

## The Effectiveness of Group Counseling with Self-Management and Cognitive Restructuring Techniques to Promote Students' Self-Efficacy

Vidy Astuti ✉, Anwar Sutoyo, Ali Murtadho

Universitas Negeri Semarang, Indonesia

### Article Info

History Articles

Received:

19 August 2023

Accepted:

21 September 2023

Published:

30 October 2023

Keywords:

Group counseling; self management, cognitive restructuring, self efficacy

### Abstract

Academic burnout is a common problem experienced by students. Thus, this study attempted to identify and analyze the relationship between perfectionism and academic burnout by involving public senior high school students throughout Sungai Lilin sub-district amounted to 300 people chosen using cluster random sampling. Their data were collected using the instruments of Maslach Burnout Inventory-Students Survey (MBI-SS) and Frost Multidimensional Perfectionism Scale (FMPS) modified into Indonesian which gained alpha coefficient of 0.84 and 0.97 respectively. Findings indicated that four of six aspects of maladaptive perfectionism, concern over mistakes, parental expectation, and parental criticism positively correlated with academic burnout, while the aspect of doubt about actions had a negatively correlation. In addition, two adaptive perfectionism aspects, namely personal standards and organizations had no correlation with academic burnout. These imply that students need to be enlightened about awareness of the impact of maladaptive perfectionism and adjusted to the adaptive ones so that their burnout can be solved.

✉ Correspondence address:

Gedung A Kampus Pascasarjana Unnes

Jl. Kelud Utara III Semarang 50237

E-mail: vidyastuti4@gmail.com

p-ISSN 2252-6889

e-ISSN 2502-4450

## INTRODUCTION

Behavior emerged from an action is commonly influenced by an individual's beliefs in their own abilities. These beliefs are known as self-efficacy. It will influence actions to take, the extent to which efforts are given for activities, and the endurance to survive in facing failures.

Schunk in (Lestari, Agusind, & Hermanto, 2022) mentions students who has high self-efficacy can solve problems better than those with low self-efficacy. According to (Bozzato, 2020) self-efficacy is one's persistence of keeping up with challenges and difficulties as a means of escaping from stressful environments. In difficult situations, an individual with low self-efficacy tends to give up.

In reality, studies have proven many of students have low self-efficacy. A study by Andri (Ferdiansyah, Rohati, & Suherman, 2020) shows that the self-efficacy of students at Lembang is at low level. A low level of self-efficacy can affect the learning process. This is strengthened by (Satiyasih, 2021) who surveyed university students self-efficacy using a survey method and found 63.5% of them was at medium level, 29.5% was at low level and 7% was at high level.

Based on the above previous studies findings, self-efficacy needs more attention from schools due to its significance for the learning process and school environmental interactions. This importance is mentioned in studies by (Yulianto, 2019) and (Sudwiarrum, Nuryana, & Puspitasari, 2021) which found a significant influence and relationship between self-efficacy and student learning outcomes in a situation where students have different self-efficacy, some are high, some are low.

Lack of self-efficacy and fear of failure are triggers for someone anticipation. The one with high self-efficacy will belief in his abilities and never hesitate about them. Oppositely, the one with low self-efficacy will tend to hold back from tasks they he considers as threats or the biggest obstacle in life, such as examinations or tests.

A counseling technique used in this study was self-management. Self-management (Jones,

2011) is a strategy that can help clients observe their behavior, plan graded steps to achieve their goals and determine when to apply consequences. In addition, another technique used was cognitive restructuring. Cognitive restructuring (Corey, 2012) is assessed based on the process undertaken by an individual to make some changes in this behavior.

A study by (Mandy Wm fong, 2020) shows self-management can increase depression, anxiety, fatigue and self-efficacy in neurological people. It implies that self-management can be effectively used to increase self-efficacy. Another study by Moore (Moore, Anderson, Glassenbury, Lang, & and Didden, 2013) which tested the effectiveness of self-management strategies found that self-management is effective in increasing readiness for completing assignments in class and reducing students' behavioral disorders at school.

The next study of cognitive restructuring technique done by Thisadewi Anggita (Thisadewi, 2021) concludes cognitive restructuring technique and self-instruction techniques can increase self-efficacy. Similarly, (Keri D. Larsen, 2019) revealed that cognitive restructuring can influence self-efficacy. It not only shows changes in self-efficacy, but also in behavior and physical activity.

Based on the previous studies findings and discussion, there found no experimental study which used both self-management and cognitive restructuring techniques jointly to increase students' self-efficacy.

## METHODS

The subjects in this study were 147 MTs Miftahul Ulum Ngamplak students. Grouping was done based on random assignment following the sampling that resulted 14 students. Here, the grade eight students at MTS Miftahul Ulum Ngamplak were grouped into an experimental group with each of which consisted of 7 students. Previously, the sampling process was carried out using purposive sampling with inclusion and exclusion criteria as presented in Table 1.1:

**Tabel 1.1** Inclusion and Exclusion Criteria

Inclusion	Exclusion
Are active students at MTs Miftahul Ulum Ngemplak in the academic year of 2022/2023	Are active students at MTs Miftahul Ulum Ngemplak in the academic year of 2022/2023
Have low level of self-efficacy rendah	Have high level of self-efficacy
Have never joined any practice that used self management and cognitive restructuring techniques	Have ever joined any practice that used self-management and cognitive restructuring techniques
Are willing to attend the group counseling with self-management and cognitive restructuring techniques	Are not willing to attend the group counseling with self-management and cognitive restructuring techniques

In formulating a self-efficacy scale, a theory from Brown in (Cika Vanny, 2022) regarding the self-efficacy indicators were used, including: a) confidence about completing a particular task, b) confidence about doing self-motivation to take the actions needed to solve the problem, c) belief in the ability to try hard, be persistent and persevere., d) belief in the ability to face obstacles and difficulties, and e) belief in the ability to solve problems in various situations. Items on the self-efficacy scale were assessed in four options from favorable (1-4) and unfavorable (4-1). Based on the calculation results, there were 35 valid items and 15 invalid items. In terms of the Cronbach's Alpha reliability, the value showed 0.889 from 35 question items consisting of 50 statements.

This study was an experimental research which used a randomized pretest-posttest comparison group design, namely comparing groups treated using two different techniques, including self-management and cognitive restructuring. Some procedures were carried out in it. First, the subjects were asked to fill out the

self-efficacy scale. Second, the interventions of self-management and cognitive restructuring techniques were given.

The self-management group was treated in 6 sessions with a duration of 2x40 minutes. In the self-management group, students focused on self-control and making priority proportions or priority scales. In the cognitive restructuring group, cognitive restructuring treatment/interventions were provided in 6 sessions with a duration of 2x40 minutes each session. In the cognitive restructuring group, students identified automatic thoughts and helped change negative or irrational thoughts to become rational. Next, posttest was given using the same self-efficacy scale to the self-management group and cognitive restructuring group.

## RESULTS AND DISCUSSION

Following the analysis of the pretest, the mean of self-management group was 85.43 (SD=0.79), while the cognitive restructuring group was 81.71 (SD=1.25). Then, the Wilcoxon test was carried out to determine the effectiveness of the group counseling with self-management and cognitive restructuring techniques to promote students' self-efficacy.

Regarding the Wilcoxon test, both techniques were effective to promote the students' self-efficacy. In details, the self-management gained ( $Z= 2.36, p<0.05$ ), while cognitive restructuring technique gained ( $Z= -2.37, p<0.05$ ).

In terms of the Mann-Whitney test, it was known that all groups obtained higher scores in the posttest ( $Z=-0.258 > 0.05$ ). Therefore, there was no difference in the level of effectiveness of the group counseling with self-management and cognitive restructuring techniques to promote students' self-efficacy at the MTs Miftahul Ulum Ngemplak Demak.

**Tabel 1. 2 .** The Effectiveness of the Group Counseling with Self-Management and Cognitive Restructuring Techniques to Promoting Students' Self-Efficacy

Grou p	T <sub>1</sub>		T <sub>2</sub>		Gain Score	
	M	SD	M	SD		
A	85.4 3	0.7 9	110. 3	6.7 0	- 2.366 *	24,8 6
B	81.7 1	1.2 5	110. 4	5.2	- 2.371 *	28,7 1
Z <sub>2</sub>	-0.258		-3.191*			

Note: \*p<0.05, T1: Pretest, T2: Posttest, Z1: Wilcoxon Test Value, Z2: Mann-Whitney Test Value, VT: Dependent Variable, Group.A: Self-management group, and Group.B: cognitive restructuring group.

The findings of (Karadag, 2019) shows positive changes occur in children and are able to increase self-efficacy in them. Then, (Ardianto, Purwanto, & Awalya, 2022) in their study has confirmed self-management technique can increase students' self-efficacy.

Self-management (Jones, 2011) is a strategy that can be used to help clients observe their behavior, determine the goals they wish to achieve and pinpoint reinforcement for appropriate behavior. In this technique, the clients can plan series of steps to achieve goals and determine when apply consequences.

Cognitive restructuring is an alternative counseling technique to modify or alter negative thoughts and beliefs about oneself and make those two become positive so that a client can take responsibility for himself. A study by (Thisadewi, 2021) appears that cognitive restructuring and self-instruction techniques are effective for promoting self-efficacy. In addition, (Kurniasari, Panca. Jafar, & Sunawan, 2022) state that group counseling with a cognitive restructuring technique can promote students' self-efficacy.

Self-efficacy is significant for individuals to create confidence in carrying out the tasks that must be done. This helps them to achieve and achieve the best based on their abilities (Mohamed & Yunus, 2017).

**CONCLUSION**

In association with the findings and discussion, the present study of the effectiveness of the group counseling with self-management and cognitive restructuring techniques to promote students' self-efficacy at MTs Miftahul Ulum Ngemplak Demak has been done successfully.

Of the findings, counselors can attain some information for later implementing proper guidance and counseling interventions to promote the low self-efficacy in students using self-management and cognitive restructuring techniques. Also, further researchers are suggested to employ other research designs, add a control group, and conduct follow-up activities to monitor the effects of changes over a certain period of time.

**REFERENCES**

Ardianto, P., Purwanto, E., & Awalya. (2022). The effectiveness of group counseling with self-management technique to improve self-efficacy and academic anxiety. *Jurnal Bimbingan Konseling*, 11(4), 232-239. <https://doi.org/10.15294/jubk.v11i4.62172>

Bozzato, P. (2020). The relationship between children's aspiration profiles and self efficacy, life satisfaction, and academic achievement. *Social Science.*, 9(5), 1-13. <https://doi.org/10.3390/socsci9050077>

Cika Vanny, D. P. (2022). Kesiapan untuk berubah: self-efficacy dan. *Jurnal Management dan Inovasi*, 5(2). <https://doi.org/10.15642/manova.v5i2.879>

Corey, G. (2012). *Theory And Practice Of Group*. US: Brooks/Cole.

Ferdiansyah, A., Roheati, E., & Suherman, M. M. (2020). Gambaran self efficacy siswa terhadap pembelajaran. volume 3(1). *Journal Kajian Bimbingan & Konseling dalam Pendidikan* <https://doi.org/10.22460/fokus.v3i1.4214>

- Jones, R. (2011). *Teori dan praktik konseling dan psikoterapi (terjemahan)*. Yogyakarta: Pustaka Pelajar.
- Karadag, E. (2019). The effect of a self-management program on hand-washing/mask-wearing behaviours and self-efficacy level in peritoneal dialysis patients: a pilot study. *Journal of Renal Care*, Volume 45(2), 10. doi: <https://doi.org/10.1111/jorc.12270>
- Keri D. Larsen, S. S. (2019). Effects of cognitive restructuring techniques on physical activity in older adults. *Journal Of Public Health Issues and Practices*, 3(141). doi: <https://doi.org/10.333790/jphip1100141>
- Kurniasari, Panca, Jafar, M., & Sunawan. (2022). Impact of group counseling with cognitive restructuring techniques to reduce cheating and increase self efficacy. *Jurnal Bimbingan Konseling*, 10(1), 61-68. <https://doi.org/10.15294/jubk.v9i1.45488>
- Lestari, A., Agusdin, A., & Hermanto, H. (2022). Perceived organizational support, self efficacy and transformational leadership affect change readiness. *Journal of Multicultural and Multireligious Understanding*. Volume 9(9). <http://dx.doi.org/10.18415/ijmmu.v9i10.4157>
- Mandy Wm fong, Stephen, Satanuka Bhattachariya, dkk. (2020). Effectiveness of theory-based digital self management interventions for improving depression, anxiety fatigue and self efficacy in people with neurological disorders: A systematic review and meta-analysis. *Journal Telemed Telecare*. Volume.1. No. 1-2 28(8):547–558. <https://doi.org/10.1177/1357633x20955122>
- Mohamed, W. B., & Yunus, N. B. (2017). Self-efficacy and academic performance of secondary schools students in perak: an exploratory outlook. *International Journal of Academic Research in Progressive Education and development*, 6(3), 43-46. doi:10.6007/IJARPED/v6-i3/3081
- Moore, D. W., Anderson, A., Glassenbury, M., Lang, R., & dan Didden, R. (2013). Increasing on-task behavior in students in a regular classroom: effectiveness of a self management procedore using a tactile prompt. *Journal Of Behavior Education*, 302-311. <http://dx.doi.org/10.1007/s10864-013-9180-6>
- Satiasih, Ely Rosali. Darwis Darmawan, & Mega Prani Ningsih (2021). Kajian efikasi diri mahasiswa pada pembelajaran daring di era pandemic covid 19. Volume 2, No 2. *Journal Of Geography Eduacation* <https://jurnal.unsil.ac.id/index.php/geoducation/article/view/4186>.
- Sudwiarrum, A. D., Nuryana, N., & Puspitasari, R. (2021). Pengaruh self efficacy terhadap prestasi belajar ips siswa kelas VIII MTS. *Journal Pendidikan Sosial & Ekonomi*. <http://dx.doi.org/10.24235/edueksos.v10i2.9355>
- Thisadewi Anggita, Sugiyo Sugiyo & Awalya Awalya (2021). Improving self efficacy with cognitive restructuring and self instrctuction: an experimental study in senior high school. *Journal Bimbingan Konseling*. Volume 08. No 1. <https://doi.org/10.24042/kons.v8i1.8852>
- Yulianto, Agus. (2019). Pengaruh self efficacy terhadap hasil belajar ekonomi siswa SMA. *Journal pendidikan ilmu pengetahuan sosial indonsia*, Volume 4. No. 1. e-ISSN:2477-8427p-ISSN:2477-6254. <https://dx.doi.org/10.26737/jpipi.v4i1.1099>.