The Impact of Cognitive Defusion Techniques in Group Counseling to Boost Self-Confidence in Madrasah Aliyah Students Medan

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Abstract

The goal of this study is to look at how group counselling services employing cognitive defusion techniques affect students' self-confidence. This study used a pre-experimental design with a one-group pre-test-post-test structure. This study included eight X MAS Plus Al-Ulum Medan students who had low to very poor self-esteem. The data was gathered via a questionnaire. The Wilcoxon signed-rank test was used to assess self-confidence levels before and after group counselling using the cognitive defusion technique. The findings demonstrated that students' self-confidence improved after receiving cognitive defusion technique therapy. We can conclude that group counselling services utilizing cognitive defusion approaches improve students' self-confidence..

Keywords: group counseling services, self-confidence, cognitive defusion techniques

Abstrak

Tujuan dari penelitian ini adalah untuk melihat bagaimana layanan konseling kelompok yang menggunakan teknik cognitive defusion mempengaruhi kepercayaan diri siswa. Penelitian ini menggunakan desain pra-eksperimental dengan format one-group pre-test-post-test. Penelitian ini melibatkan delapan siswa X MAS Plus Al-Ulum Medan yang memiliki harga diri rendah hingga sangat buruk. Data dikumpulkan melalui kuesioner. Wilcoxon Signed-Rank Test digunakan untuk menilai tingkat kepercayaan diri sebelum dan sesudah konseling kelompok dengan menggunakan teknik cognitive defusion. Penelitian menemukan bahwa rasa percaya diri siswa meningkat setelah mendapat teknik konseling cognitive defusion. Kita dapat menyimpulkan bahwa layanan konseling kelompok yang menerapkan prosedur gangguan kognitif meningkatkan harga diri siswa.

Kata kunci: layanan konseling kelompok, percaya diri, teknik cognitive defusion

INTRODUCTION

Adolescence occurs between 18 and 22 and starts around 10 to 13 years. Adolescents are characterized by various cognitive, emotional, and social changes and a tendency to socialize with peers, which often leaves them unstable and confused. These developmental changes impact adolescents' attitudes and behaviors, decreasing self-confidence. Adolescents who were previously confident may begin to lose self-esteem and fear failure due to declining physical stamina and constant criticism from their surroundings. Both boys and girls often experience poor self-esteem after puberty (Deni, 2016).

Changes in circumstances lead to changes in attitudes, lifestyles, and thought processes, disrupting students' activities. This involves how students develop positive attitudes and judgments, requiring strong self-esteem to navigate life's complexities and complete tasks according to their developmental phase (Prasetyo & Trisyanti, 2018).

Self-confidence is essential to student growth in the classroom (Amilin, 2016). Self-confidence enables individuals to express their talents and abilities fully, face new challenges, believe in themselves in various situations, overcome obstacles, and complete tasks that have not been done before without underestimating failure (Perry, 2005). Students' self-confidence is involved in various school activities such as sharing thoughts during discussions, seeking help from teachers when needed, and presenting ideas in front of others. School academic achievement will decline if students lack self-confidence (Kelly, 2017).

Lauster (1992) describes self-confidence as something derived from life experiences. The psychological characteristic known as self-confidence is the ability to believe in oneself and not let external influences affect the individual. Confident individuals are often cheerful, tolerant, responsible, and capable of acting according to their desires. It is also mentioned that the capacity for excellence is linked to self-confidence. People with such assumptions will never develop true self-confidence. An individual's level of self-confidence can be measured in several ways, such as a high discomfort threshold, the ability to influence others with difficulty, optimism, and a sense of responsibility for every choice made.

Adolescents need to have self-confidence. Teenagers sometimes struggle with self-confidence when assessing appropriate behaviors in their environment. Self-confidence can be defined as a belief in one's own abilities, regardless of size. A Confident person believes in themselves and knows their capabilities precisely.

Self-confidence is marked by several characteristics, such as solid moral beliefs, self-love, an optimistic outlook, and a high drive to succeed. Conversely, insecure people struggle with setting and achieving goals, feel incompetent, often think negatively, and have a pessimistic view of their chances of success (Rival, 2009).

Students with poor self-esteem will face significant social, academic, professional, and personal obstacles. This is due to the nervousness and self-doubt they experience while acting and even withdrawing from social situations in daily life. It has been proven that achieving life goals requires internal variables. Additionally, schools support students in developing greater self-confidence.

Education aims to impart cognitive, emotional, and psychomotor skills to society. The creation of the learning process through education is deliberately intended to help society realize its full potential and achieve developmental goals. Education aims to form individuals capable of meeting the demands of an ever-changing world.

Guidance and counseling are educational components that help students achieve developmental goals. Group counseling is one of the possibilities offered by guidance and counseling. Imroatum (2017) states that group counseling can increase self-esteem. Cognitive defusion techniques are group counseling approaches that help individuals gain self-confidence. Cognitive defusion techniques are characterized by altering the meaning of words and the behavioral regulatory function of personal difficulties while maintaining individual sensitivity to form, frequency, or situation. This strategy is based on Acceptance and Commitment Therapy (ACT), a modern form of cognitive-behavioral therapy. ACT is a new

brief counseling type that draws on existing approaches (Strosahl, 2012). ACT does not attempt to change the context of cognition but to support behavioral change (Ruiz, 2012), while ACT deals with individual behavior and circumstances (Bach & Moran, 2008). There are three stages in cognitive defusion techniques: rational treatment, defusion exercise, and repeating words in one's mind for 30 seconds (Masuda, 2010).

This research focuses on students' perceptions of self-confidence using cognitive defusion techniques that can change negative thoughts to positive ones and influence their behavior. Based on the explanation of the problems above, this research will discuss "The Influence of Group Counseling Services with Cognitive Defusion Techniques to Increase Students' Self-Confidence at MAS Plus Al-Ulum Medan.".

RESEARCH METHODOLOGY

This research is quantitative with a pre-experimental design because the researcher did not use control variables, and the sample was not randomly selected. The pre-experimental approach used is a one-group pre-test-post-test design. Therefore, this study will compare the levels of self-confidence before and after receiving group counseling services with cognitive defusion techniques. This study involves all X MAS Plus Al-Ulum Medan students, totaling 158 students. The researcher used purposive sampling to collect the sample. Purposive sampling is based on specific characteristics (Martono, 2011). The study sample consists of eight students who have low to very low self-confidence.

The data collection approaches used were observation and questionnaire distribution to students. The confidence scale questionnaire is a data collection tool where respondents are given a series of written questions or statements to fill out (Sugiyono, 2012). Data were tested using the Wilcoxon Signed Rank Test and processed with IBM SPSS 26 statistical software. The self-confidence scale was created using the concepts proposed by Lauster (1992). The self-confidence scale includes five indicators: (1) belief in one's talents, (2) optimism, (3) goals, (4) responsibility, and (5) rational and realistic. The researcher used the Confidence Scale to determine if there were differences in self-confidence levels before and after receiving group counseling services with cognitive defusion techniques.

RESULTS AND DISCUSSION

Pretest data is initial data collected from students before receiving treatment. The pretest was conducted on all X MAS Plus Al-Ulum Medan students, totaling 158 students. The pretest was designed to collect information about students' self-confidence. After processing the pretest data with SPSS software and generating results scores to determine low self-confidence, the pretest findings showed that many students had low or very low self-confidence. The pretest findings revealed that eight students had very low or low self-confidence levels. The researcher then organized an experimental group of eight students who would receive treatment. Meanwhile, the pretest data collected from Table 1 shows the experimental group. **Pretest F%**

Table 1. Frequency distribution and pretest confidence categories Score Category

Skor	Category	*Pretest* F	%
Very High	76-100	0	0%
High	51-75	0	0%
Low	26-50	4	50%
Very Low	1-25	4	50%
Total		**8**	**100%**

The pretest data results show that 4 students had low self-confidence (50%), and four students had very low self-confidence (50%)

After all X MAS Plus Al-Ulum Medan students were given the questionnaire, initial data regarding students' self-confidence (pretest) was obtained. They were then combined into one group and treated with group counseling services based on cognitive defusion techniques. The treatment was given in four sessions, each lasting 45 minutes.

After the treatment, the Guidance and Counseling instructor provided a self-confidence questionnaire to collect final data on the self-confidence levels of X MAS Plus Al-Ulum Medan students. Table 2 shows the post-test results of this group.

Table 2. Frequency distribution and post-test confidence categories

Skor	Category	*Post-test* F	%
Very High	76-100	8	100%
High	51-75	0	0%
Low	26-50	0	0%
Very Low	1-25	0	0%
Total		**8**	**100%**

Based on the calculations in Table 2, the experimental group above showed a significant increase in students' self-confidence after receiving group therapy or counseling with cognitive defusion techniques. All eight children reported increased self-confidence, with all students falling into the very high category, reaching 100%. The Wilcoxon Signed Ranks Test was then used alongside IBM SPSS 26 for data analysis. Table 3 shows the results of the Wilcoxon Signed Ranks Test.
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Table 3. Wilcoxon Signed Ranks Test Results

Test Statistics[a]

	posttest – pretest
Z	-2,527[b]
Asymp. Sig. (2-tailed)	,012

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The "test statistics" results above show that Asymp. Sig. (2-tailed) is valued at 0012. The value of 0012 < 005 indicates "Ha accepted." This means there is a difference in students' self-confidence results between the pretest (before) and post-test (after) the implementation of group counseling services with cognitive defusion techniques, meaning "there is an influence in providing group counseling services with cognitive defusion techniques to increase students' self-confidence at X MAS Plus-Al-Ulum Medan."

DISCUSSION

The student's developmental stage, where adolescents have excellent and high self-confidence, will enhance other aspects of their development, particularly self-actualization inside and outside the school. Self-confidence involves several aspects, such as believing in one's abilities, acting independently, not thinking negatively, and daring to express opinions. Therefore, efforts that can be made include helping individuals always think positively to build and raise positive aspects in themselves, such as potential, spirit, determination, and self-belief, thus creating good feelings, behaviors, and things and becoming a thinking system that directs and guides someone not to think negatively, which can defeat one's self-confidence. In this challenge, the researcher used group counseling (therapy) to increase the

self-esteem of X MAS Plus Al-Ulum Medan students. Individuals can change environments where they think negatively, allowing them to ignore unpleasant thoughts rather than listen to and act on them (Hayes et al., 2006). This study's findings show that group counseling services based on cognitive defusion procedures considerably impact students' self-confidence.

Thus, ACT does not alter the context of cognition to encourage behavior modification (Ruiz, 2012). Cognitive defusion is an ACT technique (Heimberg & Ritter, 2008). The cognitive defusion strategy is defined as changing the meaning of words and the behavioral control function of personal difficulties while maintaining the frequency and sensitivity of situation form (Masuda et al., 2004). The cognitive defusion approach seeks to change the function of unwanted and undesirable cognition by altering how individuals interact with unwanted and desirable cognition. Individuals can use cognitive defusion strategies to provide counseling services to groups of students with low self-confidence levels. Thus, group counseling services with cognitive confusion strategies increase students' self-confidence. Students X from MAS Plus Al-Ulum Medan.

CONCLUSION

Based on the research findings, group counseling services with cognitive defusion techniques can significantly increase students' self-confidence, as shown by the eight X MAS Plus Al-Ulum Medan students. The Wilcoxon Signed Rank Test showed a significant average difference in questionnaire results between the experimental group's treatment before (pretest) and after (post-test). According to the researcher, group counseling services with cognitive defusion techniques successfully increased the self-confidence of X MAS Plus Al-Ulum Medan students (Sig (2-tailed) = 0012; p > 005). Before receiving treatment, students' self-confidence levels ranged from low to very low. After therapy, the scores were relatively high

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