Analysis Of Group Islamic Counseling Cognitive Behavior Therapy (CBT) Approach To Improve Students' Self-Esteem At SMPN 6 Padang

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ABSTRACT

When pupils acquire self-confidence, they are able to fully realize their potential, which in turn enhances their academic performance. An examination of the Islamic counseling organization Rational Emotive Behavior's efforts to boost SMPN 6 Padang students' confidence is the primary goal of this research. The researchers in this study used a Nonequivalent Control Group Design experimental strategy. With a total of ten students per group, this design included an experimental treatment group and a control group that did not receive any therapy at all. A self-esteem measure developed by Likert was used to gather data. Based on the findings of this research, pupils whose self-esteem was initially low (negative) were able to improve it to a medium or high level (positive). The results show that students' self-esteem significantly improves when they participate in group counseling sessions that include cognitive behavior therapy.

Keywords: Islamic Counseling, Cognitive Behavior Therapy (CBT), Self Esteem

A. INTRODUCTION

Adjustment to one's surroundings is crucial to a child's growth and development throughout childhood. All children are special in their own way (Idris, 2016) The reason being that every kid is unique. Teaching young children adheres to the tenet of "playing while learning or learning while playing," a strategy that is consistent with the features and facets of children's early development (Sujiono et al., 2010) Stories are a great way to teach people new things (Agustina et al., 2023) A self-confident person has an optimistic outlook that allows him to form favorable opinions of himself and his surroundings. A person's level of self-confidence grows throughout their life; it influences their demeanor, actions, and academic performance (Kuswati et al., 2015).

Appreciation given by someone to others was once considered a gift or respect, but now, one's appreciation of oneself will further strengthen one's self-concept in living life (Ananda &. Nguyen et al. explained that self-esteem is a level of positive or negative assessment associated with self-concept, which is a supporting factor in achieving one's health and well-being (Nguyen et al., 2019). Self-esteem is a person's evaluation of himself positively and vice versa negatively (Ghufron et al., 2010). Individuals who have met self-esteem needs will find it easier to interact with their environment and society (Dachmiati & Amalia, 2017).

According to Talib, self-confidence arises because a person has a low self-concept. An individual's self-concept develops across time as a result of their perceptual and interpretive experiences with themselves and the world around them. A person's attitude toward himself and the surroundings is influenced by their self-concept. Bandura states that "self-confidence is the belief that a person has that he is able to behave as needed to obtain the expected results." Maslow states that "Self-confidence is the basic capital for development in self-actualization (exploration of all abilities within oneself)." (Iswiddharmanjaya, 2014). Students' confidence in themselves arises because they have self-confidence. However, in reality, there are still many students in the field who lack confidence in their potential, so they are unable to actualize themselves.

In the end, a person's sense of self-worth or usefulness in life is shaped by his overall evaluation of himself, which may be good or negative (Refnadi, 2018). Confidence, faith in one's talents, a feeling of purpose, and the knowledge that one's existence is valuable are all outcomes of cultivating high self-esteem. As an example, adolescent success is within reach for those with healthy doses of self-confidence. As a result, the adolescent will be more driven to accomplish their goals because of their belief (Refnadi, 2018). According to research on

self-esteem, when a person has a positive self-assessment, they feel good about themselves, have faith in their abilities, know they are helpful, and believe the world needs them.

A number of topics have been covered in self-esteem research up to this point. One of them is the correlation between the two, particularly among teenage orphans (Husna et al., 2021). The efficacy of self-management strategies taught in group therapy programs in raising students' self-esteem (Yuliastini & Mahaardhika, 2019). Improving high school pupils' sense of self-worth with rational-emotive behavior group therapy (Khoiriyah & Habsy, 2018). How kids' self-esteem grows as a result of group mentoring programs that include role-playing approaches (Sifiana et al., 2019). A study of teenage females in children's social welfare institutions looked at their body image and self-esteem (Fitra et al., 2021).

According to Corey, humans are born with the potential to either think rationally and honestly or to think irrationally and evilly. This means that humans, in addition to tending to nurture themselves, be happy, love and grow and actualize themselves, humans also have the opposite tendency, namely regretting mistakes continuously, like self-deprecation, do not want to actualize themselves even the tendency to self-destruct (Tyas, 2015). Self-confidence greatly supports the learning process at school because, with the emergence of self-confidence in students, all the potential possessed by students can develop optimally. This is because it is supported by confidence, confidence in students' attitudes about the abilities they have so that they are able to excel in academic, non-academic, and social environments where they are (Tari et al., 2020). Self-confidence is one of the attitudes that students must have to face the dynamics of their lives (Rina, 2016).

Self-confidence is a very important aspect for a person to be able to develop his potential. If someone has good self-confidence, then the individual will be able to develop their potential to the maximum (Handayani, 2019; Rina, 2016). However, if someone has low self-confidence, then the individual tends to close himself, is easily frustrated when facing difficulties, is awkward when facing people, and has difficulty accepting his reality (Rina, 2016). The low self-confidence of students, according to BK teachers in class VII SMPN 6 Padang, is due to several factors, namely internal factors and external factors from the student. Internal factors that influence students are shyness and feeling unable to compete with others, and the external factor is ridiculed by friends when making mistakes.

According to Breg and Johnson, group counseling is a dynamic, interpersonal, and intrapersonal process whose content results from the feelings and behaviors of individual group members (Wibowo, 2019). Through a therapeutic process of understanding, caring, and conflict management, leaders are able to establish an environment of interdependence,

accountability, transparency, and trust (Hartati et al., 2022). People in this category are generally well-adjusted and are looking to improve their ability to deal with developmental challenges by being more self-conscious and socially aware.

Self-esteem or self-esteem is a person's assessment of himself, both positively and negatively. Self-esteem affects various aspects of life, such as mental health, academic achievement, social relationships, and well-being (Asyia et al., 2022). Many mental health issues, including sadness, worry, tension, and antisocial conduct, may stem from a lack of self-esteem (Juliano & Suyasa, 2020; Tanoko, 2021). One factor that affects self-esteem is the school environment, especially interactions with peers and teachers. Students who feel accepted, valued, and supported by the school environment tend to have high self-esteem. In contrast, students who feel rejected, belittled, and criticized by the school environment tend to have low self-esteem (Sabila, 2023). Therefore, schools need to provide guidance and counseling services that can help students improve their self-esteem.

Of the many studies that discuss self-esteem, researchers have not found studies that discuss the effect of group counseling cognitive behavior therapy approach in increasing students' self-esteem. Guindon explained a number of interventions that can be used to increase self-esteem in a person, one of which is a cognitive behavior therapy approach (Guindon, 2010). On that basis, this study becomes interesting to discuss as a response to cover up one of the shortcomings of existing studies. Another reason is to test whether the effectiveness of group counseling approaches cognitive behavior therapy in increasing students' self-esteem.

Muslim counselors trained in cognitive behavioral therapy (CBT) are one option among several available for advice and counseling. Counselors providing support to other counselors in accordance with Islamic teachings is known as Islamic counseling (Apriyadi, 2022; Kuswatun et al., 2021). Cognitive behavior therapy (CBT) is a therapy that focuses on changing non-adaptive cognitive and behavioral to more adaptive cognitive and behavioral behaviors. Islamic counseling with a CBT approach can integrate Islamic values and CBT techniques to help counselors overcome their problems (Aini, 2019; Kuswatun et al., 2021).

Counseling Services The Cognitive Behavior Therapy approach is a counseling service implemented by counselors (Ardimen, 2018). The service is designed to solve the problem of counselors who carry out deviant behavior so that there is an improvement in behavior in a positive direction. Disrupted cognitive processes will interfere psychologically and physically and later have a negative effect on the behavior raised (Karneli et al., 2019). Therefore, cognition that does not function properly is reconstructed so that the way of thinking is optimistic. Group counseling activities The cognitive behavior therapy approach that

counselors use is the initial stage, followed by the implementation stage, which consists of reinforcement, contingency contracts, giving examples, evaluating behavior, and the final stage. This study aims to analyze Islamic counseling with a CBT approach to improve students' self-esteem at SMPN 6 Padang. This research was motivated by the phenomenon of low self-esteem of students in the school, which was indicated by low academic achievement, high levels of absenteeism, low participation in extracurricular activities, and high conflicts between students9. This research is expected to provide benefits for students, teachers, counselors, schools, and the development of Islamic counseling science.

B. METHOD

This study employs quantitative research methodologies that are based on experimental evidence. This research made use of a pre-experimental design which included a nonequivalent control group. Cluster sampling, in which the population is first separated into groups according to region or cluster, and then a number of clusters are chosen as samples, is the sample display approach used in this research. It is not necessary for the members and populations in each cluster to be homogenous; sampling may be done in whole or partial clusters (Siregar, 2017). This study aims to analyze Islamic counseling with a CBT approach to improve students' self-esteem at SMPN 6 Padang. An action research cycle including planning, carrying out, observing, and reflecting is used in this study. Observation, interviews, and self-esteem surveys were used to gather data for the study. Using methods of qualitative descriptive analysis, the study's data were examined.

C. RESULT AND DISCUSSION

Language development in early childhood can be stimulated through a variety of activities. One of the activities that can be done to stimulate and improve children's language development is through storytelling activities. By implementing storytelling activities, it can improve children's language skills, namely understanding language, expressing language, and literacy. The following will describe the implementation of storytelling methods in early childhood, especially in early childhood.

Self-esteem can significantly affect a student's quality of life, including levels of anxiety, depression, academic stress, and suicidal ideation (Nguyen et al., 2019). Therefore, guidance and counseling services must proactively improve students' self-esteem to prevent adverse conditions from occurring to students. Based on the results of the study, researchers found in the field, supported by Guindon's theory, explaining a number of interventions that

can be used to increase self-esteem in a person, one of which is with a cognitive behavior therapy approach (Guindon, 2010).

Based on the theory above, self-esteem can be improved with a cognitive behavior therapy approach. The cognitive behavior therapy approach is integrated with group guidance services. Group guidance services are one of the guidance and counseling services that can help develop and optimize one's potential (Ardimen et al., 2019; Fadilla et al., 2022)

Based on the results of data analysis, research results were obtained with an accepted alternative hypothesis, which states that group counseling services have an effective CBT approach to the self-esteem of grade VII students of SMPN 6 Padang. This means that this empirical data supports Beck's theory that Cognitive Behavior Therapy (CBT) is a counseling approach designed to solve counseling problems and deviant behavior at times (Yahya & Megalia, 2017). Based on the quote above, it can be understood that students' self-esteem problems can be improved through the group counseling CBT approach. With the CBT approach to group counseling, BK teachers can skillfully present an atmosphere and counseling activities that are oriented towards instilling and fostering good attitudes and behaviors so that self-esteem is instilled in students.

The results of the study based on the results of the pre-test obtained an initial picture of student's self-esteem, which can be seen in Table 1:

Table 1. Pree-Test Data Dissemination

No	Interval Class	Category	F	%
1	117-145	Very high	-	0%
2	100-116	Tall	-	0%
3	71-99	Keep	18	69.23%
4	58-70	Low	5	19.23%
5	29-57	Very low	3	11.54%
	Sum		26	100%

From the table above, it can be seen that in the pre-test, there are no students who have self-esteem in the very high and high categories. The medium category was 18 people, with a percentage of 69.23%, and the low category was 4 people, with a percentage of 19.23%. The very low category had 3 people with 11.54%.

Table 2. Post-Test Data Dissemination

No	Interval Class	Category	Post-Test (Control Group)	Post-Test (Experimental Group)	
			%	F	%
1	117-145	Very high	10%	4	40%
2	100-116	Tall	60%	5	50%
3	71-99	Keep	30%	1	10%
4	58-70	Low	0	0	0
5	29-57	Very low	0	0	0
	Sum		100%	10	100%

Then, the post-test results of the control group showed that after the experimental treatment, it was found that students' self-esteem scores generally increased. A total of 1 person with a very high category with a percentage of 10%, 6 people with a high category with a percentage of 60%, and 3 people with a medium category with a percentage of 30%. Furthermore, the post-test results of the experimental group showed that after the experimental treatment, it was found that students' self-esteem scores generally increased. A total of 4 people are in a very high category with a percentage of 40%, 5 people are in a high category with a percentage of 50%, and 1 person is in a medium category with a percentage of 10%.

The results showed that there were differences in students' self-esteem before and after being given group counseling services Cognitive Behavior Therapy approach in students, which was shown with a calculated t value greater than t table t0 (16.54) < tt (2.26) at db = 9 significance level of 5% steps in analyzing the data as follows.

Table 3. Pretest-Posttest Data Calculation Table with t-Test Statistics (Control Class)

No	Posttest Posttest (Y2)	Pretest Pretest (Y1)	D (Y2-Y1)	D2 (Y2-Y1)^2
1	116	86	30	900
2	115	93	22	484
3	100	97	3	9

4	120	78	42	1764
5	114	84	30	900
6	94	92	2	4
7	94	75	19	361
8	98	92	6	36
9	114	95	19	361
10	107	76	31	961
∑	974	868	**204**	**5780**
Mean	**97,4**	**86,8**	**20,4**	**578**

Find the critique price "t" listed at the value of "t" by holding on to the df or db that has been obtained, either at the significance level of 5%. With df = N-1, 10-1 = 9 obtained the critique price "t" at the 5% significance level of 2.26. Comparing the magnitude of t0 (4.81) < tt (2.26) at db=9 significance level of 5%. This means that the group counseling service approach approaches cognitive behavior therapy control groups significantly in improving students' self-esteem.

This research is reinforced by the results of relevant research entitled "Cognitive Behavior Therapy to Improve Self-Esteem in School-Age Children." The results of the study show that the cognitive behavior therapy (CBT) intervention conducted in this study proved effective in increasing self-esteem in participants. In addition, the results of another study by Monica et al. (2021) showed that cognitive behavior therapy in individual settings has a significant effect on reducing students' truant behavior after intervention.

The results of the study prove that the cognitive behavior therapy approach is one of the right strategies to improve various psychological aspects of students, especially in increasing students' educational awareness and self-esteem. This study is supported by various research findings related to group guidance and cognitive behavioral therapy approaches: group guidance can reduce academic procrastination (Hariyati et al., 2021), increase self-control to prevent drug addiction (Mansir &; Karim, 2020), improve the quality of foster children's interactions (Ardimen et al., 2018), Karneli et al., found that behavioral cognitive modification counseling is significant in lowers stress (Karneli et al., 2019).

D. CONCLUSION

The results show that students' self-esteem is significantly affected by the cognitive behavior therapy (CBT) technique in group Islamic counseling services at a significance level of 0.5%. Student improvements in areas such as social self-esteem, self-acceptance, and self-evaluation after participation in CBT-based group counseling sessions provide strong evidence of the method's efficacy. As a result, Islamic therapy that incorporates CBT techniques might serve as an alternate kind of advice and counseling that helps students feel better about themselves. This service can provide benefits for students, teachers, counselors, schools, and the development of Islamic counseling knowledge.

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