Efficacy of Counseling Cognitive Behavior Groups to Enhance Students Self-Esteem Social Media User

Ayu Pernama[1✉] , Mungin Eddy Wibowo[2] & Mulawarman[3]

[1] Universitas Muhammadiyah Sumatera Utara, Indonesia
[2] Professional Education Counselor, Universitas Negeri Semarang
[3] Guidance and Counseling, Universitas Negeri Semarang

Article Info

Abstract

The purpose of this study is to test and analyze the behavioral group counseling behavior of the self-instruction techniques to increase the self-cost of students of social media users. This study used the experimental method of pre-test and multiple post-test group design were involved 7 students of class VIII at SMPN 13 Semarang. The Data collection uses statistical self-esteem inventory (SEI). The data analysis in this study used repeated ANOVA measurements. The results of this study are to encourage the levels of student performance before and after being given a self-instruction technique counseling group. The results of the research conducted were cognitive behavioral group counseling, effective self-instruction techniques to improve the self-efficacy of students of social media users.

© 2019 Universitas Negeri Semarang

✉ Correspondence address:
  Kapten Mucthar Basri No.3, Glugur Darat II, Medan Timur,
  Medan, Sumatera Utara, 20238
  E-mail: a.pernama@yahoo.co.id

INTRODUCTION

Self-esteem is an evaluation that is made by individuals and the habit of seeing themselves, especially regarding the attitude of accepting or rejecting their abilities, meaning, success and worth. In short, self-esteem is "personal judgment" about feeling valuable or meaningful expressed in individual attitudes towards him (Coopersmith, 1967). Self-esteem has two types of levels, there is high self-esteem and low self-esteem. Students who have high self-esteem or positive self-esteem will see themselves that they are able to do something and there is no doubt that they can do anything. However, students who have negative self-esteem when failing to do something will interpret themselves as worthless, feel that life is meaningful, despair and influence it in behaving (Murk, 2006).

Self-esteem can determine a person's overall mental development, even give affect to human behavior (Wibowo, 2005). Self-esteem is important for students because it can help students in seeking their identity, which is one of the crucial developmental tasks in adolescence (Ericson in Papalia, 2001).

The process of forming self-identity is closely related to how teenagers assess or evaluate themselves because the development of self-esteem in a teenager will determine its success and failure in the future (Santrock, 2007). Low self-esteem is related to psychological, physical and social consequences that can affect the success of the development of the child's transition to adolescence (McClure, Tanski, Kingsbury, Gerrard & Sargent, 2010).

Self-esteem has a key role in integrating personality into motivating behavior, as well as in achieving mental health. Self-esteem is an assessment made by each individual that leads to negative and positive dimensions, (Baron, et al. in Ginting & Masykur, 2014).

Students who have high self-esteem will arouse confidence, a sense of confidence in their abilities, a sense of usefulness and a sense that their presence is needed in this world. In addition, students who have confidence can achieve the achievements that he and others expect. At that stage, that belief will motivate these students to truly achieve what they aspire to. Meanwhile, adolescents with low self-esteem will be more vulnerable to behaving negatively because self-esteem can affect a person's behavior (Atkin, Gorely, Clemes, Yates, Edwardson, Brage, Salmon, Marshall, & Biddle, 2012).

Furthermore, in the context of learning for students who have high self-esteem, they will be able to know and understand themselves. Meanwhile, having low self-esteem can hinder the development of self-potential. So people who have low self-esteem will be someone who is pessimistic in facing challenges, afraid and hesitant to convey ideas, hesitant in making choices and often comparing themselves with others. Murk (2006) suggests that students with positive self-esteem tend to be confident, easy to be friends, happy, optimistic, have high motivation both academically and non-academically, dare to take risks, be independent, responsible and achieve.

Students with positive self-esteem tend to be confident, easy to be friends, happy, optimistic, have high motivation both academically and non-academically, be brave enough to take risks, be independent, responsible and achieve (Murk, 2010). Positive self-esteem also supports adolescents to be confident in mobilizing all their potential, socializing and adapting to the environment, and encouraging them to achieve achievements with the environment, and encouraging them to achieve certain achievements in the school.

Conversely, low self-esteem in adolescence predicts poor physical and mental health, poor economic well-being, and high crime rates as adults. Therefore, interventions aimed at increasing one's self-esteem, especially adolescents need to be done (Erol & Urich, 2011).

Based on this, it can be seen that self-esteem is very important for every teenager to show their existence in their environment. One of the media used by adolescents in showing their existence is social media or in research referred to as students of social media users. Chou, et al. (in Akin & Iskandar, 2011) explained that the use of

social media has an effect on the level of self-esteem of students.

The positive impact of social media users on adolescents is to illustrate how adolescent moods will increase with positive experiences gained after using social media. One of the positive uses of social media is to help adolescents who experience moodiness (low moods) in finding social support from other people online who have also experienced the same mood (Radovic, Gmelin, Stein & Miller, 2017).

This situation will cause negative thoughts and feelings so that they feel inferior and have difficulty interacting with their social environment. This condition arises because of the low self-esteem in students so students are not able to change their negative views to develop optimally.

Guidance and counseling is a place that has a very important role to help achieve educational goals because the counselor is one of the educators who plays a role in developing the potential of students. In addition, counselors also have an obligation to help students when experiencing problems, including handling students in dealing with problems.

Counselors are expected to have special intervention skills through counseling individuals with specific approaches and sufficient time to help students' problems. Therefore, to conduct group counseling for students, counselors must look for other approaches that are more efficient and effective (Charlesworth & Jackson in Mulawarman, 2014).

Counseling CBT approach is counseling that focuses on insights that emphasize the process of changing negative thoughts and maladaptive beliefs that are owned by individuals (Corey, 2012). The essence of the CBT approach is based on theoretical reasons regarding the way humans feel and behave, which is determined by how they view and structure their own experiences. The theoretical assumption of CBT counseling is that internal human communication can be accessed by introspection, that the counselee's trust has a very personal meaning, and that this meaning can be found by

the counselee from what the counselee has learned or interpreted.

CBT counseling essentially has the purpose to change the way of thinking that is maladaptive counselees by helping them realize the automatic thought (automatic thoughts) and cognitive distortions that come from the core beliefs that have settled. So the thing that needs to be done is to help individuals re-structure negative thoughts that are possessed towards more adaptive thoughts. Individuals tend to maintain their beliefs about themselves, their world, and their future. The main focus of CBT counseling is to help counselees in testing and restructuring their core beliefs.

The basic goal of CBT is to eliminate prejudice or cognitive distortion so that individuals can function more effectively. Cognitive distortions are challenged, tested, and discussed to bring more positive feelings, behaviors, and thoughts (Corey, 2012). So, when maladaptive thoughts often occur in individuals, the CBT approach is useful for finding maladaptive thoughts and helping individuals understand the errors of thinking and making changes in the counselee's thinking.

CBT has several unique characteristics that distinguish it from other approaches. According to Corey (2012), the distinguishing characteristics of practitioners of cognitive behavior are systematic activities for specific goals and evaluations. Concepts and procedures are explicitly stated, tested empirically, and continue to be revised. Based on the principles, characteristics, previous research and the phenomenon of the problem, the use of the CBT strategy is to increase the self-esteem of students of social media users is effective to use.

METHODS

The subjects of this study were class VIII students at SMPN 13 Semarang, which consisted of 7 students (4 male students and 3 female students; M.age = 13.71, SD = 0.699). The instrument used in this study is the Self Esteem Inventory (SEI) developed by Coopersmith (1967) This inventory has 58 items and uses a

Likert scale with 4 choices of criteria namely: SS (Very Appropriate), S (Appropriate), TS (Not Appropriate) and STS (Very Incompatible). The indicators of this questionnaire consist of 4 aspects, namely strength (power), meaning (significance), policy (virtue), competence. This scale has item validity with a total of 0.777 to 0.980 and Alpha reliability) with coefficients of 0.992.

The session in the self-instruction group counseling to increase student self-esteem was carried out six times. Each self-instruction group counseling session is conducted with a duration of 90 minutes.

The stages in the procedure of this study include the initial process to capture students who will be the subject of research. To find out the experimental group, the researchers conducted a pre-test assessment by introducing the esteem self-esteem (SEI) to 7 students class VIII at SMPN 13 Semarang. The description of the six counseling sessions is presented in table 1.

Table 1. Systematics of Cognitive Behavior Counseling Activities

Session	Activity
1	Giving hope that changes might exist, identifying problems for exploration, creating security, and building cohesion from the start.
2	Think rationally by strengthening group members' confidence in self-statements, inviting group members to know the ABC.
3	Determine automatic thought that becomes the root or basis of the problem, scales the frequency of intensity of occurrence and invites group members to focus on positive thoughts,
4	Practice strengthening positive statements and give the chance of the group members to practice the skills acquired.
5	Asking the mood of each group member. Provide opportunities for group members to convey things that have been learned from previous sessions and convey progress
6	Convey the progress that has been achieved by group members during the meetings that have been carried out through the sheet running list of questions that have been filled.

RESULTS AND DISCUSSION

Analysis of the data used in the counseling of the CBT group with the self-instruction technique uses the Repeated Measure ANAVA test to compare repeated measures on the same subject in order to find out the increase in student self-esteem at the pre-test (T_1), post-test (T_2), and post-test (T_3).

Table 2. The Results of Test How Self-Esteem Levels between Measurement Times

Time assessment	M	SD
T_1	102.29	25.19
T_2	185.29	12.47
T_3	195.71	13.86
F	20.98	
p	< 0.01	

Based on the table 2, it is known that the results show the mean self-esteem of students given self-instruction techniques tend to increase ie (pre-test: M = 102.29, SD = 25.19; post-test: M = 185.29, SD = 12.47; follow-up: M = 195.71, SD = 13.86). From the results that have been obtained, it can be said that there is a significant difference in improvement (pre-test, post-test, and post-test) given the self-instruction technique. Based on the repeated measures in the test of within-subjects effects, the self-instruction technique provided a significant influence ($F_{(2.24)} = 20.98$, $p < 0.01$). Looking at the average results, the test of within-subjects effects can be concluded that effective self-instruction techniques can increase student self-esteem.

Table 3. Test Results for Comparison of Time Effects

Time assessment	Self-esteem		
	MD	SE	P
$T_1 – T_2$	-83.00	8.91	< 0.01
$T_1 – T_3$	-93.42	8.54	< 0.01
$T_2 – T_3$	-10.42	1.63	< 0.01

Based on the results of the time effect comparison test in table 3, it can be seen that there is a significant increase in self-esteem between the assessment pre-test to post-test (MD = -83.00, p < 0.01), pre-test to follow-up (MD = -93.42, p < 0.01) and post-test to follow-up (MD = -10.42, p < 0.01). The results of the analysis can be said that an increase in student self-esteem occurs in each phase of measurement.

The results of this study confirm that the importance of counseling cognitive behavior groups self-instruction techniques in providing changes to increase student self-esteem. The sincerity of students in participating in cognitive behavior group counseling during the six

counseling sessions had a positive impact on changes in self-esteem. During the activity, the students are required to be able to reshape their mindset. Found results that effective cognitive therapy behavior in treating dysmorphic disorders usually occurs in adolescence in BDD symptoms, self-esteem, depression, and quality of life

Based on the analysis results obtained data that the importance of counseling cognitive behavioral groups self-instruction techniques shows results that can significantly improve student self-esteem. According to Martin & Pear (2015), the self-instruction technique is a technique from the CBT approach which is an exercise to improve self-control by using self-verbalization and strengthening during treatment. So it can be said that the results of this study make a positive contribution and strengthen the results of previous studies because the self-instruction technique uses positive verbal expressions to reduce negative thoughts and in the context of efforts to increase control of themselves through their minds whose results contribute significantly in increase student self-esteem.

Based on the results of the observations during the intervention, in general, it went smoothly. This is evidenced by the change in the level of behavior of students' self-esteem before and after giving the treatment counseling groups of self-instruction techniques conducted in 6 meetings with stages in the self-instruction technique, in the experimental group focused on looking at the cognitive aspects of students by finding out what does in mind of students who experience low self-esteem behavior. Cormier, Nurius & Osborn (2013) say that there are three levels of cognition that are believed to have an important role in the emotional formation and behavior of a person, namely: (1) automatic thoughts, (2) the scheme or underlying assumptions, and (3) cognitive distortions. From the results of the study, it was found that students experienced low self-esteem behavior with distorted thoughts, one of which was a concern about their inability to reject friend requests

which eventually made it difficult for her and disrupted her academic.

Brockner's research, et al. (in Guindon, 2010) showed that individuals with high self-esteem were more independent and more self-directed. Meanwhile, teenagers with low self-esteem have different characteristics and are characterized by having interpersonal problems, experiencing academic failure, dependence, depression, and anxiety. Research conducted by Hidayati (2014). It can be concluded that this study has a very significant positive relationship between self-esteem in adolescents in the care of orphanages at Muhammadiyah Surakarta.

Based on this, self-esteem becomes an important structure for the development of other abilities. Self-esteem will be built achievements. If self-esteem is low then everything we build on it will undoubtedly be easy to crack. That is why self-esteem must be built as solidly as possible so that we can achieve a better quality of life. Maslow (Feist & Feist, 2008) says that the need for self-esteem or self-esteem is a very important requirement for each individual so that anyone will be motivated by the need to be respected or self-actualization.

In the subjects of research the entry of participants who have categories that have low self-esteem. The experimental group (with the low self-esteem), the scale of the participants in this study had been exposed to the psychological scale of self-esteem three times, namely before participating (pre-test), after participating (post-test), and after participating for two weeks (follow-up). This study has successfully tested the effectiveness of counseling for individual cognitive-behavioral approaches to improving self-esteem and yet there are still many limitations in it. The limitations of the study include the analysis used in the study not yet using the combined analysis for the control group and the experimental group, and limited to the experimental group only.

CONCLUSION

Based on the results of the research that has been obtained, it can be concluded that the

counseling of cognitive behavior groups with effective self-instruction techniques to increase students' self-esteem is seen from power, significance, policy (virtue), competence. Furthermore, the cognitive behavior approach with self-instruction techniques in its application is able to influence the cognitive component of students so that they can increase their self-esteem.

Meanwhile, the results of this study confirm that the self-instruction technique in the cognitive behavior approach can effectively increase self-esteem. In addition, counselors are expected to be able to compile a program design & intervention strategy, through CBT group counseling services using Self-Instruction techniques to improve student self-esteem. Besides that, hopefully, Indonesian counselors will get new insights to develop creative counseling by integrating other scientific practices. It is expected that the next researcher can randomize each instrument item given at the pretest, post-test so that it can control the respondents' saturation factor towards testing.

REFERENCES

Akin, A., & Iskandar, M. (2011) Internet Addiction and Depression, Anxiety and Stress. *International Online Journal of Educational Sciences*, 3(1), 138-148. Retrieved from https://www.researchgate.net/publication/264550590_Internet_addiction_and_depression_anxiety_and_stress

Atkin, A. J., Gorely, T., Clemes, S. A., Yates, T., Edwardson, C., Brage, S., Salmon, J., Marshall, S. J., Biddle, S. J. H. (2012). *Methods of Measurement in epidemiology: Sedentary Behaviour*. International Journal Epidemiology, 41(5), 1460-1471. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3465769

Coopersmith, S. (1967). *The Antecedents of Self Esteem*. San Fransisco, CA: W.H Freeman and Company.

Corey, G. (2012). *Theory and Practice of Group Counseling*. Belmont, CA: Brooks/Cole.

Cormier, S., Nurius, P. S., & Osborn, C. J. (2003). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive*. Behavioral Interventions (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Erol, R. Y., & Ulrich, O. (2011). Self-Esteem Development from Age 14 to 30 Years: A Longitudinal Study. *Journal of Personality and Social Psychology,* 101(3), 607-619. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/21728448

Feist, J., & Feist, G. J. (2013). *Psikologi Kepribadian*. Jakarta: Salemba Humanika

Ginting, B. O., & Masykur, A. M. (2014). Hubungan antara Harga Diri dengan Asertivitas pada Siswa Kelas XI SMA Kesatrian 2 Semarang. *Empati Jurnal Karya Ilmiah S1*, 3(4). Retrieved from https://ejournal3.undip.ac.id/index.php/empati/article/view/7564

Greenberg, J. L., Markowitz, S. M., Petronko, M. R., Taylor, C. E., Wilhelm, S., & Wilson, G. E. (2010). Cognitive-Behavioral Therapy for Adolescent Body Dysmorphic Disorder. *Cognitive and Behavioral Practice*, 17(3), 248-258. Retrieved from https://www.researchgate.net/publication/238306050_Cognitive-Behavioral_Therapy_for_Adolescent_Body_Dysmorphic_Disorder

Guindon, M. H. (2010). Alcohol and Other Drug Use and Self-Esteem in Young Adults. *Self-esteem Across The Lifespan: Issues and Interventions*, 219-229.

Hidayati, N. L. (2014). Hubungan antara *Self-Esteem* dengan Resiliensi pada Remaja di Panti Asuhan Keluarga Yatim Muhammadiyah Surakarta. *Undergraduate Thesis*. Surakarta: Universitas Muhammadiyah Surakarta. Retrieved from http://eprints.ums.ac.id/30755/11/02._Naskah_Publikasi.pdf

Martin, G, & Pear, J. (2015). *Behavior Modification: What It Is and How to do It*. Psychology Press.

McClure, A. C., Tanski, S. E., Kingsbury, J., Gerrard, M., & Sargent, J. D. (2010). Characteristics Associated with Low Self-esteem among U.S. Adolescents. *Academic Pediatrics*, 10(4), 238-44. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2914631

Mulawarman. (2014). Application of Solution-Focused Brief Therapy (SFBT) to Enhance High School Students Self-Esteem: An Embedded Experimental Design. *International*

Journal of Psychological Studies, 6(3), 96-105. Retrieved from http://www.ccsenet.org/journal/index.php/ijps/article/view/37393

Murk, C. J. (2006). *Self Esteem Research, Theory and Practic: Toward A Positive Psychology of Self Esteem.* New York: Springer Publishing Company, Inc.

Papalia, O. (2001). Perkembangan pada Remaja. *Jakarta: Rhineka Cipta*.

Radovic, A., Gmelin, T., Stein, B. D., & Miller, E. (2017). Depressed Adolescents' Positive and Negative Use of Social Media. *Journal of Adolescence*, 55, 5-15. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/27997851

Santrock, J. W. (2007). Psikologi Pendidikan (Edisi Kedua). Jakarta: Prenada Media Group.

Wibowo, M. E. (2005). *Konseling Kelompok Perkembangan.* Semarang: UNNES Press.