

The Effectiveness of Group Counseling with Reframing Technique to Promote Psychological Well-Being of

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Abstract

Psychological well-being affects one's feeling and behavior. Thus, this study attempted to examine the effectiveness of group counseling with reframing technique to improve the psychological well-being of the grade eight students of SMP Almunawir Batang. It used reframing intervention for six sessions and a pretest-posttest design which was analyzed using Wilcoxon test. Of initially 135 students, eight containing four male students and four female students were chosen to be the subjects of this study. Findings showed that the group counseling with reframing technique is effective to promote psychological well-being. Consequently, reframing technique can be said effective to improve this variable, and counselors are suggested to apply this treatment to improve students' psychological well-being.

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INTRODUCTION

Psychological well-being is a state towards experiences related to self-acceptance, self-development, life goals, positive relationships with others, effective environmental master, and the ability to determine behavior independently (Wulandari, 2016). Ryff & Keyes (1995) define psychological well-being as the full achievement of one's mental potential, and a state in which one can admit their strengths as well as weaknesses as what they are, always have reasons in his everyday life, build positive association with others, be free, be able to control climate, and keep developing.

High level of psychological well-being is indicated from the less mental disorder symptoms, more positive social functions, higher interpersonal relationship, better health, characteristics, adaptation, and cognitive skills (Diener, 2009). Astuti and Endang (2017) argue that psychological well-being is an individual ability to do self-acceptance based on the existing society norm so that at the end he can formulate his desired life goals and have desire for developing himself.

A general well-being relevant to adolescence is psychological well-being. As Akhtar (2009) says, psychological well-being can help adolescents growth positive emotions, feel life satisfaction and happiness, and reduce depression as well as negative behavior.

Psychological well-being lies in every individuals' experiences and is resulted from their positive and typical assessment covering all aspects of life. According to Ramadhani, et al's study (2016) the psychological well-being of the students of SMK Negeri 26 Pembangunan Jakarta only reached 52% or low.

Regarding the previous explanation, psychological well-being needs to be promoted. One possible effort to be done is by providing a counseling service. Counseling is a professional relationship process done by a counselor and clients (Wibowo, 2019). It can be given in form of group to be more efficient (Wibowo, 2019).

A group counseling service can be done with several techniques, such as reframing. (Utari, 2018) states reframing technique can be applied in a form of group. it is suitable and relevant to be given to students. A lot of previous studies have involved school students as their subjects (Utari, 2018).

Shirai (2017) explains reframing technique can facilitate counselors and counselees to control and respond problems using new methods so that it enables clients to see more constructive and positive perspectives. In reframing, counselors offer new perspective situations with hope that the future situation will be different from what is expected, and then the clients are hoped to give more suitable responses (Efford, 2015).

Wiwoho (2011) describes reframing as an effort to seek new meanings different from the past ideas. It is related to people's perspective on a particular thing.

Zulfadli (2011) argues that reframing aims to assist someone to modify their mindset to be more positive. It can also be done by reassess disappointed and unpleasant things and change (Froggart, in Amin, 2017).

Based on the findings of Bayu and Pratiwi's study (2016), reframing technique can improve students' positive thinking ability which later affects their psychological well-being. It is supported by Dindarti (2015) who argues the ability to think positively is strongly related to psychological well-being.

Another study to strengthen the above findings comes from Wahyuni and Sa'idah (2021) who confirm reframing has successfully developed students' positive reasoning. Next, a study by Martin, et al (2022) has revealed that reframing technique is able to improve positive perspectives and motivation.

This study was also inspired by the gap exists in the previous studies. A study carried out by Paramitha (2019) explains no direct and significant effect in the provision of a group counseling service to improve psychological well-being of adolescents. Moreover, Musthafa's study (2019) explains group counseling can improve psychological well-being.

Furthermore, the current study strived for reexamining the effectiveness of group counseling with reframing technique to improve psychological well-being. It is hoped that the findings can later become recommendations for counselors to implement a group counseling service with reframing technique to improve students' psychological well-being at school.

METHODS

The subjects of this study consisted of 135 students of grade eighth of SMP AL Munawir Gringsing. The researchers then sorted them into eight students, covering four male students and four female students to be the subjects of this study.

Their data were collected using an instrument called Ryff's Psychological Well-Being Scale that was used to assess the condition of one's psychological well-being. It was originally designed by Carol Ryff (1989) that was further adapted to be in line with Indonesian context and culture. This scale measures six psychological well-being, namely self-acceptance, positive relationship with others, autonomy, environmental mastery, life goals, and personal growth. It consists of 42 items with the scoring range from 1 (strongly disagree) to 5 (strongly agree). In terms of reliability, this instrument gained cronbach alpha coefficient of 0.86.

Pretest-posttest design became the basis of implementing the intervention for then being analyzed using wilcoxon test. The reframing technique was given for 6 sessions with 45 minutes time allotment for each. It started with the provision of pretest to examine the level of students' psychological well-being. Then, the questionnaire data were identified in terms of irrational thoughts (identification), students' perception (elaborating role), the way students look for alternatives for adaptive thoughts (alternative perception identification),

Table 1. The Results of Pretest and Postt

	Pretest	Posttest	Z	P
M	117.75	143.50	-2.552 ^b	0.01
SD	1.832	1.195		

Strengthening new perceptions (perception modification), and follow-up.

RESULTS AND DISCUSSION

The objective of this study was to examine the effectiveness of the group counseling with reframing technique to improve students' psychological well-being. Based on table 1. It is known that the mean of students' pretest was 117.75 or in low category. Oppositely, the mean of the posttest of psychological well-being was 143.50, indicating an increase in the psychological well-being. Additionally, the results of wilcoxon test showed an effect of the use of group counseling with reframing technique in the improvement of psychological well-being ($z = -2,55, P < ,01$).

Table 1 presents the conditions of students before and after the treatment. It can be seen that their initial psychological well-being was low, and after the treatment was given, it gained significant improvement.

It is related to a study by Bayu and Pratiwi (2016) which concludes that reframing technique can improve students' positive thinking ability which will later affect their psychological well-being. Dindarti (2015) further supports in her way telling that thinking positively contributes to psychological well-being significantly.

Another support comes from Wahyuni and Sa'idah (2021) who investigated the students of grade eight of SMPN 3 Pademawu Pamekasan. They have confirmed that the use of reframing method in a

group counseling service has successfully improved students' positive reasoning. This emphatic thinking ability is surely inevitable from the high level of psychological well-being. Actually, those who have a high level of psychological well-being would like to share

their perspectives of how to behave positively and see something.

The follow-up effects of an exploration directed by Nasution and Gading (2018) imply cognitive counseling with reframing is feasible to be done as a strategy to do self-interrogation for the students of grade nine in normal situation. Besides, Agustina and Retno (2014) found reframing strategy can be used to reduce Jogorogo Ngawi.

Feeling so-so can happen because students have low psychological well-being. It is realized in Fauziah and Firda's study (2021), namely there is a positive and critical relationship between self-confidence and psychological well-being. The higher self-confidence, the higher psychological well-being will be and vice versa.

Furthermore, Karabay, Akyusz, & Elci (2016) in their research discussion explain that reframing group counseling is important to build one's self-confidence effectively to solve cognitive problems. This is reinforced by Haddadian (2012) and Wicks & Buck (2011) who explain that reframing group counseling can effectively increase one's self-confidence.

The results of another study conducted by Martin et al (2022) reveal that the use of reframing technique can increase a person's positive perspective and motivation. The use of positive reframing and perspective integration motivate a person towards better psychological recovery.

The results of a study conducted by Dryden et al (2021) can underpin other findings. Their finding advances the improvement of motivation by showing the results of research that reframing technique can influence and has benefits for students.

Counselors can implement the group counseling with reframing technique to help improve psychological well-being. Regarding the findings, reframing technique has been proved effectively to assist students in improving psychological well-being.

CONCLUSION

According to the results of data analysis of the study carried out at SMP Almunawit Batang related to the implementation of the group counseling with reframing technique to improve students' wellbeing, the researchers conclude reframing technique is effective to improve students' psychological well-being.

With regard to the above conclusion, school counselors are expected to apply the group counseling service with reframing technique to improve students' psychological well-being. Moreover, the future researchers are suggested to conduct similar study by involving wider range of subjects and control group.

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