

The Effectiveness of Group Counseling by Using Cognitive Behavioral Therapy Approach with Cinematherapy and Self-talk Techniques to Reduce Social Anxiety at SMK N 2 Semarang

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Abstract

The purpose of this study was to investigate the effectiveness of the implementation of groups counseling services with cognitive behavior therapy (CBT) approach using cinematherapy and self-talk techniques in reducing students' social anxiety. This study used a Repeated Measure Design as the experimental contrivance. The participants used in this study were 14 students in SMK N 2 Semarang. The selection of the subjects is using purposive sampling technique that is based on social anxiety criteria obtained from the results of social anxiety scale scores. Social Anxiety Scale for Adolescents is the instruments used in this study. Data analysis techniques were used is the Sphericity and ANOVA tests. The results of the study showed that the group counseling with cognitive behavior therapy (CBT) approach by using cinematherapy and self-talk techniques were effective in reducing students' social anxiety. The findings of this study prove the effectiveness of group counseling services in the cognitive behavior therapy (CBT) approach using cinematherapy and self-talk techniques for the students in Semarang city, Indonesia.

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INTRODUCTION

In the interaction process, humans will form a particular group or community that has the same goals and interests, where to achieve them they have to do it in innovative and productive ways. Humans will try to adjust when interacting, but in doing the interaction not all individuals feel safe and comfortable and it can even cause anxiety.

Anxiety is a common symptom, throughout the course of human life from birth to near death, it often occurs. Anxiety that is experienced by the students often has an impact on the performance and potential of learners to become not optimal (Ivanti, 2016), especially if students feel anxiety that is so frequent, strong and excessive, it can cause discomfort and it also can take over their lives (King, et al. 2004)

Anxiety arises in a variety of different forms such as panic, anxiety about social, health and phobias; so that the difference between "normal" and excessive is not always clear (Wilding & Milne, 2013). In educational settings, students with anxiety problems can affect their academic or social development (King & Ollendick, 1989).

Whereas in the social sphere, students often experience problems in forming or maintaining friendships, may be socially isolated or intimidated (Morris, 2004). So it is not surprising, this kind of problem causes students to avoid certain schools or classes so that it causes the anxiety (Heyne & King, 2004).

From the preliminary study at SMK Negeri 2 Semarang, it was found that many students who experience social anxiety. The percentage of social anxiety obtained was 10 students or 2.5% in the high category, 200 students or 50.3% of students in the medium category, and 188 students or 47.2% of students in the low category. The symptoms shown by the students who experience social anxiety are: (1) embarrassed when meeting other people, (2) excessive nervousness when presenting in front of the class or while around unknown people, (3) choosing to avoid togetherness situations, (4) difficulty in adapting and getting

friends, (5) unable to express their opinions, (6) afraid to interact with others, (7) worry about seeing or meeting other people, (8) choosing to watch rather than joining a group, (9) trembling or cold sweat when meeting other individuals, (10) fear of embarrassing oneself so that individuals avoid any situation that can trigger such fear, (11) have negative thoughts about evaluation from other individuals, (12) difficulty in making eye contact, and (13) difficulty in speaking.

Seeing the problems of students above, group counseling can be used as a means to help students in achieving development, as well as being one of the help to overcome social anxiety problems. Group counseling aims to help accelerate and facilitate the resolution of problems faced by students (Wibowo, 2005). Group counseling is assistance to individuals in group situations that are preventive and healing, and directed at facilitating their development and growth (Kurnanto, 2013).

Cognitive Behavior Therapy (CBT) is one of the most popular approaches in group counseling settings. CBT is suitable for group therapy because its members are taught to apply the principles to each other in groups. Ellis (Corey, 2013) recommends that when using the format (counseling) the group focuses on specific techniques to change the clients' mind and defeating it in various concrete situations. Based on Mahfud's (2017) research, counseling on cognitive behavior therapy groups has a direct impact on the tolerance of academic distress. In addition to modify the beliefs, changing attitudes, feelings, thoughts, behavior and practicing social skills, self-confidence and helping students accept themselves with all their abilities and capacities, this approach also helps group members to see how their beliefs influence what they feel and what they do. Therefore, the techniques that can be used in CBT approach group counseling are cinematherapy and self-talk.

Efforts to reduce social anxiety of students using cinematherapy techniques have advantages that can be seen in several studies that have been done before. Powell (2008) conducted research with cinematherapy techniques to increase hope

and optimism, then it can reduce adolescent anxiety levels (Dumtrache, 2014), effectively increasing expectations and reducing anxiety (James, 2016), reducing defense mechanisms and opening lines of family communication (Ballard, 2012), providing assistance and healing to communities affected by disasters (Speicher & Sanders, 2006), enhancing insight, coping with sadness, emotional catharsis, facilitating cognitive processing and accelerating adaptive learning (Molaie & Abedin, 2011), significantly reducing stress intensity from parents of children with mild mental retardation (Abedin & Molaie, 2010), effective for general mental health such as depression, anxiety, somatic reactions and social function (Molaie, et al. 2010), improving ego integrity and decreasing depression elderly in nursing homes (Kim, 2014), increasing motivation for rehabilitation and reduce the level of depression during the process (Kwon & Lee, 2017), and reducing despair (Powell & Newgent, 2010).

Furthermore, other studies using self-talk techniques show that it is significantly associated with communication concerns and anxiety in public speaking (Shi & Brinthaup, 2015), associated with depression, social anxiety, self-injury, and various other maladaptive behaviors (Shahar, et al. 2012), increasing self-esteem and reducing cognitive and competitive anxiety (Hatzigeorgiadis, et al. 2009; Georgakaki & Karakasidou, 2017), enhancing an individual's ability to regulate thoughts, feelings, and behavior under social pressure, and self-regulation is quite effective to overcome social anxiety (Kross, et al. 2014), effective to reduce the level of academic anxiety of students (Zulaifi, et al. 2017).

Based on the explanation above, cinematherapy and self-talk techniques were hypothesized to be effective in reducing students social anxiety of SMK N 2 Semarang because it can stimulate individuals to think, and can be done at any time and involve the independence and full participation of youth so that the effectiveness of the results is in line with what is expected. In this study the focus of the problem is social anxiety, because students who experience

social anxiety will experience the problems and obstacles in forming and maintaining friendships, socially isolated or intimidated and can disrupt or influence the learning process in the school. The selection of cinematherapy and self-talk techniques arises based on several previous studies that provide ideas and the fact that students' social anxiety problems can be reduced by a special approach that can change the mindset and behavior of students and it can help students modify their beliefs, change attitudes, feelings, thinking, behavior and practicing social skills, so that students are confident and accept themselves with all the abilities and capacities they have. In general, this study aims to identify the effectiveness of CBT approach group counseling using cinematherapy and self-talk techniques to reduce students' social anxiety in SMK N 2 Semarang.

METHODS

This experimental study is used Repeated Measures Design. This study was used three measurements (Pretest, Posttest, and Follow Up). The pretest in the form of giving data collection instruments (social anxiety scale) it was conducted to determine the initial description of the level of students' social anxiety before given the treatment. While the treatment that are given is CBT group counseling using cinematherapy and self-talk techniques, each of which has 6 meetings, with a frequency of meetings between one to two times a week, and a duration of 90 minutes each meeting. The posttest is in the form of giving data collection instruments that are given after the treatment. Then Follow Up is in the form of giving back data collection instruments after the treatment are given and carried out some time after the posttest are given.

The selection of this subject uses purposive sampling technique. Subjects in this study were students of SMK N 2 Semarang who were identified as having social anxiety problems. The research subjects used in this study were 14 people, with two experimental groups, each consisting of 7 people. The experimental group A was given a treatment in the form of CBT

approach group counseling using cinematherapy technique and the experimental group B was given a CBT approach group counseling using self-talk techniques. After the treatment, the researcher gave the posttest to the experimental group. This posttest was given to find out the differences in the results of the treatment given earlier. Two weeks after the posttest was given, the researcher gave a follow-up to see how far the students maintained changes in their mindset and behavior.

The data collection techniques used in this research is social anxiety scale (Social Anxiety Scale for Adolescents; La Greca & Lopez, 1998). Data analysis techniques used to test hypotheses is using Sphericity and ANOVA tests.

RESULTS AND DISCUSSION

Testing the hypothesis to test H_a in this study is by using Sphericity analysis techniques and ANOVA. This Sphericity test was used to determine the mean or the difference mean between the pretest, posttest and follow-up results in each group. Then ANOVA test is used to determine the differences of the effectiveness between CBT approach group counseling services using cinematherapy and self-talk techniques.

The data collected (pretest, posttest, follow-up) were tabulated and prepared before being analyzed. The condition of students' social anxiety before getting a treatment is at a moderate level. After getting treatment, the students' social anxiety level showed a decrease in level scores social anxiety and decline to low.

Based on the results of the Repeated Measures Design test the whole group got a score ($F_{(2,21)} = 370.49$, $p < 0.01$) which can be seen in Table 3. The average pretest results of the social anxiety level of students included in the medium criteria ($M = 64.14$, $SD = 6.59$). After given a treatment in the form of CBT approach group counseling with cinematherapy technique, the result of posttest, follow-up of students' social anxiety level decreased to low (posttest, $M = 53.57$, $SD = 6.24$; and follow up, $M = 42.85$, $SD = 3.33$). So from the results of the analysis (Table

1) it shows that the CBT approach counseling group with cinematherapy technique is effective in reducing the social anxiety of students of SMK Negeri 2 Semarang ($F_{(1,10)} = 152.99$, $p < 0.01$).

Table 1. Repeated Measures ANOVA CT Test Results

Parameter	Pretest	Posttest	Follow up
Mean	64.14	53.57	42.85
Std. deviation	6.59	6.24	3.33
F1			152.99*

In experiment group B which is in the form of CBT approach group counseling with self-talk technique, the average results of the pretest social anxiety level of students included in the medium criteria ($M = 61.00$, $SD = 3.36$). Posttest and follow-up results of students' social anxiety levels consecutively decreased to low (posttest, $M = 50.57$, $SD = 2.07$; and follow-up, $M = 43.28$, $SD = 3.72$). So from the results of the analysis (Table 2) shows that CBT approach group counseling with self-talk technique is also effective in reducing social anxiety of students in SMK Negeri 2 Semarang ($F_{(1,10)} = 275.26$, $p < 0.01$).

Table 2. Repeated Measures ANOVA ST Test Results

Parameter	Pretest	Posttest	Follow Up
Mean	61.0	50.57	43.28
Std. deviation	3.26	2.07	3.72
F1			275.26*

The result of Mixed ANOVA showed that there is no differences in the effectiveness between CBT group counseling services with cinematherapy and self-talk techniques to reduce students' level of social anxiety ($F_{(1,10)} = 0.701$, $p < 0.05$). The results of the effectiveness interaction test in cinematherapy techniques with self-talk to reduce students' level of social anxiety between measurement times was ($F_{(1,27)} = 3.97$, $p < 0.05$). The results of the calculation of the data before and after and the differences in the effectiveness of the group counseling services using cinematherapy and self-talk techniques are presented in table 3.

The test results of group interaction effects between measurements showed that among the two techniques used, the cinematherapy

technique was superior to the self-talk one because it gave more benefits to the first posttest and second posttest (follow-up), it can be seen in diagram 1.

Table 3. Repeated Measures ANOVA Test Result

Group	F2	F3	F4
CT	370,49*	0,701**	3,97**
ST			

Information:

- CT : Cinematherapy Technical Group
 - ST : Self Talk Engineering Group
 - F1 : Anova Test Results for each group
 - F2 : Repeated Test Measures Design Test results for all groups
 - F3 : Results Test differences between groups
 - F4 : Test Results of group interaction effects between measurement times
- * p < 0.01; ** p < 0.05.

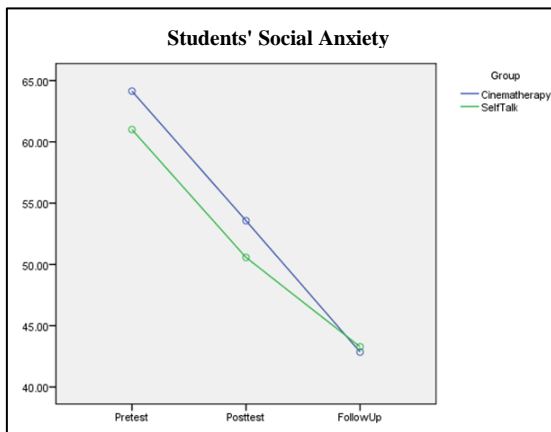


Figure 1. Test Results of Group Interaction Effects between Measurement Times

The results of a pairwise comparison analysis also show the magnitude of the acquisition value in measuring social anxiety levels (Table 4). The magnitude of the value of the reduction in social anxiety level using the CBT approach group counseling with the cinematherapy technique between Pretest-Posttest was (MD = 10.714, SE = 1.375, p < 0.01). Then in the Pretest-Follow Up was (MD = 21.286, SE = 1.409, p < 0.01). In the Posttest-Follow Up was (MD = 10.571, SE = 0.751, p < 0.01).

The results of a pairwise comparison analysis also show the magnitude of the acquisition value in measuring social anxiety levels (Table 5). The magnitude of the value of the reduction in social anxiety level used the CBT

approach group counseling with the self-talk technique between Pretest-Posttest was (MD = 10.429, SE = 7.19, p < 0.01). Then, at Pretest-Follow Up was (MD = 17.714, SE = 6.80, p < 0.01). In Posttest-Follow Up was (MD = 7.286, SE = 0.865, p < 0.01).

Table 4. The result of Pairwise Comparisons CT

Comparison	MD	SE	p
Pretest-Posttest	10.714	1.375	< 0.01
Pretest-Follow Up	21.286	1.409	< 0.01
Posttest-Follow Up	10.571	0.751	< 0.01

Table 5. The Result of Pairwise Comparisons ST

Comparison	MD	SE	p
Pretest-Posttest	10.429	7.19	< 0.01
Pretest-Follow Up	17.714	6.80	< 0.01
Posttest-Follow Up	7.286	0.865	< 0.01

Based on the statistical tests that listed in Tables 1 and 2, there were significant differences between before the intervention (pretest) and after the intervention (posttest and follow up). It can be concluded that CBT approach group counseling with cinematherapy and self-talk techniques effectively reduces the social anxiety level of students. This means that cinematherapy and self-talk techniques are effective to reduce social anxiety of vocational high school students. These findings indicated effective results that group counseling with cinematherapy and self-talk techniques can be one of the solutions for counseling guidance teacher to help overcome the social anxiety problems of students.

The results of this study are in accordance with the opinion of Sofronoff, et al. (2005); Arch, et al. (2012) that CBT has a significant impact on the reduction of anxiety symptoms and an increase in the child's ability to produce positive strategies in the situation which causes anxiety. Furthermore, the study conducted by Luberto, et al. (2016) results after CBT approach counseling are given there are cognitive, affective, and behavioral improvements that is significant.

In cinematherapy techniques according to Sharp, et al. (2002), cinematherapy is a creative therapeutic intervention in which a trained professional gives clients the task of watching movies and using characters and themes as a metaphor to promote exploration and self-change. Furthermore Smithikrai (2016) stated in

his research that cinematherapy can encourage the characteristics and positive behavior of Thai students. Meanwhile, according to Gregerson (2010) Cinematherapy is a tool or technique in therapy, counseling and coaching to help individuals or groups of people to become aware and able to overcome real-life problems, done by reflecting and discussing characters, language styles, or archetypes in films or videos.

In self-talk techniques that have been conducted by researchers previously showed that self-talk is a technique that is capable enough to help individuals overcome social anxiety problems. Among previous reviewers Hackfort & Schwenkmezger (1993) define Self-Talk as an internal dialogue in which individuals interpret feelings and perceptions, regulate and change evaluation of cognition and give themselves guidance and reinforcement. Erford (2016) states that Self-Talk challenges unreasonable beliefs and develop healthier thinking as a way to handle the negative messages they send to themselves.

Based on the findings, opinions and relevant research results, it can be concluded that cinematherapy and self-talk techniques can be used by counselors in providing group counseling services to help students overcome their social anxiety problems

CONCLUSION

This research was conducted to see the effectiveness of group counseling using cinematherapy and self-talk techniques to reduce social anxiety on SMK N 2 students Semarang. The results showed that through CBT approach counseling group using cinematherapy and self-talk techniques is significantly effective in reducing the social anxiety of students in SMK N 2 Semarang. There are no differences in effectiveness between cinematherapy and self-talk group counseling services.

Based on the results of this study it is expected that the teacher's guidance and counseling at school can use cinematherapy and self-talk techniques to overcome the problems of other students in general. Both of these techniques can also be done in different cultures

and levels of education in addition to vocational high schools such as junior high school and senior high school.

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