

Psychoeducational Group With Problem Solving and Self Management Techniques to Improve Career Maturity

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Abstract

Academic anxiety is experienced by many students of SMP Negeri 14 Bengkulu City. This study aims to examine the effectiveness of group counseling on cognitive behaviors therapy with cognitive restructuring techniques and cinematherapy techniques to reduce academic anxiety. A total of 21 students were involved in experimental research using a randomized pretest-posttest comparison group design. Analysis of the results of the paired sampled t test and post hoc test showed that group counseling cognitive behaviors therapy with cognitive restructuring techniques and cinematherapy techniques and the combination of the two techniques were effective in reducing academic anxiety. The combination group counseling of the two techniques is more effective in reducing student academic anxiety compared to group counseling of cognitive behaviors therapy with cognitive restructuring techniques and group counseling of cognitive behaviors therapy with cinematherapy techniques. This study recommends the use of group counseling a combination of both techniques to reduce student academic anxiety.

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INTRODUCTION

Anxiety in an academic context tends to interfere with learning processes and decrease achievement in education, including interfering with attention and memory performance. (Eggen & Kauchak, 2012) stated that anxiety has a negative impact on motivation and academic achievement. Academic anxiety is a problem that students cannot ignore if they want to achieve academic success in school. If academic anxiety is not handled properly, it will have a bad impact on students, for example they will hate the teacher, procrastinate on the work given by the teacher, do school assignments not really, play truant, lie to their own parents and withdraw from the environment (Mahato & Jangir, 2012).

Findings in the field show the high level of academic anxiety experienced by students. Research conducted (Deb, Chatterjee & Walsh, 2010) states that anxiety is often experienced by school-age children and adolescents with a prevalence rate ranging from 4% to 25% with an average of 8%. Reinforcing the results of the study, (Santi, 2015) explains that anxiety will affect activities in learning. The results also show that there are still 58% of students feeling nervous during exams and facing difficult subjects, 68% worrying about lesson assignments and test results are unsatisfactory, 72% of students are afraid to face exams or tests, 34% are often not ready for exams, and 54% were anxious and worried about something that would happen on the exam. The low academic value of students and the emergence of academic anxiety are due to negative thoughts that exist in students. Negative thoughts will limit your own thoughts, lock yourself up, create inner conversations that will weaken yourself and will prevent you from focusing on successfully completing academic tasks (Wilding & Milne, 2013). Anxiety is one of the biggest worries experienced by all individuals, anxiety produces negative things in various aspects of life, especially in the academic aspect.

Seeing the student problems above, special interventions are needed that are carried

out by all parties, both by parents, school principals as school leaders, school staff, teachers in the field of study and especially guidance and counseling teachers as mentors for students at the school, one of which is by providing group counseling services. (Myrick, 2011) explains that group counseling is a unique educational experience where students can work together to explore ideas, attitudes, feelings and behaviors especially those related to personal development and progress in school. Counselors are tasked with facilitating interaction between participants, where they are involved in a well-designed relationship so that members give each other feedback, listen and are open to one another. Group counseling aims to help speed up and facilitate the resolution of problems faced by students through other group members (Wibowo, 2019); (Gladding, 2012).

The group counseling service in this study uses cognitive restructuring techniques. The results of research conducted by (Akinsola & Nwajei, 2013) show that the cognitive restructuring technique applied is effective in reducing anxiety and depression and also improves student performance on tests. The results of research conducted by (Murphy, Yaruss & Quesal, 2007) show that the cognitive restructuring technique is said to be effective in overcoming problems involving cognitive aspects and anxiety disorders both in combination with other techniques.

In addition to group counseling services with cognitive restructuring techniques, researchers also offer solutions in the form of group counseling services using cinematherapy techniques. Cinematherapy can be a powerful technique for healing and development for anyone who is open to learning how films affect individuals (Wolz, 2005). The results of the study (Dumtrache, 2014) that there is an effect of group cinematherapy on reducing anxiety in adolescence. Furthermore, research conducted (Abedin & Molaie, 2010) shows that group cinematherapy is an effective technique for cognition, emotive and behavioral modeling processes. So the purpose of this research is to implement how effective the counseling services

for cognitive behaviors therapy groups are with cognitive restructuring techniques and cinematherapy techniques to reduce academic anxiety.

Academic Anxiety

Academic anxiety is a concern that can make it difficult for students to concentrate on various academic tasks including reading, writing, listening and speaking (Pekrun, 2006). According to (Sanitiara, Nazriati & Firdaus, 2014) academic anxiety is a feeling of tension and fear of something that will happen, these feelings interfere with carrying out various tasks and activities in academic situations. Academic anxiety refers to the disruption of thought patterns and physical and behavioral responses because of the possibility that the performance displayed by students is not well received when academic assignments are given. In line with what Zeidner (in Pekrun, 2006) states that anxiety is a form that can affect performance or activity in academic situations as a result of academic pressure that is not balanced with the abilities possessed by students which have an impact on low student achievement results. So, the researcher concludes that academic anxiety is an excessive worry experienced by students so that it affects their learning achievement. With too many worries felt by students, they can't think logically, consider learning, considering subjects, or things related to academics very threatening their peace of mind. Besides that, students also cannot concentrate well, both in terms of reading, writing, listening, speaking and so on, causing poor academic results.

Cognitive Behavior Therapy Group Counseling with Cognitive Restructuring Techniques to Reduce Academic Anxiety

Cognitive behaviors therapy group counseling with cognitive restructuring techniques is group assistance to identify and evaluate a person's cognitions, understand the impact of certain negative thought behaviors, and learn to replace cognitions with more realistic, precise, and adaptive thoughts. Group members are expected to identify their own

cognitions and to monitor their self-talk. (Corey, 2012) states that cognitive therapy and rational emotive behaviors therapy use cognitive restructuring as a core procedure in changing individual interpretations and thought processes, which have a strong effect on feelings and actions. The steps that can be taken in group counseling cognitive behaviors therapy with cognitive restructuring techniques are: 1) Formation Stage, 2) Transition Stage. 3) Activity Stage, and 4) Closing Stage. Meanwhile, the implementation of cognitive restructuring techniques in group counseling services enters the activity stage, in which the four stages are implemented in services.

Cognitive Behaviors Therapy Group Counseling with Cinematherapy Techniques to Reduce Academic Anxiety

Group therapy using films has become popular. Cognitive behaviors therapy group counseling using cinematherapy techniques can work well without facilitation from professional therapists (Wolz, 2005). The success of group counseling cognitive behaviors therapy with cinematherapy techniques can be successful if the group leader and group members establish good cooperation and communication to achieve the goal. The hope of cognitive behaviors therapy group counseling with cinematherapy techniques to reduce academic anxiety is to find the meaning contained in film shows that inspire the audience in this case are students who become objects in reducing academic anxiety. The steps that can be taken in group counseling cognitive behaviors therapy with cinematherapy techniques are: 1) Formation Stage, 2) Transition Stage. 3) Activity Stage, and 4) Closing Stage. While the implementation of the cinematherapy technique in group counseling services enters the activity stage, in which the four stages are implemented in the service

METHODS

The research subjects were 21 students of SMP Negeri 14 Bengkulu City who had a high

category of academic anxiety who were selected from 128 students. Purposive sampling was conducted to place 21 students into three experimental groups, each group consisting of 7 students.

The scale used in this study is an adaptation of the learning-related anxiety, class-related anxiety, and test-related anxiety subscales from the Academic Achievement Questionnaire developed by (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011) which consists of 24 statement items that refer to student academic anxiety. The results of the construct validity test confirm that all items have a positive correlation and significance to the total score of the academic anxiety scale, for the reliability test results for 24 items indicate that the academic anxiety scale has a Cronbach alpha coefficient level of 0.748.

The experimental procedure was carried out through several stages. First, giving pre-test academic anxiety. Second, the treatment of cognitive behaviors therapy group counseling with cognitive restructuring techniques to reduce academic anxiety as many as 6 sessions, cognitive behaviors therapy group counseling with cinematherapy techniques to reduce academic anxiety as many as 6 sessions, and a

combination of cognitive behaviors therapy group counseling with cognitive restructuring techniques and techniques. cinematherapy to reduce academic anxiety as much as 6 sessions. The duration of time for each group is 90 minutes. Finally, measurement after treatment or post-test academic anxiety.

RESULTS AND DISCUSSION

The description of the data in this study shows that the average level and standard deviation of academic anxiety in the experimental group decreased after the intervention was given. It can be seen from the results of the paired sample t-Test that group counseling cognitive behaviors therapy with cognitive restructuring techniques to reduce academic anxiety (M=89.00; SD=2.160). Cognitive behaviors therapy group counseling with cinematherapy techniques to reduce academic anxiety (M=88.57; SD=2.507), and a combination of cognitive behaviors therapy group counseling with cognitive restructuring techniques and cinematherapy techniques to reduce academic anxiety (M=84.71; SD =2.690). The complete results are presented in table 1.

Table 1 Results of Paired Sample t-Test

Group	Pre-test		Post-test		t (6)	p
	Mean	SD	Mean	SD		
CR	99.57	1.272	89.00	2.160	12.166	<0.01
CIN	102.71	1.254	88.57	2.507	16.500	<0.01
CR+CIN	105.43	2.760	84.71	2.690	15.063	<0.01
F (2.18)			6.432			
p			<0.01			

Table 1 above presents the results of the paired sampled t-Test data analysis which shows that group counseling cognitive behaviors therapy with cognitive restructuring techniques, cinematherapy techniques, cognitive behaviors therapy group counseling combined with cognitive restructuring and cinematherapy techniques is effective in reducing academic anxiety. Thus, a Post Hoc test must be carried out to measure the difference in the effectiveness

of each technique in reducing academic anxiety. As for the results of the Post Hoc test in this study, it was found that the cognitive behavioral therapy group counseling with the cinematherapy technique was more effective in reducing academic anxiety than the cognitive behavioral therapy group counseling with the cognitive restructuring technique with a value (MD=0.429; $p>0.05$). Then in the group counseling of cognitive behaviors therapy, the

integrated cognitive restructuring technique with cinematherapy technique was more effective than the group counseling of cognitive behaviors therapy cognitive restructuring technique with a value (MD=4.286; $p<0.05$). In addition, group counseling for cognitive behaviors therapy with

integrated cognitive restructuring techniques with cinematherapy techniques was more effective than behaviors therapy group counseling with cinematherapy techniques with a value (MD=3.857; $p<0.05$). The complete results are shown in table 2.

Table 2 Results Post Hoc Test

Group Pair	MD	SE	p
CR - CIN	0.429	1.316	>0.05
CR - (CR+CIN)	4.286	1.316	<0.05
CIN - (CR+CIN)	3.857	1.316	<0.05

Note:

CR: cognitive restructuring; CIN: cinematherapy; CR+CIN: combination cognitive restructuring and cinematherapy

These results indicate that group counseling cognitive behaviors therapy with cognitive restructuring techniques and cinematherapy techniques are effective in reducing academic anxiety.

High academic anxiety is a form of learning disorder and is the main cause of students' low academic achievement, the same thing was stated by (Thomas, Cassady, & Heller, 2017) that anxiety disorders can manifest in student behaviors in class, so that they have anxiety disorders to become more passive in learning, feeling nervous, panicking, failing in exams, feeling unable to carry out assignments, and anxious thoughts that contribute to students' low academic achievement (Owens, Stevenson, Hadwin, & Norgate, 2012).

This study obtains an overview of the extent to which group counseling, cognitive behaviors therapy, cognitive restructuring techniques and cinematherapy techniques are effective in reducing academic anxiety.

Cognitive behaviors therapy group counseling Cognitive restructuring techniques are effective in reducing academic anxiety because this technique is designed to solve the counselee's problems by means of cognitive restructuring (Beck, 2011). In this study, the cognitive restructuring strategy assumes that it can be done on students who experience academic anxiety because they have irrational thoughts, in line with research conducted by

(Putri, 2009) which states that students who have high academic anxiety are individuals who show encouragement. thoughts and feelings of fear in the face of academic tasks and activities, so that thought patterns, physical responses and behaviors are disrupted. In the group counseling intervention with cognitive restructuring techniques, students are directed to describe negative thoughts in order to be able to turn them into positive thoughts.

While group counseling cognitive behavior therapy cinematherapy technique aims to help change feelings, provide new understanding and increase the possibility that individuals will perform the desired new behaviors. Through films, we can learn how to behave in an undesirable way into a desired behaviors (Wolz, 2004). Therefore, individuals can analyze their own thoughts and behaviors in relation to themselves and others. Because, by using cinematherapy, study group members en anxiety, especially if they consistently hold wrong beliefs about academic anxiety, students will tend to be trapped in destructive thinking. After students gain insight into how realistic thoughts are about the dangers of academic anxiety, students are taught to act, feel, and fight negative thoughts.

The difference between this research and previous research is that in this study, the process of implementing the activities was carried out in a group counseling format, while

in previous studies it was carried out in a group guidance format.

However, the findings of this study still have limitations in them. There is no follow-up to see the effect of time on group counseling cognitive behaviors therapy with cognitive restructuring techniques and cinematherapy techniques to reduce academic anxiety.

CONCLUSION

Research findings regarding the effectiveness of group counseling on cognitive behaviors therapy with cognitive restructuring techniques and cinematherapy techniques can be concluded that there are differences in the level of effectiveness of the three groups in reducing academic anxiety. The combination group counseling of the two techniques is more effective in reducing academic anxiety compared to group counseling of cognitive behaviors therapy with cognitive restructuring techniques and group counseling of cognitive behaviors therapy with cinematherapy techniques.

Based on the findings in this study, it is recommended for counselors to use group counseling a combination of the two techniques to provide interventions to reduce student academic anxiety. Meanwhile, for future researchers to focus more on taking subjects who have gender and age diversity.

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