

## Group Conseling with Self-Instruction Techniques and Cognitive Restructuring Techniques to Reduce Academic Anxiety

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### Abstract

The purpose of this research was to examine the effectiveness of counseling in the group of self-instruction techniques and cognitive restructuring techniques to reduce students' academic anxiety. This research uses 2 x 2 Factorial Design, applied to students as many as 31 students in Public Senior High School 12 Semarang. The instrument used was the Academic Achievement Questionnaire with a sub-scale of learning-related anxiety, class-related anxiety and test anxiety. Data analysis techniques used are 2-way ANOVA test and the mean difference. The results showed that counseling in the group of self-instruction techniques and cognitive restructuring techniques were effective to reduce students' academic anxiety. The findings of this research prove the effectiveness of group counseling services with self-instruction techniques and cognitive restructuring techniques for students in the city of Semarang Indonesia.

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## INTRODUCTION

Anxiety is a normal thing in life because anxiety is needed as a sign of threatening danger. Anxiety is described as concern, fear and pressure accompanied by symptoms of trembling, sweating, headaches (Conger, 1993). Anxious students show special difficulties in receiving and processing information so that it loses its regulatory process, which involves memory or memory. Anxiety tends to interfere with the learning process and achievement in education, even disrupting attention, working memory (Pekrun, 2006).

Sullivan argues that anxiety is the main disturbing force that hinders the development of healthy interpersonal relationships (Feist & Feist, 2013), while Kelly argues that anxiety as an awareness that the event faced by someone is beyond the practical reach of the construct system of that person (Feist & Feist, 2013).

Furthermore, academic anxiety is a type of anxiety that occurs in the context of learning in an academic environment. Academic anxiety is a worries that can make it difficult for students to concentrate on various tasks including reading, writing, listening and speaking (Pekrun, 2006).

Prawitasari (2012) explain there is a negative impact of anxiety. (1) The high level of anxiety experienced by students causes difficulties for him to concentrate. The effect of consequence is that they are not able to pay good attention to what they should do, (2) Because they are worried about the possibility of failure, they may even have expectations for failure, they increasingly make mistakes in capturing or understanding the information they obtain both through vision and hearing, (3) Students with high anxiety often use superficial and ineffective learning strategies.

Pekrun, Elliot & Maier (2017) explained that the different achievement goals of each individual will make their focus and attention different as well, according to their assessment of activities and the results of a series of activities carried out, so as to influence achievement emotions mediated by appraisal. For example, if a student holds confidence in good control of his

achievements in the academic realm such as mathematics, activating this belief will lead to an assessment of challenging tasks because they can be managed, and related positive emotions.

Preliminary studies at Public Senior High School 12 Semarang, found many students who experienced academic anxiety. The percentage of academic anxiety obtained was 17 students or 13% in the high category, 87 students or 66% of students in the medium category, and 28 students or 21% of students in the low category. Students who experience academic anxiety, the symptoms shown such as when students are told to explain about a particular material, students sometimes show different movements which are more downward in explaining than paying attention to their friends who are listening to their explanation.

In addition, when given assignments, homework and when they will face an exam, especially in the field of Mathematics study, they will prefer to cheat instead of having to do it themselves. These problems result in students having low achievement and motivation in participating in learning activities.

Group counseling services are expected to be able to help students overcome academic anxiety. One of the ways that can be done to help individuals in the process of changing feelings, ways of thinking, and acting related to academic anxiety, and so that individuals are able to have confidence in their abilities, and can change their inner anxiety into motivation in learning. Group counseling implementation using cognitive behavioral (CBT) approach with two techniques, namely self-instruction technique and cognitive restructuring technique. Zarei, et al. (2010) in his research explained that using using cognitive methods, behavior and CBT is able to reduce or reduce anxiety when students will take the test conducted at Hormozgan University.

Furthermore, the research conducted by Neele (2016) explained that anxiety when taking a test is a common condition experienced by students, which can cause academic disruption and distress. Intervention is done by using cognitive-behavior in reducing anxiety when taking the test.

Thus, based on the results of previous researchers the use of counseling with cognitive-behavior and CBT is considered capable of reducing anxiety, so researchers feel interested in doing research by using cognitive-behavioral group counseling to reduce academic anxiety.

As well as Corey (2012), explaining the distinguishing characteristics of cognitive behavioral practitioners is a systematic activity for specific goals and evaluations. Cognitive Behavior Therapy (CBT) has several unique characteristics that distinguish it from most other approach groups. A prominent characteristic of cognitive behavior is systematic adherence to specifications and measurements.

In connection with efforts to reduce students' academic anxiety, this self-instruction technique has advantages that can be seen in studies from several studies that have been done before. Haddadian, et al. (2012) do research with self instruction techniques to improve reading performance and reduce anxiety in students who suffer from dyslexia.

Dewantoro, et al. (2016) explain that the self instruction technique is effective to reduce the anxiety of high school students when facing an exam. Supported by research conducted by Nurmaliyah (2015) who have conducted research using the self-instruction technique also explains that the self-instruction technique can reduce academic stress. Furthermore, other studies used cognitive restructuring techniques from the results of previous studies. Matin, et al. (2012) explained that the Rational Emotional Behavioral restructuring group had a significant effect on increasing the level of mental health of parents of extraordinary children. Nikmaturohmah, et al. (2015) found that cognitive restructuring techniques can improve students' internal locus of control, this is evident from the average post test score, The experimental group has an average score higher than the control group.

Cormier, et al. (2009) said that there are three levels of cognition that are believed to have an important role in the emotional and behavioral formation of a person, that is: (1) automatic

thoughts, (2) cheme or underlying assumptions, and (3) cognitive distortion.

Based on the explanation of the research above, the self-instruction technique and cognitive restructuring technique are hypothesized to be able to reduce the academic anxiety of high school students, in this research academic anxiety is the focus of the problem considering academic anxiety is one of the problems that often occurs in schools especially when teaching and learning, situations class and when going to face the exam.

In addition, the selection of this technique arises based on a research that to reduce students' academic anxiety a special approach is needed that can open and fix the mindset of students which changes their mindset, and can help students in the process of changing feelings, and acting related to academic anxiety, this is what is said by Beck (1976) also that cognitive change and behavioral change are related to cognitive restructuring, which states that people are directly responsible for producing dysfunctional emotions and resultant behaviors, such as stress, depression, anxiety, aspects that can be prevented by changing mindsets.

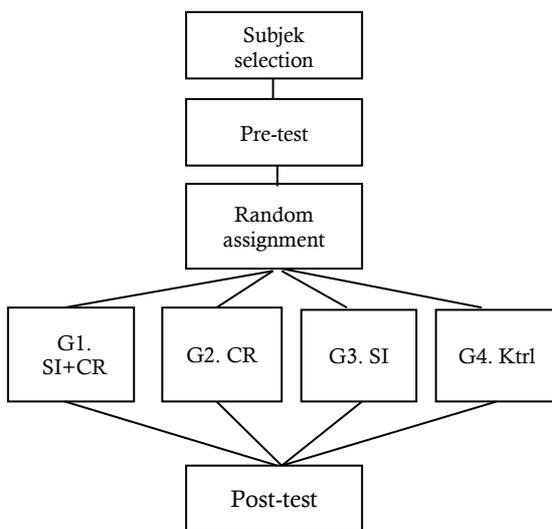
In general, this research aims to determine the effectiveness of the group's self-instruction and cognitive restructuring techniques to reduce students' academic anxiety in Public Senior High School 12 Semarang. And what distinguishes this research with previous research is that this research looks more at students' academic anxiety in general that is related to learning, class and when facing an exam.

## **METHODS**

This experimental research uses 2 x 2 Factorial Design. Has two independent variables and one dependent variable. Subjects in this research were students of Public Senior High School 12 Semarang who had the characteristics or circumstances to be studied, in this case in the form of academic anxiety. Subject taking using random assignment technique, as many as 31 students were taken as research subjects who had academic anxiety in the high and medium

categories. Formation of groups into 4 groups, namely group 1 using the technique of self-instruction + cognitive restructuring, group 2 used cognitive restructuring technique, and group 3 used the self-instruction technique and group 4 was the control group. Then give the same pretest (initial test) to the experimental group. This pretest is given before groups are given treatment. After that the treatment is different for the experimental group.

The experimental group 1 was treated in the form of self-instruction + cognitive restructuring technique, group 2 was given the treatment in the form of cognitive restructuring techniques, and group 3 was given treatment using self-instruction technique and group 4 was not given treatment at all or as a control group. After treatment, give the same posttest to the experimental and control groups. This experimental procedure can be described in Picture 1.



**Picture 1.** Eksperimental Procedure

Information:  
 CR+SI = *Cognitive restructuring + Self instruction*  
 (Combination of both techniques)  
 CR = *Cognitive restructuring*  
 SI = *Self-instruction*  
 Ktrl = control group

In this research using data collection techniques using academic anxiety scale adapted from the sub scales learning-related anxiety, class-related anxiety and test anxiety dari Academic Achievement Questionnaire (AEQ, Pekrun, Goetz, Titz, & Perry, 2006) which is the scale

produced as a whole is valid with  $R_{table}$  above 0.3, while for reliability with  $N = 35$  obtained  $r_{value}$  as big as .855.

## RESULTS AND DISCUSSION

Hypothesis testing in this research using 2-way ANAVA test with factorial design and using t-test. Furthermore hypothesis testing is done using SPSS. A summary of the 2-way ANAVA test results can be seen in table 1 and table 2 to see the results or test of decreases in students' academic anxiety. Based on the results of table 2 the value of the pretest combination of the two techniques ( $M = 104.88$ ,  $SD = 7.34$ ) and post-test ( $M = 71.13$ ,  $SD = 4.79$ ). The group that uses the CR technique pre-test value ( $M = 92.63$ ,  $SD = 4.46$ ) and post-test ( $M = 74.88$ ,  $SD = 3.05$ ). The group that uses the SI technique pretest value ( $M = 96.25$ ,  $SD = 4.13$ ) and post-test ( $M = 76.25$ ,  $SD = 2.32$ ) and for control group pre-test value ( $M = 90.86$ ,  $SD = 3.53$ ) and post-test ( $M = 91.573$ ,  $SD = 3.05$ ).

**Table 1.** Group Interaction Effect SI, CR and SI+CR

Effect	$F_{(1,27)}$	p	$\eta_p^2$
Self-instruction	49.83	< 0.01	0.65
Cognitive restructuring	38.36	< 0.01	0.59
Self-instruction+cognitive restructuring	0.82	> 0.05	0.03

**Table 2.** Academic Anxiety Decrease Test Results From Results Pre-test and Post-test

GRP	Pre-test		Post-test		$t_{(7)}$	P
	M	SD	M	SD		
SI+CR	104.88	7.34	71.13	4.79	8.60	< 0.01
CR	92.63	4.46	74.88	3.05	13.32	< 0.01
SI	96.25	4.13	76.25	2.32	9.28	< 0.01
Ktrl	90.86	3.53	91.573	3.05	-0.338	> 0.05

Information:

SI+CR = *Self Instruction + Cognitive Restructuring*  
 CR = *Cognitive Restructuring*  
 SI = *Self-Instruction*  
 Ktrl = without technique

### Effects of Cognitive Restructuring Techniques to Reduce Academic Anxiety

The effectiveness of cognitive restructuring techniques in reducing academic anxiety can be seen from several research results. Based on the results of 2-way ANAVA test ( $F_{(1,27)} = 38.36$ ,  $p < 0.01$ ,  $\eta_p^2 = 0.59$ ) explained that there are

effects of cognitive restructuring techniques to reduce academic anxiety.

Furthermore, based on the results of the comparison between groups that use cognitive restructuring techniques with the control group, the results obtained are that groups that use techniques are far more effective than not using techniques ( $F_{(1,13)} = 57.67, p < 0.01$ ). So are with the results of the pretest and posttest conducted, that there is a difference between before ( $M = 92.63, SD = 4.46$ ) and after being given treatment ( $M = 74.88, SD = 3.05, t_{(7)} = 13.32; p = < 0.01$ ). Therefore on these findings it can be explained that group counseling with cognitive restructuring techniques is effective in reducing students' academic anxiety in Public Senior High School 12 Semarang.

#### Effects of Self-Instruction Techniques to Reduce Academic Anxiety

The effectiveness of self-instruction techniques in reducing academic anxiety can be seen from several research results. Based on the results of 2-way ANAVA test ( $F_{(1,27)} = 49.83, p < 0.01, \eta_p^2 = 0.65$ ).

Furthermore, based on the results of the comparison between groups that use the self-instruction technique with the control group, the results obtained are that groups that use techniques are far more effective than not using techniques ( $F_{(1,13)} = 46.54, p < 0.01$ ), as well as the results of the pretest and posttest, that there is a difference between before ( $M = 96.25, SD = 4.13$ ) and after being given treatment ( $M = 76.25, SD = 2.32, t_{(7)} = 9.28; p = < 0.01$ ).

Therefore on these findings it can be explained that group counseling with self-instruction techniques is effective in reducing students' academic anxiety in Public Senior High School 12 Semarang. In line with the explanation above, then to see the results of the comparison of effects between groups in pairs it can be seen in table 3.

**Table 3.** Comparison of Effects Between Groups in Pairs

Pair up	F	P
CR + SI – CR	14.89	.002
SI – ≠ CR + SI	46.54	.000
CR + SI – SI	9.42	.008
CR – ≠ CR + SI	57.67	.000

Information:

CR = Cognitive restructuring

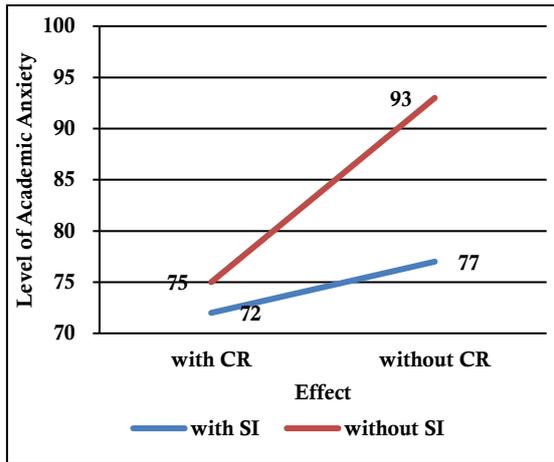
CR+SI = Cognitive restructuring +Self-instruction (combination of both techniques)

SI = Self-instruction

≠ CR + ≠ SI = without Cognitive restructuring and Self-instruction (Control group)

#### Effect of Interaction between Self-Instruction Technique and Cognitive Restructuring Technique to Reduce Academic Anxiety

The interaction effect between self-instruction technique and cognitive restructuring technique based on the findings confirms that there is no interaction effect in the group *self-instruction* and *cognitive restructuring* ( $F_{(1,27)} = 0.82, p < 0.05, \eta_p^2 = 0.03$ ). Interestingly, although there is no interaction effect between self-instruction and cognitive restructuring, the combination of the two techniques gives a higher effect than the technique independently. Furthermore, a comparison between techniques combined with cognitive restructuring techniques explains that there are comparisons between the two techniques ( $F_{(1,14)} = 14.89, p < 0.01$ ) and the combination of the two techniques with the self-instruction technique also has a comparison ( $F_{(1,14)} = 9.42, p < 0.01$ ); which of these results explains that both techniques are self-instruction and cognitive restructuring techniques and the combination of the two techniques has a significant effect or effect. Visually for the comparison between the use of a combination of both techniques and techniques independently can be seen in Picture 2.



Picture 2. Level of Academic Anxiety Group

Based on picture 2, it is known that students who receive treatment in combination of the two techniques get a value of ( $M = 71.13$ ), groups that only use cognitive restructuring techniques get a value of ( $M = 74.88$ ), while the group that uses the self-instruction technique gets a value of ( $M = 76.25$ ). Furthermore for groups that do not use techniques or control groups get a value of ( $M = 91.57$ ) explained that academic anxiety felt by students in the control group had no change at all, which was seen from the results of the posttest given. Whereas in the group that uses each technique changes or decreases the level of academic anxiety.

Furthermore, based on the results of the reduction test of academic anxiety seen from the results of the pretest and posttest of the self-instruction + cognitive restructuring group (the combination of the two techniques) explained that there was a significant decrease in the level of academic anxiety between before ( $M = 104.88$ ,  $SD = 7.34$ ) and after being given treatment ( $M = 71.13$ ,  $SD = 4.79$ ,  $t_{(7)} = 8.60$ ;  $p < 0.01$ ).

As for the difference in the effectiveness level between group counseling and self-instruction techniques and group counseling with cognitive restructuring techniques independently to reduce academic anxiety in students, the values obtained are ( $t_{(14)} = 0.89$ ;  $p > 0.05$ ) which means that there is no significant difference between group counseling and self-instruction techniques and cognitive restructuring techniques.

Therefore, it can be explained that group counseling using a combination of self-instruction techniques and cognitive restructuring techniques have no interaction effects. But there is a decrease or effect between the combination of the two techniques with the cognitive restructuring group and the self-instruction group.

From the results of the research, it is known that counseling groups of self-instruction and cognitive restructuring techniques proved effective in reducing students' academic anxiety. Research results from Erfantinni, et al. (2016) Concerning counseling of cognitive-behavior therapy groups with cognitive restructuring techniques to reduce students' academic procrastination, explaining that cognitive restructuring techniques are suitable for male and female students. This is proven by the significant difference in posttest scores between the two, so it can be concluded that cognitive restructuring techniques are effective in reducing students' academic procrastination.

Same with Mastur, et al. (2012) examines group counseling with cognitive restructuring techniques to increase students' self-confidence, the results obtained are below. The results of data processing show that all indicators of self-confidence gain significance. This means that the average confidence of students before and after the intervention is different or has increased.

The next Rahmawati (2016) found that cognitive restructuring techniques were effective in reducing the academic pressure of grade 7 students of MTs Sardji Ar-Rasyid Dawuhan Situbondo. Which is where academic stress is one type of stress as a result of the learning process or other things related to the learning process. Thus the cognitive restructuring technique also has a good impact on the lack of academic anxiety experienced by students, because cognitive restructuring can help students to rethink the negative thoughts they have, especially about academic problems into more positive thoughts.

In addition, other studies conducted by previous researchers related to self-instruction techniques can also be seen from the research Mardianingsih, et al. (2018) examines group

counseling with a self-instruction technique to reduce students' academic procrastination, the results obtained explain that the level of student procrastination decreases higher in posttest measurements compared to pretest using the self-instruction technique.

Habiba, et al. (2017) Concerning the counseling model, the self-instruction technique group is used to increase the self confidence of junior high school students, explaining that there are differences in the results of the model developed effectively in increasing students' self confidence because they see that the majority of students in the category of moderate and less self confidence.

Furthermore, the results of research conducted by Saputra, et al. (2017) examine the effectiveness of counseling in the group of self-instruction techniques and cognitive restructuring techniques to reduce academic procrastination. The results of the research indicate that group counseling is carried out with both techniques effective in reducing academic procrastination experienced by students and other results obtained are that the use of self-instruction techniques provided to reduce procrastination is more effective than cognitive restructuring techniques.

In line with research conducted by Hidayanti & Ja'far (2016) which has tested the effectiveness of group counseling with self-instruction techniques and cognitive restructuring techniques to reduce truant behavior in students and the results of group counseling with self-instruction techniques and cognitive restructuring techniques are effective in reducing truant behavior in students this is seen based on significant differences in scores the end of the posttest given to students.

From the results of the research it can be concluded that group counseling services with self-instruction techniques and group counseling services with cognitive restructuring techniques can help students to reduce academic anxiety and can be used to help teachers guidance and counseling in overcoming student academic anxiety, especially in Public Senior High School 12 Semarang.

## CONCLUSION

This research was conducted to see the effectiveness of counseling in the self-instruction technique group and cognitive restructuring techniques to reduce academic anxiety of students of Public Senior High School 12 Semarang. The results of the research showed group counseling with self-instruction techniques and cognitive restructuring techniques effective in reducing academic anxiety.

There is a difference in effectiveness between the gabungang group counseling services between the techniques of self-instruction and cognitive restructuring, cognitive restructuring, self-instruction and differences in the results with the control group, the results show that the group of self-instruction techniques and cognitive restructuring techniques are more effective compared to one intervention technique.

Furthermore, the use of heterogeneous service targets is suggested to be able to prove the effectiveness of group counseling services with self-instruction techniques and cognitive restructuring techniques for wider results.

The results of this intervention are expected to become a stepping stone by further researchers to perfect various limitations in the research process, so that it is recommended to further researchers to: focus more on certain subjects that have the potential to cause academic anxiety so that they can give differences between one subject and another, can do further research on the influence of subject teachers on student academic anxiety, and extend the session and consider the time to see the influence of each technique on changing student behavior in reducing academic anxiety.

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