



Vol. 3 No. 1, Desember 2024. Hal, 33-40
DOI: <https://doi.org/10.37216/taujih.v2i2.1251>

At-Taujih: Jurnal Bimbingan Konseling Islam
ISSN. 2986-0350 (Online)

<https://jurnal.iaihnwpancor.ac.id/index.php/taujih>

Influence of Group Counseling with Cognitive Behavior Therapy to Improve Students' Self-Control

Mawardi¹, Husnawati²

^{1,2} Islamic Guidance and Counseling Study Program,
Faculty of Da'wah and Communication.
Institut Agama Islam Hamzanwadi Pancor, Indonesia
mawardibinzain3@gmail.com

Abstract

The purpose of this study was to see how much influence group counseling using the Cognitive Behavior Therapy approach has in improving self-control of class XI IPS students at SMAN 2 Selong. This type of research is a quantitative experimental study using the one group pre-test post-test design type, namely by measuring the level of student self-control using a pre-test instrument which then obtained a sample of 13 people, the 13 samples were then given treatment for 5 meetings, after that researcher measured again using the post-test instrument to see how much increase in student self-control was produced after being given treatment. The results of this study indicate that there is a significant influence of group counseling using the Cognitive Behavior Therapy approach on improving self-control of class XI IPS students at SMAN 2 Selong. This can be seen in the results of the wilcoxon test data analysis, which obtained research results of $0.001 \leq 0.05$, meaning that there is a significant influence of group counseling using the Cognitive Behavior Therapy approach to improve students' self-control.

Keywords: Self-control, CBT.

Introduction

School is one of the educational institutions that prepares students to develop their potential. Law Number 20 of 2003 Article 1 Paragraph 1 on the National Education System states that education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential.¹

¹Ahmad, H. (2022). The Relationship Between Emotional Stability and Self-Control of Junior High School Students. Reality: Journal of Guidance and Counseling, 6(2)

The phenomenon occurring at this time is that students are not paying attention to the rules at school, starting from the neatness of their uniforms, attendance, cooperation in class, and issues of discipline.²

The lack of students' ability to recognize themselves well or use impolite words that provoke anger, leading to an inability to accept those words, results in emotions that cannot be well-controlled and directed. Therefore, to achieve optimal learning outcomes, a conducive learning environment is needed.³ Facilities at school are identical to educational infrastructure, while comfort itself is also very beneficial for a school, especially for students and teachers, because comfort is a primary factor in a school to ensure that learning proceeds well and teaching goes as expected. Therefore, students are required to be able to control themselves.⁴

Self-control as the ability to organize, guide, regulate, and direct forms of behavior that can lead to positive outcomes. Self-control as the regulation of an individual's physical, psychological, and behavioral processes, in other words, a series of processes that require oneself to be able to guide one's own behavior, the ability to suppress or inhibit impulses or impulsive behavior. Therefore, self-control is a form of behavior regulation that tends to act positively in thinking. Starting from this, school counselors need to adopt various approaches with students, one of which is using the Cognitive Behavior Therapy approach.⁵

The Cognitive Behavior Therapy approach is centered on the thinking process and is related to emotional, behavioral, and psychological states. Cognitive Behavior Therapy is based on the idea that an individual can change their cognition and thereby alter the impact of their thoughts on their cognitive well-being. The counseling process by understanding the individual is based on reconstructing distorted cognitive beliefs to bring about changes in emotions and behavioral strategies towards a better direction.⁶

²Interview with Muhammad ET, dated May 27, 2024, in Pancor Selong.

³Marpaung, J. (2016). Lack of Self-Control Among Students in the Environment of SMK Negeri 2 Batam. *Jurnal Dimensi*, 5(3)

⁴Kusumarini, E., & Handayani, E. (2022). The importance of school facility completeness on student learning comfort at sdn 008 samarinda ulu. *Jipdas (Journal of Basic Education Science)*, 1(1), 75-78.

⁵Intani, C. P., & Ifdil, I. (2018). The relationship between self-control and students' academic achievement. *EDUCATIO Journal: Indonesian Journal of Education*, 4(2), 65-70.

⁶Jabbar, A. A., Purwanto, D., Fitriyani, N., Marjo, H. K., & Hanim, W. (2019). Group Counseling Using the Cognitive Behavior Therapy (CBT) Approach to Enhance Career Maturity. *Jurnal Selaras: Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan*, 2(1), 35-46.

The Cognitive Behavior Therapy approach also fundamentally aims to change maladaptive thinking patterns of the counselee by helping them become aware of automatic thoughts and cognitive distortions rooted in established core beliefs. Therefore, what needs to be done is to help individuals restructure negative thoughts into more adaptive thoughts. Individuals tend to maintain their beliefs about themselves, their world, and their future. The main focus of Cognitive Behavior Therapy counseling is to help clients test and restructure their core beliefs. Thus, the counseling technique suitable for implementation in the school is group counseling⁷

Group counseling is a counseling activity that is often effective in helping individuals resolve personal and interpersonal issues. Organized groups leverage the natural human tendency to gather and share thoughts and feelings, in addition to working and playing together. Groups are valuable because they foster a sense of belonging among their members, allowing them to share common problems, observe behaviors and their impacts on others, and find support during periods of self-exploration and change.⁸

Based on the above background, follow-up actions are necessary as an effort to create students who are able to control themselves in every situation that occurs in the school environment, especially in the classroom. The readiness of the school and the researcher is a guarantee for the successful implementation of a study. Therefore, this research raises the title the influence of group counseling using the cognitive behavior therapy approach to improve students' self-control.

Research Method

This study uses a quantitative research method, which is a systematic investigation of a phenomenon by collecting measurable data using statistical, mathematical, or computational techniques. Quantitative research is widely used in both natural sciences and physical sciences. The type used in this research is the experimental quantitative type, which aims to investigate the effect of a specific treatment on the symptoms of a particular group compared to another group using a different treatment.⁹ Experimental research can observe the influence of independent variables on dependent variables. The independent variable in this study is the Cognitive Behavior Therapy approach, while the dependent variable is the students' self-control ability.

⁷Ibid.

⁸Wahyuni, S. (2018). Basic Concepts of Group Counseling. Hikmah, 12(1), 78-97..

⁹Ramdhan, M. (2021). Research methods. Cipta Media Nusantara

The population in this study consists of all students from class XI IPS 7 to XI IPS 10 at SMAN 2 SELONG. This study uses purposive sampling, which is a sampling technique based on certain criteria, involving 13 students. The self-control scale consists of 30 items; 15 positive items and 15 negative items. From the 30 instrument items that were tested, 18 items were valid in the validity test, while the other 12 items were discarded because they did not meet the predetermined calculation criteria. The researcher did not make any improvements to the discarded items, but only rearranged the numbering of each item and continued using the valid items because they could already represent the questions or statements in each aspect of self-control with an Alpha value of 0.684, meaning the items on the self-control scale can be considered reliable as a data collection tool for the research. The statistical analysis used in this study is the Wilcoxon test assisted by SPSS.

Results and Discussion

This research is a quantitative study using an experimental method with a pre-experimental design type one group pre-test-post-test design. The researcher conducted two measurements, namely before the experiment (pre-test) and after the experiment (post-test).

Table 1. Research Sample Data

No	Subject	Score	Category
1	AL	47	Medium
2	MHA	45	Medium
3	AFS	47	Medium
4	SF	47	Medium
5	RA	46	Medium
6	MMA	45	Medium
7	SN	47	Medium
8	SA	45	Medium
9	AZ	47	Medium
10	NHA	40	Medium
11	AKP	47	Medium
12	MA	44	Medium
13	HI	45	Medium

Total	592	Medium
Mean	45.53	

Based on the table above, it can be explained that there are 13 students who have taken the pretest, with a score of 45.53 falling into the moderate category, meaning that the students in the XI IPS class at SMAN 2 Selong have moderate self-control. In detail, to observe the self-control of students in the treatment group from each aspect, the following is provided. The post-test instrument was administered by the researcher, one week after the treatment was given to students from class XI IPS 7 to class XI IPS 10 at SMAN 2 Selong. The self-control scale instrument given during the pre-test was re-administered during the post-test. For clarity, it will be displayed in the following table:

Table 2. Post-test Self-Control Data Results

No	Subject	Score	Category
1	AL	60	High
2	MHA	High	High
3	AFS	High	High
4	SF	High	High
5	RA	High	High
6	MMA	High	High
7	SN	High	High
8	SA	High	High
9	AZ	High	High
10	NHA	High	High
11	AKP	High	High
12	MA	High	High
13	HI	High	High
Total		753	High
Mean		57.92	

Based on the table above, the self-control of the research subjects falls into the high category with an average of 57.92 and a total score of 753, which also falls into

the high category. Generally, it can be described that all research subjects fall into the high category, so we can conclude that the students' self-control has improved after undergoing the treatment. As the results of the normality test are not normally distributed, to obtain the hypothesis test results, the researcher needs to follow up on the data using a nonparametric test with the Wilcoxon test. For clarity, the table will be displayed as follows:

Table 3. Wilcoxon Test Results

	PostTest Kontrol diri - PreTest Kontrol diri	
Z	-3.190 ^b	-3.190 ^b
Asymp. Sig. (2-tailed)	.001	.001

Based on the output table of the Wilcoxon test results, a sig value of 0.001 was obtained, which is less than 0.05. Thus, H_0 = No difference in students' self-control scores before and after treatment is rejected, and H_1 = There is a difference in students' self-control scores before and after treatment is accepted.

Table 4. Wilcoxon Test Result Data

		Ranks		
		N	Mean Rank	Sum of Ranks
PostTest Kontrol diri - PreTest Kontrol diri	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	13 ^b	7.00	91.00
	Ties	0 ^c		
	Total	13		

Based on the results of the descriptive analysis, the average positive rank value is 7.00 and the negative rank value is 0.00. This means there was an increase in students' self-control scores after the treatment was given. Thus, it can be concluded that the treatment significantly affects the improvement of self-control scores of SMAN 2 Selong students.

Each individual has different levels of self-control ability; some individuals have low self-control, meaning they cannot control themselves well, while others have good self-control ability, meaning they can control themselves positively. This is

influenced by external factors such as the environment, which can hinder an individual's ability to control themselves well.

Based on the results of the Wilcoxon test data analysis, the research findings show $0.001 \leq 0.05$, meaning there is a significant influence of group counseling using the Cognitive Behavior Therapy approach to improve students' self-control. This is in line with the research conducted by Henny Rofiah, Devi Ratnasari, and Christine Masada Hirashita Tobing, which found that group counseling using cognitive behavior therapy techniques is effective in improving students' self-control in smartphone usage. The results of this study are useful for schools in designing group counseling programs to be more effective in helping to develop students' potential and address their problems.

The research conducted by Monica Priskila, Erfan Ramadhani, and Endang Surtiyoni is also consistent with the results of this study with a significance level of $0.00 \leq 0.05$. Thus, it can be concluded that group counseling with modeling techniques significantly influences the improvement of students' self-control. Furthermore, the research conducted by Dian Setyowati and Suwarjo Suwarjo shows that individual rational emotive behavior counseling is effective in improving the self-concept of class X Marketing students at SMK N 1 Depok. This is evidenced by a Zhitung value of -2.201 and $p = 0.028 < 0.05$; thus, this research is able to prove the hypothesis stating that "Individual rational emotive behavior counseling is effective in improving the self-concept of class X Marketing students at SMK N 1 Depok."

Based on the research that has been conducted, it appears that group counseling using the Cognitive Behavior Therapy approach has an impact on improving self-control among XI IPS students at SMAN 2 Selong. It is known that 13 students have moderate self-control. For that reason, the students were given treatment in the form of group counseling using the Cognitive Behavior Therapy approach for 5 sessions, and it turned out that group counseling using the Cognitive Behavior Therapy approach had a significant effect on improving the students' self-control.

This was proven through the increase in pre-test scores to post-test scores. In the pre-test, the total score of the students was 592 with an average of 45.5, categorized as moderate, with 13 students. Meanwhile, in the post-test, all students/sample experienced an increase in scores to 753 with an average of 57.9, categorized as high, approaching the maximum score. This is because the students were earnest in carrying out the treatment provided by the researcher.

Conclusion

Based on the results obtained from 13 sample individuals before treatment, there are 13 students with high self-control but still far from the maximum score. From the guidance and counseling that have been conducted, the improvement of each student varies; some have a moderate score level, while others have a score level approaching the maximum. So, the influence of group counseling using the Cognitive Behavior Therapy approach on students' self-control at SMAN 2 Selong varies for each student. The next researchers are expected to conduct further studies and discuss in-depth about students' self-control to make it more relevant for future research.

References

- Ahmad, H. (2022). The Relationship Between Emotional Stability and Self-Control of Junior High School Students. *Reality: Journal of Guidance and Counseling*, 6(2)
- Intani, C. P., & Ifdil, I. (2018). The relationship between self-control and students' academic achievement. *EDUCATIO Journal: Indonesian Journal of Education*, 4(2), 65-70
- Jabbar, A. A., Purwanto, D., Fitriyani, N., Marjo, H. K., & Hanim, W. (2019). Group Counseling Using the Cognitive Behavior Therapy (CBT) Approach to Enhance Career Maturity. *Jurnal Selaras: Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan*, 2(1), 35-46
- Kusumarini, E., & Handayani, E. (2022). The importance of school facility completeness on student learning comfort at sdn 008 samarinda ulu. *Jipdas (Journal of Basic Education Science)*, 1(1), 75-78
- Marpaung, J. (2016). Lack of Self-Control Among Students in the Environment of SMK Negeri 2 Batam. *Jurnal Dimensi*, 5(3)
- Ramdhan, M. (2021). Research methods. Cipta Media Nusantara
- Wahyuni, S. (2018). Basic Concepts of Group Counseling. *Hikmah*, 12(1), 78-97.