

The Effectiveness of CBT Group Counseling with Self-Instruction Technique to Improve Students' Self-Efficacy

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Abstract

Self-efficacy is significant for students to improve motivation, self-confidence, and see any problems as a challenge. Therefore, school counselors are better to provide appropriate interventions to deal with self-efficacy issues. The present study attempted to examine the effectiveness of Cognitive Behavior Therapy group counseling with self-instruction technique to improve students' self-efficacy. It used multiple group pretest posttest and involved 7 students in the experimental group. The subjects were selected using purposive sampling technique by considering their low self-efficacy. In the examination, the real data of the subjects were collected by distributing Adolescent Social Self-Efficacy Scale (S-EFF) instrument adopted into Indonesian with the alpha coefficient of .90. Findings showed that the Cognitive Behavior Therapy group counseling with self-instruction technique can effectively improve students' self-efficacy. Finally, it recommends self-instruction technique to improve Junior High School students' self-efficacy.

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INTRODUCTION

Adolescent is a part of developmental phases in human life. It is a transition from children to adults where a lot of changes occur, such as hormonal, physical, psychological, and social (Santrock, 2014). According to Mantovani & Setiawati (2016) individuals who enter adolescence will experience a learning process to seek for their identity within the surrounding environment which will later become an inherent personality. In this period, there are some developmental tasks to be accomplished. One of which is self-efficacy as a belief system that ensures someone ability to manage and carry out necessary actions to deal with future challenges (Bandura, 1997).

Self-efficacy indicates students' self-confidence towards their ability to overcome urgent situations such as homework and various academic demands. Sunawan, Yani, Anna, kencana, Mulawarman, & Sofyan (2017) assure self-efficacy can encourage enjoyment in learning and focus attention on academic tasks. Besides, it predicts the extent to which efforts have been done, persistence to persevere in the face of obstacles and failures as well as perceived stress in demanding academic situations (Zajacova, Lynch & Espenshade, 2005; Ugwu, Onyishi & Tyoyima, 2013).

Students who have high self-efficacy will strive for completing challenges they consider threatening so that there will be no more worries. Within high self-efficacy, someone will be able to restrain himself, control himself and take action to change maladaptive behavior (Ashari et.al., 2016). However, there are still many students who have low self-efficacy because they are not confident and sure about their own abilities in facing threats and challenges in the social environment.

Confidence in self-ability will make individuals feel optimistic and not easy to give up in facing many things (Latif, et al., 2017). Self-efficacy will affect the performance of cognitive and affective processes, selection, and motivation. In addition, self-efficacy is used to define how self-confidence can impact students'

learning, social, and well-being (Muhammadamin & Rahman, 2020).

One of techniques that can improve self-efficacy is self-instruction that is applied in CBT approach. In CBT group counseling, students are assisted to control cognitive aspects and behavior. It is because cognitive therapy focuses on thought, assumption, and belief, while behavioral therapy helps establish the relationship between problems and reactions to them. Self-instruction is a technique in cognitive behavioral therapy that focuses on restructuring or cognitive disorder repairing due to harmful situations which disadvantage the individuals physically and psychologically (Corey, 2013).

Self-instruction is a technique in which someone teaches himself and copes with difficult and threatening problems effectively (Meichenbaum, 1977). It helps students confirm that they can train and teach themselves in the way they solve problems.

The above ideas are in line with a study by (Hidayanti & Ja'far, 2016) that self-instruction technique can replace negative self-confidence into the positive one. In the same way, it assists individuals to discover effective behavior for themselves. In academic field, self-efficacy is proved to be improved by the intervention of CBT group counseling with self-instruction technique (Hasan, et al., 2019).

Another study by (Assadi, et al., 2015) has found self-instruction is able to improve academic self-efficacy, and it is even more effective than that of lecture method. It is in accordance with Fitri et al.'s study (2016), namely the use of self-instruction in cognitive behavioral counseling enables individuals to improve self-efficacy. For more, (Terp, et al., 2017) in their study revealed the improvement of self-efficacy in the experimental group which lasted for one year compared to the control group; thus, these findings need to be further investigated.

Regarding the previously mentioned explanation, the present study aimed to examine the effect of self-instruction on self-efficacy in the design of group counseling. Through the dynamics in the group counseling, students have

chances to tell problems that hinder self-efficacy and support each other to be able to accomplish academic demands (Gibson & Mitchell, 2011). Thus, this study was expected to strengthen the effectiveness of self-instruction technique in improving self-efficacy by making use of it in the intervention of cognitive behavioral counseling.

METHODS

This study used multiple group posttest design by involving one experimental group. Through this design, seven students who had low self-efficacy were chosen and placed into the experimental group using purposive sampling technique.

In collecting the data, the researchers made use of self-efficacy scale called Adolescent Social Self-Efficacy Scale (S-EFF) developed by Connolly (1989). Prior to the adoption, the scale went through translation processes. It measures students' self-efficacy during their participation or the accomplishment of social tasks, such as self-perception towards social environment, social acceptance, effective social behavior, level of self-motivation, and survivability from anxiety and stress. During the data collection, the subjects of the study answered 30 items of this scale by giving score between 1 up to 5 points of likert scale showing their self-efficacy in various social situations, 1 means strongly disagree, and 5 means strongly agree. Besides, the S-EFF scale gained the alpha coefficient of 0.91 or very reliable to use.

In the beginning of this study, the researchers distributed the scale to 180 students. After the data have been collected, the researchers chose 7 students to be selected as the subject of this study due to their low self-efficacy level. After that, the subjects were given informed consent containing rights, obligations, and risks to be read, understood, and signed. Once the students were grouped, they took pretest before receiving the intervention. Following the pretest, the researchers gave the intervention of CBT with self-instruction technique to those students in the experimental group.

The intervention was given for 6 times with the time allotment of 2x40 minutes for each session. After six meetings, the researchers gave posttest to the group. Two weeks after that, the researchers performed repeated measure, namely follow-up by giving posttest. Here, anova repeated measure was used to examine the effectiveness of the cognitive behavioral therapy group counseling with self-instruction technique to improve the self-efficacy of students in the experimental group after particular period.

RESULTS AND DISCUSSION

Based on the data description, the mean and standard deviation of the subjects in the pretest were low ($M = 58.28$, $SD = 6.83$). After being given a CBT group counseling intervention with self-instruction technique, the value of students' self-efficacy in the posttest increased by ($M = 123.00$, $SD = 3.26$) and the mean of students' self-efficacy at follow-up became ($M = 127.00$, $SD = 3.21$). This can be seen in table 1.

Table 1. Changes in Pre-test, Post-test, dan Follow-up Scores

Test	Experimental Group	
	M	SD
T1 (Pretest)	58.28	6.83
T2 (Posttest)	123.00	3.26
T3 (Follow-up)	127.00	3.21
F (1.14)	184.725	
p	<0.01	

The analysis indicated that the cognitive behavioral therapy group counseling with self-instruction technique could improve students' self-efficacy ($F (1.14) = 184.725$, $p = < 0.01$). The increase in self-efficacy score not only happened in the posttest scores, but also follow-up. Thus, the CBT group counseling with self-instruction technique was effective to improve the students' self-efficacy.

The findings are similar to that of Bardideh, et al., (2016) who found cognitive behavioral therapy can identify irrational thoughts that cause low self-efficacy. CBT helps individuals to restructure negative mindset into

positive one and find strategies to solve problems as well as maladaptive behavior.

A study conducted by Sebastian and Shinde (2020) explains the provision of CBT group counseling with self-instruction is effective to significantly improve self-efficacy. This can happen because self-efficacy is determined by internal self-talk owned by individuals. By being against negative self-talk and thoughts, the individuals will set more challenging goals along with the solutions (Holt, Milgrom, Gemmil, 2017).

Anggita, et al., (2021) conducted a study using self-instruction technique with cognitive behavioral therapy and succeeded to improve academic self-efficacy of students. Another study also found the same thing that a cognitive behavioral therapy group counseling is effective to improve self-efficacy (Ilkhchi, Poursharifi & Alilo, 2011; Valentina, 2013).

Laila and Noviadri (2018) argue that self-instruction is an effort made to change negative statements of self into positive ones and centered on the overt (voiced loudly) and covert (voiced inwardly) verbalization pattern.

Self-instruction was chosen because it was assumed to enable students to instruct themselves to restructure negative thoughts into the positive ones (Lestari, 2014). However, to implement this technique maximally, in the beginning the individuals must know how they think, feel, and act as well as impact on others.

Furthermore, the findings of this study have confirmed that the cognitive behavioral therapy group counseling with self-instruction technique has been effective to improve self-efficacy simultaneously within experimental design. This intervention enabled the students to restructure their thoughts to be positive, change dysfunctional beliefs to be more realistic, and encourage them to achieve solutions of problems through internal dialogue (Meichenbaum, 1977; Corey, 2013).

The provision of the group counseling in relation to self-efficacy improvement was aimed at giving cure for problems related to it. It is because group counseling is an effort made for helping individuals in the framework of group

that is preventive and curing, directed towards giving assistance to achieve development and growth well.

Within the counseling, students will evaluate the impact of changes in their ways of thinking and be responsible for changing any thoughts causing cognitive distortion and maladaptive condition that inhibit self-efficacy improvement.

Based on the findings several implications can be practiced by counselors in dealing with improving students' self-efficacy. First, they are suggested to use cognitive behavioral therapy group counseling with self-instruction technique. Second, to implement this intervention, the counselors must allocate enough time for its maximum results. It is because self-instruction requires plenty of time since there is a behavioral cognitive modification of counselees (Corey, 2013). All these steps will affect the improvement of the counselees' self-efficacy.

The findings of this study have proved that the cognitive behavioral therapy group counseling with self-instruction technique has been effective to improve self-efficacy. However, there were some limitations in terms of the gender of the subject which was only male and the limited measures, namely pretest-posttest design.

Hence, the current study has not yet discovered the effect of gender to see changes in time during the implementation of counseling with self-instruction technique. Here, the credibility of the self-report data will depend on the level of cognitive, emotional, and the situation in which participants provide answers. It is hoped that in the future researchers can consider conducting longitudinal research with a mix method approach to enrich and support what has been achieved by the quantitative approach.

CONCLUSION

The findings of this study have confirmed that the use of CBT with self-instruction technique can improve students' self-efficacy. In details, it is cognitive behavioral therapy group

counseling with self-instruction technique that has significantly been effective to improve the self-efficacy of the students.

Of the findings, the researchers recommend counselors or school counselors to use cognitive behavioral group counseling with self-instruction technique to improve students' self-efficacy.

A contribution has also been made by this study, namely it enriches theoretical basis that to improve students' self-efficacy, counselors can use techniques that motivate students and must provide guidance and support to achieve student success, especially towards self-efficacy.

The future researchers are recommended to choose various gender for the follow-up observation to determine any effect of gender and consider conducting longitudinal studies.

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