

Group Counseling with Self-Instruction and Cognitive Restructuring Techniques to Improve Career Decision-Making Self-Efficacy

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Abstract

This study aimed to examine the effectiveness of group counseling with self-instruction and cognitive restructuring techniques to improve career decision making self-efficacy of the Twelfth Grade (Class XII) students of Public Senior High School 1 Brebes (SMA Negeri 1 Brebes). The method used to this study was an experimental method with the experimental design of randomized pre-test post-test comparison group. For more, the collected data were analyzed by using one way ANOVA. The results showed that group counseling with cognitive restructuring technique, self-instruction technique, and the combination of both techniques was effective to improve career decision making self-efficacy. Further, the group counseling with self-instruction and cognitive restructuring techniques was more effective to improve career decision making self-efficacy compared to the counseling which used one technique only. Therefore, this study can give considerations to the possibility of using self-instruction and cognitive restructuring techniques as an intervention to improve the career decision making self-efficacy of SMA students.

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INTRODUCTION

Individuals' ability in career selection is needed in to make them focused on the choice either in continuing their study to a higher level or ability to live in a society which needs support from a career. Therefore, it is expected that students can decide their career direction. In career decision making, students need a high level of career self-efficacy which are balanced with their abilities. Self-efficacy is a belief in one's abilities to achieve success (Bandura, 1994).

According to Brown, and Lent (2005) strong self-efficacy and hope for positive results would improve one's actions or behaviors in achieving goals. As a result, self-efficacy becomes important for students about career decision making.

Tobergte, and Curtis (2002) state that self-efficacy is significant for career development because a low level of self-efficacy can make the career decision hinder the development of career decision making ability.

Self-efficacy can be improved through the use of various interventions, including cognitive behavior therapy. It is because this therapy has positive values which affect self-efficacy and the high level of anxiety (Nash, Ponto, Townsend, Nelson, and Bretz, 2013).

In this study, the techniques used to improve self-efficacy were self-instruction and cognitive restructuring techniques. Self-instruction technique is a technique in cognitive behavior approach which focuses on restructuring or improving shifted cognitive aspects caused by both physical and psychological unbeneficial phenomena (Corey, 2013). For more, self-instruction is a technique which involves dysfunctional beliefs identification owned by a person and changes them into more realistic ones; and the modification of behavior cognitions.

The second technique used to improve self-efficacy was cognitive restructuring. This technique was used to help individuals who need help to change negative thoughts and interpretations to be more positive thoughts and behaviors (Erford, 2017).

A student done by Keshi, Basavarajappa, and Nik (2013) shows that cognitive restructuring is effective to improve the self-efficacy of SMA students in changing individuals' thoughts, behaviors, emotions, and actions. These results are in line with Imamura, Kawakami, Furukawa, Matsuyama, Shimazu, and Kasai study (2015) that cognitive restructuring controls individuals' moods and behaviors which are influenced by their automatic thoughts formed by dysfunctionality, so this is effective to improve the individuals' career self-efficacy.

Dewi, Atmoko, and Triyono (2016) investigated the effectiveness of self-instruction technique and concluded that self-instruction technique used in cognitive behavior counseling is effective to improve the self-efficacy of the students of Public Vocational High School 2 Malang.

However, the intervention conducted in Nash, Ponto, Townsend, Nelson, and Bretz study (2013) shows less precise results in the way it improves self-efficacy of chronic depression patients. This was caused by the short time frame which further gave narrow and ungeneralizable results. As a result, it cannot be assumed that the intervention can make changes on self-efficacy because even consistent behaviors can also determine behavior change.

Based on the ratio and gaps in the results of previous studies, the researchers were encouraged to conduct a further study of career interventions by giving longer period interventions, namely six meetings for groups which used one technique only, and eight meetings for groups which used the combination of two techniques. In short, this study was expected to strengthen the effectiveness of self-instruction and cognitive restructuring techniques to improve career decision making self-efficacy. Through the implementation of cognitive behavior therapy group counseling with self-instruction and cognitive restructuring techniques, it was expected to be able to improve career decision making self-efficacy.

METHODS

There were 24 students involved who had a low level of career decision making self-efficacy chosen from 134 students as the subjects of this study. Random assignment was done to place eight students into three experimental groups.

The scale used in this study was the adaptation of career decision self-efficacy scale-short form (CDSES-SF) written by Betz, and Taylor (2012) with the short version containing 25 items. Based on the trial, the researchers obtained the CDSES-SF scale which had item discrimination index ranged from 0.320 to 0.695. This scale also gained reliable Alpha coefficient (α) and feasible to use as data collection instrument.

The data analysis technique used in this study was one way ANOVA hypothesis test. Meanwhile, the study used the experimental method with the design of randomized pre-test - post-test comparison group.

Experimental procedures were carried out in several stages, starting from (1) pre-test, (2) intervention in form of group counseling with self-instruction technique as many as six-time sessions for group 1, cognitive restructuring technique as many as six times for group 2, and the combination of self-instruction and cognitive restructuring techniques as many as six-time sessions for group 3 with the time allotment of 90 minutes for each session, (3) measurement after post-test. The details of each counseling session are presented in the following Table 1.

Table 1. The Systematics of the Activities of Group Counseling with Self Instruction Technique, Cognitive Restructuring Technique and the Combination of Self Instruction and Cognitive Restructuring Techniques

Sessions	Directions		
	Self-instruction	Cognitive restructuring	Combination of 2 techniques
1	Building cohesiveness, explaining the objectives, and procedure of the implementation	Building cohesiveness, explaining the objectives, and procedure of the implementation	Building cohesiveness, explaining the objectives, and procedure of the implementation
2	Self-verbalization	Identifying clients' thoughts in troublesome situations	Self-verbalization, Overt External Guidance
3	Overt external guidance	Practice thinking about problem-solving	Overt Self and Faded Overt Self Guidance
4	Overt self guidance	Cognitive self-defeating to coping thought	Identifying clients' thoughts in troublesome situations, Practice thinking about problem-solving.
5	Faded overt self guidance	Strengthening self-statements	Cognitive self-defeating to coping thought, Strengthening self-statements.
6	Evaluation and follow-up	Evaluation and follow-up	Evaluation and follow-up

RESULTS AND DISCUSSION

The data described in this study showed that the mean and standard deviation of self-efficacy in the experimental groups gained improvement in the mean of pre-test, namely in self-instruction technique group ($M = 44.13$; $SD = 9.38$), and for post-test ($M = 99.13$; $SD = 5.79$). Meanwhile, cognitive restructuring technique group obtained ($M = 39.63$; $SD = 6.34$), and for post-test ($M = 110.5$; $SD = 3.20$). The last, the combination of self-

instruction and cognitive restructuring techniques group received ($M = 39.13$; $SD = 5.27$), and for post-test ($M = 114.50$; $SD = 3.21$). In addition, the details of the results can be seen in Table 2.

Table 2 above presents the results of one way ANOVA. The results of one way ANOVA showed that group counseling with self-instruction technique, cognitive restructuring technique, and the combination of self-instruction and cognitive restructuring techniques were effective to improve career decision making self-efficacy ($F = 28.21$; $p < 0.01$).

Table 2. The Results of the Effectiveness Test of Group Counseling with Self-instruction Technique, Cognitive Restructuring Technique, and the Combination of Self-instruction and Cognitive Restructuring Techniques

Asesmen	Self-instruction		Cognitive restructuring		Self-instruction + Cognitive restructuring	
	M	SD	M	SD	M	SD
Pre-test	44.13	9.38	39.63	6,34	39.13	5.27
Post-test	99.13	5.79	110.5	3,20	114.50	3.21
$F_{(2,21)}$			28,21*			

* $p < 0.01$

These results proved that cognitive behavior therapy group counseling with self-instruction technique, cognitive behavior therapy group counseling with cognitive restructuring technique, and group counseling with the combination of self-instruction and cognitive restructuring techniques were significantly different. The group counseling with the combination of self-instruction and cognitive restructuring techniques was more effective in comparison to those which only used one technique. Thus, Post-Hoc Test needed to be done in order to know the number of differences on the improvement of students' career decision making self-efficacy. Further, the results of the Post-Hoc Test are presented in the following Table 3.

Table 3. Results of the Post-Hoc Test Using Turkey Technique

Paired wise	MD	SE	P
SI - CR	-11.375	2.12	< 0. 01
SI - (SI+CR)	-15. 375	4.67	< 0. 01
CR - (SI+CR)	-4.00	1.97	< 0. 01

Information:

SI : Self-instruction
 CR : Cognitive restructuring
 SI + CR : The combination of self-instruction and cognitive restructuring techniques

These results indicated that the cognitive behavior therapy group counseling with self-instruction and cognitive restructuring techniques were effective to improve career decision making self-efficacy. Additionally, the findings of this study also showed that the experimental group given the cognitive behavior therapy group counseling with the combination of two techniques, namely the self-instruction technique and cognitive restructuring technique obtained more effective results than the counseling which only used one technique.

This is in line with the findings of previous studies. Fiorentika, Santoso, and Simon (2016) found that the self-instruction technique is effective to improve self-efficacy. Also, Hasan, Sugiharto, and Sunawan (2019) found that cognitive behavior therapy group counseling with self-instruction technique is useful to improve self-efficacy and reduce academic saturation.

Furthermore, Cristi, and Muhari (2013) found that students who join group counseling with cognitive restructuring technique could improve their self-efficacy. They could also convince themselves to complete the tasks they received, and be more confident in their abilities. Also, applying cognitive restructuring technique helps students to identify irrational beliefs. This technique, can help facilitate their self-efficacy and help them develop more positive mindsets. The study is significantly very effective in increasing self-efficacy (Regina, and Lezorgia, 2017).

The previous studies which investigated the implementation of group counseling with self-instruction and cognitive restructuring techniques to improve self-efficacy generally used different research design from this study. On the other hand, this study confirmed that group counseling with self-instruction and cognitive restructuring techniques was effectively improved career decision making self-efficacy by using experimental research design.

Group counseling with self-instruction technique on self-efficacy can restructure students' 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 difficult situations (Corey, 2013). Meanwhile, group counseling with the cognitive restructuring technique group aims to change thoughts and statements about

oneself through changing personal views and cognitions (Erford, 2017). This will be a learning for students in evaluating the impact of changes in ways of thinking and behavior through cognition so that students can learn to challenge self-defeating thoughts that can hinder the improvement in career decision making self-efficacy.

The findings of this study proved that group counseling with self-instruction and cognitive restructuring techniques were useful to improve career decision making self-efficacy. However, the findings of this study still had limitations. It was the absence of follow-up to see the effect of time on cognitive behavior therapy group counseling with self-instruction and cognitive restructuring techniques on career decision making self-efficacy.

CONCLUSION

The findings of the study on the effectiveness of the services of cognitive behavioral therapy group counseling with self-instruction technique, and cognitive behavior techniques to improve career decision making self-efficacy conclude that there are differences in the effectiveness of the three groups in improving career decision making self-efficacy. It is known that the combination of the two techniques, namely self-instruction and cognitive restructuring techniques is more effective than the other groups.

Based on the findings of this study, it is suggested that guidance and counseling teachers should use self-instruction and cognitive restructuring techniques to provide interventions in order to improve career decision making of SMA students. The last, the future researchers should focus more on taking subjects who have gender diversity.

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