

## Group Counseling with Self Instruction Technique to Enhance Self Efficacy and Reduce Academic Burnout

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### Abstract

This study aims to prove that group counseling with self instruction technique is effective to enhance self efficacy and reduce academic burnout. The design employed was pre-test – post-test control group. The subject of the study was selected by using purposive sampling technique as many as 16 students. To place the subject in the experimental group and control group, random assignment was conducted so that there were 8 students in each group. The result of MANOVA test proved that group counseling with self instruction effectively enhanced self efficacy ( $F_{3,12} = 185.787$ ;  $\eta_p^2 = 0.979$ ;  $p < 0.01$ ) and reduced academic burnout ( $F_{3,12} = 308.938$ ;  $\eta_p^2 = 0.987$ ;  $p < 0.01$ ). In addition, the Paired Sample t-test showed a result that there was enhancement of self efficacy ( $t = -19.943$ ;  $p < 0.01$ ) and significant decrease in academic burnout ( $t = 23.213$ ;  $p < 0.01$ ) in the experimental group. Meanwhile, the enhancement of self efficacy ( $t = -0.424$ ;  $p > 0.05$ ) and the decrease in academic burnout ( $t = 0.552$ ;  $p > 0.05$ ) in the control group did not significantly occur. This study obtained the findings that group counseling with self instruction technique effectively enhances self efficacy and reduces academic burnout.

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## INTRODUCTION

Learning is the main task of each student, in order to meet the expected learning outcomes. The hope of each student is to achieve success in learning activities. But with the many demands of academic assignments faced often make students feel inadequate (competent) and emotionally exhausted and can be a source of stress that causes academic burnout (Schaufeli, Martines, Pinto, Salanova & Bakker, 2002; Lin & Huang, 2014).

Students who experience academic burnout are usually characterized by feelings of helplessness, hopelessness, negative self-concepts and negative attitudes. These symptoms are manifestations of academic stress, emotional fatigue, depersonalization, and feelings of failure to achieve the expected goals (Maslach, Schaufeli & Leiter, 2001). In addition, academic burnout in students also has an impact on productivity in learning, such as absence in class, does not do the task well and gets poor learning outcomes (Schaufeli, Martines, Pinto, Salanova & Bakker, 2002; Law, 2007).

Academic burnout occurs due to stress in facing academic demands. While the occurrence of stress due to the demands or burdens felt by someone is not commensurate with their ability to overcome academic burdens (Folkman, Lazarus, Dunkel-Schetter, DeLongis & Gruen, 1986). Stress is a result of an appraisal process about the source of stress that is considered too strong and does not have the resources to deal with it (Lazarus, 2006).

One of the forms of appraisal that is related to stress situation assessment is an assessment of an individual's belief in his ability to deal with or overcome the source of stress (Sunawan & Xiong, 2017). A person's belief in his ability to overcome a demand that is a source of stress is called self-efficacy (Bandura, 1997).

Self-efficacy shows the amount of students' confidence in their ability to overcome pressing situations such as various tasks and academic demands. Sunawan, Yani, Anna, Kencana, Mulawarman & Sofyan (2017) emphasize that self-efficacy can encourage pleasure in learning

and maintain attention to academic tasks. In addition, self-efficacy also predicts how much effort is being made, perseverance to survive in the face of obstacles and failures and stress felt in the demands of the academic situation (Zajacova, Lynch & Espenshade, 2005; Ugwu, Onyishi & Tyoyima, 2013).

Students with high self-efficacy will be able to overcome various academic demands and burdens. High self-efficacy makes them have flexibility in finding solutions related to academic problems that they face, setting higher aspirations for academic achievement, and having better performance than students with low self-efficacy (Chemers, Hu & Garcia, 2001). Strictly speaking, as students are able to overcome various academic demands, so it is important for them to have high self-efficacy and avoid academic burnout.

One of the techniques that can be used to improve self-efficacy and reduce academic burnout is a self-instruction technique. The self-instruction technique is one of the techniques in the Cognitive Behavior approach which focuses on restructuring or cognitive improvements that deviate due to events that harm themselves both physically and psychologically. (Corey, 2013).

Self-instruction is a technique that involves identifying the dysfunctional beliefs a person has and changing them to be more realistic, and involves behavioral cognitive modification techniques. In addition, the self-instruction technique is also used so that someone is able to teach themselves to handle difficult situations for themselves in an effective way (Meichenbaum, 1977; Corey, 2013). This suggests that by changing beliefs to be more realistic can improve self-efficacy and skills in handling difficult situations for him to make students avoid stress and academic burnout decline.

These predictions are supported by research conducted by Dewi, Atmoko & Triyono (2016) that individual counseling with self-instruction techniques can improve students' self-efficacy. In addition, Raqfika, Tjalla & Chanum (2016) study that there was a decrease in the level of academic burnout after being given individual counseling with self-instruction techniques. The

findings of the study prove that self-instruction techniques in individual counseling designs can improve self-efficacy and decrease academic burnout.

However, interestingly this study intends to examine the impact of self-instruction techniques on self-efficacy and academic burnout in group counseling design. Through the dynamics in counseling groups of students can tell problems that inhibit self-efficacy and support each other in order to be able to face academic demands so that they avoid academic burnout (Gibson & Metchell, 2011).

Therefore, this study is expected to reinforce the effectiveness of self-instruction techniques in increasing self-efficacy and decreasing academic burnout. Through the use of cognitive behavioral counseling with self-instruction techniques, it is predicted that it can increase self-efficacy and decrease academic burnout.

## METHODS

This study used a pretest-posttest control group design involving two groups, namely the experimental and control groups. In the experimental group counseling from the cognitive behavior group was given with self-instruction techniques, meanwhile, the control group was a group (placebo). The purposive sampling technique was used to select 16 research subjects from 210 students of SMK Negeri 2 Semarang. Random assignment was done to place 8 people in the experimental group and control so that the two groups had equality.

Data collection in this study used two scales namely the scale of self-efficacy and academic burnout. The scale used was adapted from the instruments that have been published. Therefore the back translation procedure was carried out for the scale adaptation needs used in this study.

The self-efficacy scale adapted from the component of Self Efficacy of Learning Strategies in the Motivated Strategies for Learning Questionnaire (MSLQ) instrument developed by Pintrich, Smith, Garcia & McKeachie (1991).

This scale consists of 8 items with 7 levels of scaling. Based on the results of previous studies that Cronbach's alpha on the reliability of the MSLQ instrument was 0.93 so it included very strong.

Meanwhile, the academic burnout scale was adapted from the Maslach Burnout Inventory-Student Survey (MBI-SS) instrument developed from the Maslach Burnout Inventory (MBI) by Schaufeli, Maslach, Leiter & Jackson (2002) which originated from the Maslach burnout theory. This scale consists of 15 items with 7 levels of scaling. Based on the results of previous studies that Cronbach's alpha on the reliability of the MBISS instrument was 0.93 so it included very strong.

The data analysis in this study used the MANOVA test and Paired Sample t-test with the help of the SPSS 24 IMB macro process software. The MANOVA test was used to determine the effectiveness and magnitude of the cognitive behavior group counseling with self-instruction techniques in increasing self-efficacy and reducing academic burnout in a design experiment. While the Paired Sample t-test was used to determine the differences between the experimental group and the control group.

## RESULTS AND DISCUSSION

The description of the data in this study shows that the average level and standard deviation of self efficacy in the experimental group experienced an increase in the average from pre-test ( $M = 19.88$ ;  $SD = 3.091$ ) to post-test ( $M = 44.88$ ;  $SD = 6.221$ ) compared to pre-test ( $M = 19.88$ ;  $SD = 3.091$ ) and post-test ( $M = 20.00$ ;  $SD = 3.295$ ) in the control group. Whereas, the average and academic burnout standard deviation in the experimental group decreased from the pretest ( $M = 53.25$ ;  $SD = 5.148$ ) to posttest ( $M = 31.13$ ;  $SD = 6.999$ ) compared to the pretest ( $M = 53.25$ ;  $SD = 5.148$ ) and posttest ( $M = 53.13$ ;  $SD = 5.436$ ) in the control group. This is as presented in Table 1.

**Table 1.** The Result of the Manova Test and Paired Sample t-test

Variable	Group	Pre-test		Post-test		t
		M	SD	M	SD	
Self efficacy	Self instruction	19.88	3.091	44.88	6.221	-19.943*
	Control	19.88	3.091	20.00	3.295	-0.424
	$F_{(3.12)}$				185.787*	
	$\eta_p^2$				0.979	
Academic burnout	Self instruction	53.25	5.148	31.13	6.999	23.213*
	Control	53.25	5.148	53.13	5.436	0.552
	$F_{(3.12)}$				308.938*	
	$\eta_p^2$				0.987	

Explanation: \*p < 0.01

Table 1 above presents the results of the MANOVA test and Paired Sample t-test. The results of the MANOVA test showed that the cognitive behavior group counseling with the self-instruction technique was effective in increasing self-efficacy ( $F_{3.12} = 185.787$ ;  $p < 0.01$ ) and reducing academic burnout ( $F_{3.12} = 308.938$ ;  $p < 0.01$ ). Submission of group counseling with self-instruction techniques in increasing self-efficacy by 97.9% ( $\eta_p^2 = 0.979$ ) and reducing academic burnout by 98.7% ( $\eta_p^2 = 0.987$ ).

Furthermore, the results of the Paired Sample t-test showed that in the experimental group there was an increase in self-efficacy ( $t = -19.943$ ;  $p < 0.01$ ) and a significant decrease in academic burnout ( $t = 23.213$ ;  $p < 0.01$ ). While in the control group increased self efficacy ( $t = -0.424$ ;  $p > 0.05$ ) and a decrease in academic burnout ( $t = 0.552$ ;  $p > 0.05$ ) did not occur significantly. These results showed that the group counseling of cognitive behavior with self-instruction techniques were effective in increasing self-efficacy and decreasing academic burnout. In addition, the findings of this study also showed that the experimental group given the cognitive behavior group with the self-instruction technique experienced a significant increase in self-efficacy and a decrease in academic burnout. Whereas in the control group that was not treated (placebo) an increase in self-efficacy and a decrease in academic burnout did not occur significantly.

This is in line with the findings of previous research. Dewi, Atmoko & Triyono (2016) found that individual counseling with self-instruction techniques was effective in increasing self-efficacy. In addition, the counseling of cognitive behavior groups was effective in increasing self-

efficacy (Ilkhchi, Poursharifi & Alilo, 2011; Valentina, 2013). The self-instruction technique also effectively reduces academic burnout tendency (Raqfika, Tjalla & Chanum, 2016). Furthermore, Agustin (2009) found that the counseling of cognitive behavior groups was able to reduce academic burnout.

Previous research investigated the application of cognitive behavior group counseling in general and the use of individual counseling on self-instruction techniques to self-efficacy and academic burnout in different research designs. Whereas, the findings of this study confirm that the cognitive behavior group counseling with self-instruction techniques is effective in increasing self-efficacy and decreasing academic burn out simultaneously in experimental research design.

Group counseling or cognitive behavior with self instruction techniques on self efficacy and academic burnout of students can restructure their minds back to positive thinking, change their dysfunctional beliefs to be more realistic and make them able to teach themselves through internal dialogue in handling situations that difficult for him (Meichenbaum, 1977; Corey, 2013). These conditions become the learning process of students in evaluating the impact of changing ways of thinking and they are responsible for changing the mindset that causes cognitive distortions and maladaptive conditions that hinder the increase in self-efficacy and a decrease in academic burnout.

Based on the findings of this study, the implication for counselors is to improve self-efficacy and reduce academic burnout students can provide counseling services to cognitive behavior groups with self-instruction techniques.

In addition, the important thing that needs to be addressed by the counselor in the implementation of counseling services for the cognitive behavior group with self-instruction techniques is the availability of sufficient time in the application of techniques as a process of cognitive modification of counselee behavior (Corey, 2013). This will have an impact on the aspect of increasing self-efficacy and decreasing academic burnout in the counselee.

The findings of this study proved that the cognitive behavior group counseling with the self-instruction technique was effective in increasing self-efficacy and decreasing academic burnout. However, the findings of this study still have limitations in it. The subjects of this study were more female and limited to the pretest-posttest design. Therefore, this study has not found the effect of gender and it has not been repeated (follow-up) to see the effect of time on cognitive behavior group counseling with self-instruction techniques on self-efficacy and academic burnout.

## CONCLUSION

The findings of the study show that the cognitive behavior group counseling with self-instruction techniques are effective in increasing self-efficacy and decreasing academic burnout. The cognitive behavior counseling group with self-instruction techniques were significantly more effective in increasing self-efficacy and reducing academic burnout compared to the placebo group.

Based on the findings of this study, it is suggested for counselors or counseling teachers to use cognitive behavior group counseling with self-instruction techniques to improve self-efficacy and reduce academic burnout. Whereas, for the next research, to choose research subjects who have gender diversity and use a post-treatment repetitive measurement design (follow up) to investigate the effects of gender and time from cognitive behavior group counseling with self-instruction techniques on self-efficacy and academic burnout.

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