student is expected to have subjective well-being, namely an individual judgment to his own life. This well-being covers two aspects, namely cognitive which portrays the whole life satisfaction and affective which distinguishes positive and negative affection. Students are advised to own subjective well-being to increase academic interests and psychological well-being (Zadworna, Kossakowska, & Renshaw, 2018). Subjective well-being should be a special concern for educators, especially school counselors since it has an important role in education. High subjective well-being is correlated to achievement at school (Gokalp, 2020), the joy of learning and academic success (Bortes, 2021).

Some practicable interventions to enhance subjective well-being are mindfulness, cognitive behavioral-based and psychological interventions. (Sakuraya, 2020). The one used in this study was mindfulness-based cognitive therapy. It was chosen based on the effectiveness

of this intervention in the previous studies in enhancing subjective well-being. Mindfulness-based cognitive therapy is the combination of a cognitive therapy and mindfulness training. One proof of its effectiveness in enhancing subjective well-being is stated in a study by (Zohreh, 2022).

Mindfulness-based cognitive therapy can be done in a group counseling format. Many studies have proved the benefits of a group counseling format in alleviating stress and depression (Jehad & Sharaa, 2020). Also, this service can reduce students' truant behavior (Fatchurahman, Dina Fariza Triyani, & Turohm, 2018).

Besides face to face, group counseling can be done online or internet-based. It has been evidenced to promote students' humility in various studies (Naini, Wibowo, & Mulawarman, 2021). The online application of mindfulness makes the service more flexible (Bailey, Comt, & Chambers, 2023). It also increases the participation of teenagers to communication since today's generation is close to technology (P, Knyahnytska, & Wang, 2021). With online counseling services, it will be easier for students to carry out counseling with school counselors, so any obstacles which may disrupt offline counseling services at school can be altered by the use of online medium (Dincyurek & Cyprus, 2012)

Regarding the previous studies, there needed to compare both interventions to determine the most effective one. Thus, the present study examined the effectiveness of face to face and internet-based mindfulness-based cognitive therapy group counseling to enhance subjective well-being and judged any differences in both face to face and internet-based interventions at SMA Negeri 8 Semarang.

METHODS

The subjects of this study were grade twelve students at SMA Negeri 8 Semarang, namely 12 students selected from the population of 155 students. They were sampled using purposive sampling with the following criteria: (1) current twelve grade students at SMAN 8

Semarang, (2) having low subjective well-being, and (3) are willing to participate until the end of sessions.

Students' subjective well-being was estimated using the instrument of subjective well-being instrument developed by the researchers based on Diener's (2003) which covers two aspects: (1) cognitive aspect in form of the whole judgment of life satisfaction, (2) affective aspect in form of negative and positive affection. This instrument has 35 items and four answer choices from favorable (1-4) and unfavorable (4-1). Based on the reliability test, this instrument gained the Cronbach's Alpha coefficient value of 0.88.

This study used an experimental method with randomized pretest-posttest comparison group design. First, the researchers measured subjective well-being to select the proper subjects, namely the ones with low level. Of this step, there obtained 12 students who were later grouped into group A and group B. Group A was the group treated using the face to face mindfulness-based cognitive behavior therapy, and group B was the group treated using the internet-based mindfulness-based cognitive behavior therapy. Second, the researchers provided both interventions of face to face and internet-based mindfulness-based cognitive therapy for six sessions with the time allotment of 40x2 minutes for each. Stages in each session were opening, transition, working, and closing. Third, the posttest was given to observe any changes before and after the intervention. Similar to the pretest, the instrument used in this step was the same. Fourth, follow-up was done to discover any effects of treatment in group A, or face to face mindfulness-based cognitive therapy group counseling and group B or the internet-based mindfulness-based cognitive therapy group counseling after two weeks.

RESULTS AND DISCUSSION

Following the analysis, the initial mean and standard deviation of students' subjective well-being in the face to face group was 73.50

(SD= 3.27), while the internet-based group was 72.83 (SD=3.19). The detail descriptions are listed in the table 1.

Tabel 1 Data Descriptions of The Face to Face and Internet-Based MBCT Groups

Group	SWB			F ₁	F ₂
	T1	T2	T3		
MBC	M	73.5	91.5	88.0	
T		0	0	0	24.21
<i>face to face</i>	S	3.27	6.92	3.2	*
	D				
MBC	M	72.8	89.5	89.0	45.07
T		3	0	0	*
<i>intern et based</i>	S	3.19	6.35	5.33	21.30
	D				*
F _{group}	0.11				
F _{time}	0.28				
x _{group}					

According to table 1, it can be seen that there was an increase in the subjective well-being of the students in the face to face mindfulness-based cognitive therapy group counseling indicated by T1 (M = 73.50, SD = 3.27), T2 (M = 91.50, SD = 6.92) and T3 (M = 88.00, SD = 3.2). The increase in subjective well-being in the face to face mindfulness-based cognitive therapy group counseling by (F(2, 1)= 24.21, p < 0.001)

inferred that there was an effect of the face to face mindfulness-based cognitive therapy group counseling intervention to enhance subjective well-being.

In the same way, table 1 also shows an increase in the internet-based mindfulness-based cognitive therapy indicated by T1 (M = 72.83, SD = 3.19), T2 (89.50, SD = 6.35) and T3 (M = 89.00, SD = 5.33). The increase in subjective well-being in the internet-based mindfulness-based cognitive therapy group counseling by (F(2, 1) = 21.30, p<0.001) indicated that there was an intervention effect in internet-based mindfulness-based cognitive therapy group counseling. In details, the data showing increases in both groups from the pretest, posttest and follow-up are presented in the following table 2.

Tabel 2 The Increasing Patterns of Face to Face and Internet-Based MBCT

Variabel	TI ME	Face to Face			Internet Based		
		M D	S E	P	M D	S E	P
SWB	T1-T2	18.00	3.31	<0.001	-16.67	3.27	<0.05
	T1-T3	14.50	2.17	<0.001	-16.17	3.29	<0.05
	T2-T3	3.50	2.63	>0.05	0.500	2.09	>0.05

T1 : pretest, T2 :posttest T3: follow up
Based on table 2, the subjective well-being increase in the face to face mindfulness-based cognitive group counseling between T1-T2 was (MD = 18.00; SE = 3.31, p<0.001), the subjective well-being increase between T1-T3 was (MD = 14.50, SE = 2.17, p<0.001), and the subjective well-being increase between T2-T3 was (MD = 3.50, SE 2.63, p>0.05).

Furthermore, the subjective well-being increase in the internet-based mindfulness-based cognitive therapy group counseling between T1-T2 was (MD = -16.67, SE = 3.27, p<0.05), between T1-T3 was (MD = -16.17, SE = 3.29, p<0.05), and between T2-T3 was (MD = 0.500, SE = 2.09, p>0.05).

The pattern of increasing subjective well-being between the face to face and internet-based mindfulness based cognitive therapy groups was (Fgroup = 0.11, p> 0.05), so they obtained the same pattern, and there was no difference between the two. The value of (Ftime x group = 0.28, p>0.05) showed that there was no interaction effect between the two so that neither was better, meaning that both contributed the same effectiveness in enhancing subjective well-being.

The effectiveness showed by the face to face mindfulness-based cognitive therapy to enhance students' subjective well-being is in line with a study by (Bakalim & Tasdelen, 2017) that the group counseling format can improve one's welfare as an aspect of subjective well-being, and mindfulness-based cognitive therapy is effective

to enhance subjective well-being (Googhari, Hafezi, Asgari, & Heidari, 2022).

The findings also show that the internet-based mindfulness-based cognitive therapy group counseling was effective to promote subjective well-being. Previous studies have also tested the effectiveness of online mindfulness-based cognitive therapy group counseling to increase humility (Naini, Wibowo, & Mulawarman, 2021). In the same way, online mindfulness is also effective for increasing subjective-well being (Bossi, Zaninotto, & Darcangola, 2022)

Another finding was both face to face and internet-based mindfulness-based cognitive therapy was able to effectively enhance subjective well-being, and none of which performed better. The face to face counseling enables counselors to establish a relationship due to its ability to create psychological contacts and observe counselees' expressions, body language, and verbal cues. Almost all contacts can be done in this format, but it is less flexible in terms of distant and time constraints (Petrus & Sudibyo, 2017). Meanwhile, the internet-based interventions can be carried out remotely, saving time and saving on accommodation. However, when conducting internet-based interventions, counselors must pay attention to the condition of the client's network which determines the success of counseling (Erbe, Eichert, & Riper, 2017).

School counselors can use both interventions, namely face to face and internet-based mindfulness-based cognitive therapy group counseling by considering the student's condition before providing treatment.

CONCLUSION

This study was carried out to examine the effectiveness of the face to face and internet-based mindfulness-based cognitive therapy to enhance subjective well-being. Of the findings, it can be concluded the face to face and internet-based mindfulness-based cognitive therapy group counseling is effective to enhance the

subjective well-being of the students at SMA Negeri 8 Semarang.

From the findings, school counselors are encouraged to implement both face to face and internet-based mindfulness-based cognitive therapy group counseling services to enhance students' well-being. Meanwhile, the future researchers are recommended to compare and view the differences between mindfulness-based cognitive therapy and other approaches, such as cognitive behavior therapy or mindfulness-based intervention in the way they enhance the subjective well-being of more varied subjects, for example junior high school or vocational high school students. Also, the future studies can add a control group and design follow-up activities with a longer period of 2-3 months.

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