

The Effectiveness of Group Counseling with Self-instruction and Cognitive Restructuring Techniques to Improve Hardiness

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Abstract

When completing final project, students are faced with many obstacles, such as confusion in determining the topic and difficulties in finding lecturers. Hardiness has an important role to persistently manage and overcome the obstacles. Thus, this study aimed to test the effectiveness of group counseling with self-instruction and cognitive restructuring techniques to improve hardiness of students who were completing their final projects majoring in Islamic Guidance and Counseling program in IAIN Kudus. This study used pretest-posttest control group design involving 21 students selected using purposive sampling. To collect the data, this study used hardiness scale. The results of Wilcoxon test showed that self-instruction technique effectively improved students' hardiness of ($Z = -2.201$, $P < 0.05$) as well as cognitive restructuring technique effectively improved students' hardiness of ($Z = -2.371$, $P < 0.05$). Regarding this findings, both techniques are suggested to be independently applied to improve students' hardiness.

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INTRODUCTION

Hardiness is a personality characteristic that becomes a basic strength in a person when facing pressure indicated by the increase in the level of commitment, control, and courage in facing challenge by building an effective behavior. According to Kamtsios & Evangelia (2012: 38), hardiness means behavior and skills to survive in interacting to the world, emphasizing the important the involvement of isolation, helplessness control, and challenges not threats.

Hardiness as a personal characteristic has high characteristic in the level of control, commitment, and challenge. Control means individual's belief that he or she is able to affect events happen in his or her life. Also, commitment means a tendency to get involved in activities. Meanwhile, challenge is tendency to see a change happens as the opportunity to do self-development not as a threat to one's security sense (Kobasa, 1982). For college students, hardiness is highly needed, especially for students who are completing their final project since they are expected to be able to find the best solution to overcome their problems. Additionally, many obstacles happen during completing the final project, such as difficulties to find and meet the lecturers, repeated supervisions, and confusion in determining topic require students to have high hardiness.

According to Odgen (in Sabela et al, 2014: 172) hardiness is one character that influences an individual to see a situation and determine the effective response. As a result, students with high hardiness must have strong commitment to still life, work, and be active in responding their surroundings. Moreover, hardiness has positive influence on individual and functions as the source of resistance when he or she faces pressures. Individuals with hardiness personality are very pleased in making decision and execute it since they consider that life should be utilized and meaningful. They are also always enthusiastically greet better future due to

changes in life are challenges and useful to their lives development.

Inasmuch as students find difficulties in completing their final project, hardiness becomes highly important. Students often shift into other activities when they are facing obstacles. It indicates that they less commit in completing their final project, whereas strong commitment is certainly needed so that they realize final project is important and useful for their additional knowledge (Maddi & Kobasa, 2005: 18). Apparently, researches in academic field, especially in the relation to students learning motivation and hardiness reveal that students who are given hardiness reinforcement for 2 months have lower reaction and depression symptoms compared to them who are not reinforced. As Cole et al. (2004: 64-85) say hardiness is able to influence the stimulation of depression and the better learning final results.

As previously described, the obstacles faced by students during the completion of their final project can stress them out, even sometimes make them become hopeless. Thus, a high hardiness is highly necessary for them to complete their academic tasks. Unfortunately, researches on students' hardiness in completing final project are limited. Thus, this study concerned about this issue. Based on previous researches, the researchers intended to apply hardiness in students who were completing final project through group counseling with self-instruction and cognitive restructuring techniques since it was considered be relevant to improve students' hardiness. In addition to the use those techniques, counselors may possibly rebuild cognitive patterns of counselee. As Beck and Burns (in Corey, 2011: 282) argue that according to counseling theory, one of problems that is cognitive oriented is caused by disruptions on cognitive system such as cognitive disorder.

Cognitive Behavior Therapy (CBT) approach helps individual reorganize their mindset (behavior, assumption, and belief), examine it, and try to own any useful things,

and select and reexamine any disadvantageous thing. CBT also provides an overview for individual on how to develop self-potential and see something from many perspectives (Wilding et al, 2013). Sahranavard (2020) confirms that group training of stress management CBT based on anxiety, hardiness, and self-efficacy on medical students effectively decrease their anxiety and successfully improve their hardiness and self-efficacy in posttest of experimental group. Based on the result of this study, CBT is proved as an effective treatment or therapy for students' anxiety, hardiness, and self-efficacy to face challenges in their lives.

Adani (2012) also conducted a similar research about self-instruction. The results inform that self-instruction is effective to improve students' learning result after facing difficulties in learning mathematics on algebra material. In addition, this study also used the second technique namely cognitive restructuring. It is a technique of cognitive behavior that helps individual to overcome a problem by focusing on changing negative thought into positive habit as a strategy to get better response. As Hadayanti (2016) proves that cognitive restructuring can help individual in reorganizing negative and irrational thoughts which can be seen on the improvement of self-efficacy score before and after cognitive restructuring treatment.

As has been noted, the previous researches only focused on research problem, but none of them focused on students' hardiness when completing final project. Therefore, this study aimed to find out the effectiveness of group counseling with self-instruction and cognitive restructuring techniques to improve students' hardiness when completing final project.

METHODS

This study involved 21 final year students who were completing final project in IAIN Kudus majoring in Islamic Guidance and Counseling program. They were selected by using purposive sampling with criteria of low

hardiness. To collect the data, this study used hardiness scale developed by Bernardo Moreno-Jimenez, Alfredo Rodriduez-Munoz, Eca Garrosa Hernandez, and Luis Manuel Blanco (2014) who describe 3 indicators of hardiness, including commitment, control, and challenge. This scale consists of 15 items and uses 4 levels of scale, namely very inappropriate (1) to very appropriate (4). Instrument validity test showed that all items were valid, while reliability test showed that Alpha Cronbach coefficient was 0.926 (reliable) with high criteria. Further, Wilcoxon test was used to analyzed the data and to find out the effectiveness of group counseling in improving students' hardiness. After that, Kruskal Wallis test was utilized to examined the data of 3 groups after the intervention was given.

For more, this experimental study used pretest – posttest control group design by involving 3 groups, namely experimental group A with self-instruction technique intervention, experimental group B with cognitive restructuring technique intervention, and experimental group C with the combination of self-instruction and cognitive restructuring techniques intervention. The experimental procedure was performed through several stages, namely (1) pretest, (2) intervention through group counseling with 6 times section of self-instruction technique for group A, 6 times section of cognitive restructuring technique for group B, and 6 times section of combination of self-instruction and cognitive restructuring techniques for group C. (3) posttest. In particular, the detail of each section was as follows (1) self-instruction technique: building cohesiveness, explaining the goals and procedure of implementation, self-verbalization, open external guidance, open self-guidance, closed self-guidance, evaluation, and follow-up; (2) cognitive restructuring technique: building cohesiveness, explaining the goals and procedure of implementation, identifying counselee's thought in troublesome situation and practicing to find the solution of a problem, beating self to solve a problem and strengthening self-statement, evaluation, and

follow-up; (3) combination of both techniques: building cohesiveness, explaining the goals and procedure of implementation, self-verbalization, overt external, over self and faded over self, identifying counselee's thought in troublesome situation and practicing to find the solution of a problem, beating self to solve a problem and strengthening self-statement, evaluation, and follow-up.

RESULTS AND DISCUSSION

The results of this study informed that the average level and standard deviation of students' hardiness tended to increase in the pretest (M=36.57; SD= 3.41) with self-instruction to posttest (M=42.43; SD=6.58), pretest (M= 34.71; SD=2.14) with cognitive restructuring to posttest (M=43.71); SD=3.09). Meanwhile, the combination of both techniques also increased seen from the results of pretest (M=35.00; SD= 2.31) to posttest (M= 50.14; SD= 5.64). The details are presented in the following table.

Tabel 1. Data Description

Groups	Pretest		Posttest		Z	P
	M	SD	M	SD		
SI	36.57	3.41	42.43	6.58	-2.20 ^b	0.05
CR	34.71	2.14	43.71	3.09	-2.37 ^b	0.05
SI+CR	35.00	2.31	50.14	5.64	-2.37 ^b	0.05
X ²	1.421		5.998			
P	0.05		0.50			

Notes:

Z: Wilcoxon Test

X²: Kruskal Wallis Test

SI: *Self-instruction*

CR: *Cognitive restructuring*

The data of group counseling with self-instruction and cognitive restructuring was analyzed using Wilcoxon test. This technique was used to examine the effectiveness of both techniques to improve students' hardiness in pretest and posttest. Meanwhile, Kruskal Wallis test (Sugiyono, 2011) was used to find out the differences in effectiveness level of self-instruction, cognitive restructuring, and the combination of both techniques.

As presented in table 1, the analysis of Wilcoxon test result showed that self-instruction technique effectively improved students' hardiness of (Z= -2.20, p< 0.05) as well as cognitive restructuring of (Z= -2.37, p< 0.05). In other words, group counseling with self-instruction and cognitive restructuring techniques effectively improved students' hardiness. The Kruskal Wallis test also showed that there was no significant differences in the effectiveness level of group counseling with self-instruction and cognitive restructuring

techniques in improving students' hardiness of (X²(2)= 6.0, p> 0.05).

As showed above, this study aimed to examine the effectiveness of self-instruction and cognitive restructuring techniques in improving students' hardiness. The findings of this study confirmed that group counseling with those techniques effectively improved students' hardiness when completing their final project in Islamic Guidance and Counseling program of IAIN Kudus. It was proved by the data of the experimental group that experienced significant increase in hardiness compared to the initial data.

Apparently, the results of this study are in line with several researches related to the implementation of self-instruction technique to improve hardiness in managing events occur. Through the implementation of group counseling with self-instruction technique, individual is able to give positive instruction and try to avoid negative instruction (Reyes, 2016). Besides, cognitive restructuring also

helps individual learns to identify and argue the maladaptive or irrational thoughts and be responsible for bad and unpleasant moods (Roy, 2017). The selection of self-instruction and cognitive restructuring techniques in group counseling aims to lead students be able to develop their skill which in the future can be applied in dealing with the same or even more difficult situation (Erford, 2016). Through group counseling with CBT with self-instruction and cognitive restructuring technique, students can overcome problems when completing their final project restructuring their mindset to be more positive (positive cognitive restructuring), enhancing their perspectives (enhanced restructuring), understanding well (dependen understanding), and determining the action (device action) (Fetzner, et al., 2014).

For more, the result of this study successfully proved that self-instruction and cognitive restructuring techniques effectively improve hardiness of students who were completing final project. In accordance with Kobasa, Maddi, & Khan (in Gayton & Kahoe, 2015) suggest that personality aspects are able to receive and overcome the negative consequences of unpleasant situation, through group counseling that was able to develop students' hardiness in overcoming obstacles when completing their final project. However, the results of this study still have limitation. Researchers have not decided the control group as the comparison and have not planned the need for follow-up in monitoring the intervention which has an impact on how long it takes in increasing students' hardiness. Therefore, further researchers who are willing to conduct the similar research might add the control group as the comparison and plan the need of follow-up in monitoring the intervention on students' hardiness.

CONCLUSION

Based on the description of result and discussion, it can be concluded that the group counseling with self-instruction and cognitive

restructuring techniques is effective to improve students' hardiness when completing final project in Islamic Guidance and Counseling program of IAIN Kudus. Based on this result, counselors are suggested to apply self-instruction and cognitive restructuring techniques in improving students' hardiness when completing the final project. Meanwhile, further researchers are suggested to have the control group as a comparison and plan the need for follow up in monitoring the intervention which has an impact on how long it takes.

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