Effectiveness Of Counseling Of Cognitive Behavioral On Students' Resilience Abilities

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Abstract

The research objective is to see the effectiveness of online and conventional-based cognitive behavioral counseling. This study used an experimental method with controlled trials. The study involved 150 high school students (SMA) in the city of Bandung. Students were divided into three groups, namely 50 students in the group that received internet counseling, 50 students in traditional counseling, and 50 students in the control class. A 15-item psychological scale and adolescent resilience development module were used to collect data. The data obtained were analyzed using repeated measurements of ANOVA. The results showed that students' resilience abilities increased significantly after attending online and conventional cognitive behavioral counseling, including in the follow-up test, the resilience ability of the control and the waiting list group was higher, there was no significant difference was found between internet-based and conventional counseling guidance. However, online-based counseling methods are considered more effective in the use of time and infrastructure. Results are discussed using the framework of online counseling methods to improve mental health and resilience of students.

Keywords: resilience; conventional counselling; counseling of cognitive behavioral; internet-based counselling

INTRODUCTION

Resilience is the ability of students to adapt and overcome difficulties or situations that put pressure on students' mentality (Acevedo & Hernandez-Wolfe, 2014). This condition can hinder the optimal academic development of students. Students who have good resilience abilities can recover mentally quickly from pressure, frustration and can control emotions. This resilience ability is needed by students to get optimal academic results. In addition, this resilience ability can be practical in student life. Students who have good resilience skills can study well, socialize, and have aspirations for the future. Characteristics of students with good resilience abilities are 1) have good social skills, 2) have high self-control abilities, 3) are able to express thoughts, feelings, and behave well, 4) have plans, strategies, and ideas to solve problems, 5) have creativity to overcome difficulties, problems, and pressures, 6) have strategies to realize their dreams (Brashear & Thomas, 2020; Twum-Antwi et al., 2020).

Currently, counseling guidance services in schools focus on providing access to information for students, providing personal assistance to be able to live life, study, and work well, and help increase student confidence as students and citizens who must be active in achieving academic success (Rautalinko, 2013; Rezapour et al., 2019). Training and development of student resilience skills is required by a counselor. This training includes

training in the ability to use strategies, methods, techniques, and the use of school counseling service media. This skills training must involve technology in its implementation, such as the application of counseling using internet services or systems. Cognitive-behavioral counseling found several effective counseling models. These models have a main goal, namely to overcome students' psychological problems and combine counseling methods with the aim of increasing competence for academic success and living life.

Cognitive behavioral counseling model intervention is used to restore students' psychological health, including mental resilience in the face of various difficulties (McGovern et al., 2011; Ramsay & Rostain, 2006). The use of this cognitive behavioral counseling method is increasing among schools. One of the innovative findings is the counseling method combined with the internet. Research that combines counseling methods with the internet (psychotherapy) is no less effective than conventional or traditional counseling methods. The use of technology in counseling methods is a new method. Internet-based counseling methods can save costs, but are still not optimally applied in the counseling service program in Indonesian schools (Rezvan et al., 2008; Sheu et al., 2012). The benefit of this internet-based counseling guidance is that it can empower fewer counselors with quality services, save cost and time.

The Ministry of Education in Indonesia implements a counseling guidance policy, in which a counselor in a school is required to provide services to 150 students every week. This policy objective will be more effectively achieved by utilizing information technology in assisting the counselor's task (D. Hadianto et al., 2021; Rezvan et al., 2008; Wiklund et al., 2010). With internet-based counseling, counselors can serve students anytime and anywhere by implementing an online system. This internet-based approach can help schools overcome the limited time and availability of

counselors in schools. Currently, there is an imbalance between the number of students who want to receive counseling services and the number of counselors available in schools (Nahl, 2019; Ramezani et al., 2017). This encourages schools to apply strategies and methods to improve optimal services. Therefore, this internet user can be used as an alternative problem solving. However, in the implementation of internet-based counseling, there are also challenges, namely the facilities provided by schools must be adequate, for example a fast network and the ability of counselors to be adequate in operating technology in conducting counseling services. In addition, there is no specific policy from the government that regulates the implementation of this online counseling. This challenge needs to be studied by further studies. This internet-based counseling method needs to be investigated for its effectiveness because it is a current method in the world of counseling. The formulation of the problem proposed in this study, namely Does the counseling method provide an equivalent effect with conventional counseling methods on students' resilience abilities? The purposes research is to study the effect of cognitive behavioral counseling methods on students' resilience abilities, as well as to compare the effectiveness of both internet-based and conventional counseling methods.

LITERATURE REVIEW

Cognitive Behavior Counseling

Cognitive Behavior theory basically believes that the pattern of human thought is composed through a series of Stimulus-Cognition-Response (SKR), which are interrelated and form a network of SKR in the human brain (Czuchry & Dansereau, 2003; Froján-Parga et al., 2009). Cognitive processes will be the determining aspect of humans in thinking, feeling, and acting. With the belief that humans have the ability to understand rational and irrational thinking, a counseling method is needed that must be able to suppress irrational

thinking. Irrational thinking can lead to emotional and behavioral disturbances, so Cognitive Behavior therapy is aimed at modifying the function of thinking, feeling, and acting, by emphasizing brain functions in analyzing, determining, asking, acting, and deciding again. By changing the role of thoughts and feelings, humans are expected to be able to change behavior, from bad things to good things. Cognitive behavioral therapy (CBT) is a combination of 2 concepts, namely cognitive behavior therapy and behavior therapy (De-Hui Ruth & Ho Ling, 2020; Dirkse et al., 2015). Cognitive therapy is interpreted on the mind and self-efficacy, Cognitive behavioral therapy focuses on behavioral therapy to build a bond between problem solving and the habit of reacting to problems. The counseling process of cognitive behavior itself is based on the conceptualization and understanding of the counselor on the specific beliefs of the behavior pattern of the counselor. The hope obtained from the cognitive behavior approach itself is to bring about a distorted cognitive restructuring and bring changes both in terms of emotions and behavior for the better.

Cognitive behavioral therapy (CBT) or cognitive-behavioral therapy is one of the western counseling approaches that has the assumption that thought patterns and beliefs influence behavior, and changes in these cognitions can produce the desired behavioral changes (McCarthy & Rude, 2000; Ramsay & Rostain, 2006). In short, this cognitive behavior directs clients to rational and logical thinking, because according to this approach a person behaves as a result of his thoughts. According to Alford and Beck cognitive behavior (CBT) is a counseling approach that is based on the conceptualization or understanding of each counselee, namely on the three specific beliefs of the counselee and the counselee's behavioral patterns. The counseling process with the counselee's mastering method is based on distorted cognitive restructuring, the counselee's belief to bring about emotional changes and attitude strategies to a better

direction. Therefore, CBT is one of the more integrative approaches to counselling (Rautalinko, 2013). The cognitive behavior approach with several procedural specifically uses cognition as an important part of the counseling process, the focus of counseling is on the perceptions, beliefs and thoughts of the counselee (Snodgrass, 2009; Strepparava et al., 2016). Basically, the cognitive behavior approach is formed from a stimulus-cognition-response process that is interrelated with one another. The cognitive process of counseling is an important factor in thinking, evaluating, and acting. By changing the mindset and feelings, it is hoped that the counselee can change his attitude, from bad to better.

Resilience Ability

Resilience can be defined as good adaptation under special circumstances (Chongruksa et al., 2015; Daris Hadianto et al., 2022). According to De-Hui Ruth & Ho Ling, (2020), Resilience is a positive adaptation in dealing with stress and trauma. Resilience is a mindset that allows individuals to seek new experiences and to see life as a work that is progressing (Dirkse et al., 2015; Elahei Roudposhti et al., 2018). Resilience is also a person's capacity to stay in good shape and have productive solutions when dealing with adversity or trauma, which allows for stress in life (Smith et al, 2008). Resilience is the ability to bounce back or recover from stress, be able to adapt to stressful situations or difficulties. Resilience is also seen as a measure of the success of stress coping abilities (Hartley, 2010; Impala et al., 2022). Based on the presentation of several figures regarding resilience. it can be concluded that resilience is an effort of the individual so that he is able to adapt well to stressful conditions, so that he is able to recover and function optimally and be able to go through adversity.

Resilience is a person's ability to survive, rise and adjust to conditions. Individuals who have good resilience are able to quickly restore their mental state to be good again, not easily shaken

by negative events, and able to adapt to depressed psychological conditions (McGovern et al., 2011; Snodgrass, 2009). People who believe that they are able to directly face the events that occur in their lives and quickly take action in these circumstances in a controlled manner. Resilience consists of seven aspects, namely: emotion regulation, impulse control, causal analysis, realistic and optimistic efficacy, empathy and affordability. While Strepparava et al., (2016) & Taylor et al., (2003) on gratitude states, the benefits of gratitude include emotional regulation, impulse control, causal analysis, realistic and optimistic efficacy, empathy and affordability. Thus the seven aspects of resilience are closely related to the benefits of gratitude. Resilience is the resilience or toughness that makes individuals able to adapt well to stressful conditions, so that individuals are able to recover and function optimally and are able to go through adversity, which is based on three aspects, namely persistence, strength and optimism. In this sense, the characteristics of grateful people play a very important role in building resilience (Alfonsson et al., 2020).

METHOD

Participants

Research participants in this research were high school students (SMA) in the city of Bandung. Overall, the number of students who took the resilience ability pretest was 310 students. The results show that 101 students show low resilience abilities and 152 are in the medium category, and 57 are in the high category. From the results of the pretest, the researcher took 150 students to be sampled and placed randomly in the conventional cognitive behavioral counseling group (n=50), counseling of internet cognitive behavioral (n=50, and the control group (n=50). eight counselors who work in schools serve as counseling facilitators 4 experienced counselors in internet-based counseling and 4 more counselors in conventional counseling All

counselors have been certified to participate in internet-based and conventional counseling training.

Assessment and Action

In this study, resilience is a person's skill to adapt to difficulties and challenges with the aim of achieving good academic and life outcomes. Student resilience competencies were collected using self-reporting through a resilience scale. Resilience measurement is done by asking participants to respond to statements whose answers use a resilience scale. Alternative answers to self-report statements using alternative answers that do not match (TS); not suitable (KS); quite appropriate (CS); and very suitable (SS). Items were scored 1 for the TS response, 2 for the KS, 3 for the CS and 4 for the SS. The parameters used are as follows.

Students are categorized as having high resilience ability if the score is greater than 3. Students are categorized as having moderate resilience ability if the student is more than 2 and less than or equal to 3, and students are categorized as having low resilience ability if less than or equal to 2. (Konstantin & Benard, 2001). The resilience measurement scale used is the scale of Brashear & Thomas, (2020). The 14 items used to measure resilience were judged to be able to describe students' resilience abilities. There are adaptability, self-control, problem-solving ability, self-level, ability to participate. Cronbach's Alpha reliability test is 0.876, and is considered quite reliable. Students who received internet-based cognitive behavioral counseling intervention were measured using an electronic scale. Students who received intervention with conventional cognitive behavioral counseling and the control group were measured using a paper scale. Three stages were carried out for measurement in this study, namely before counseling, after counseling, and 4 weeks after counseling as a follow-up test.

Procedure

This study used a randomized controlled trial. Random sampling was chosen to involve students in the experimental, control, and waiting list groups. First, the researcher chose students who had low and medium resilience. Next, the researcher gave assignments to students randomly. The experimental group was given the intervention of conventional cognitive behavioral counseling and internet-based counseling. Students in the control class did not receive the intervention during the study. Students who are put on the waiting list choose one of the conventional or internet-based counseling methods.

Conventional Cognitive Behavioral Counseling Procedures

Students in each experimental class were divided into 5 groups. Each group consists of 10 people with different counselors. This counseling procedure is the same as group psychoeducation. Every week, counseling intervention was carried out 8 x 50 minutes in each group. In total, each group took approximately 2 months to complete all sessions. Cognitive techniques and rational emotive techniques were integrated in cognitive behavioral counseling in each group. The protocol used for counseling is based on cognitive behavior in the school context. This counseling is done by providing an explanation of how to change the cognitive distortions that affect the emergence of negative feelings into positive ones. These distorted changes can result in better and healthier cognitive schemas. Cognitive restructuring was used for self-talk analysis and counseling training. The behavioral strategies used are social skills, calmness training, problem solving, and certification.

Internet-Based Cognitive Behavioral Counseling

Internet-based counseling is an online psychoeducational contact made by counselors to students online. The techniques used by internet-based and conventional counseling are essentially the same, only the facilities used are different. The technique used is the integration of cognitive techniques with rational emotive and behavioral techniques. Internet-based counseling procedures are relatively preferred by students. Students who receive intervention with internet-based counseling have access to personal accounts into the counseling system. Communication between students and counselors can be done in direct or indirect time (direction). The frequency of this internet-based counseling is unlimited. Based on the results of the initial assessment, each student has a different frequency of access each week.

The following are some steps of internet-based cognitive behavioral counseling, namely (1) Students access cognitive behavioral counseling with their account (2) students carry out an online resilience ability test (3) Students are encouraged to study the cognitive behavioral counseling module in the system (4) follow the instructions on counseling techniques (5) students fill out the form in the module as evaluation material and can ask the counselor through the system (6) waiting for a response from the counselor (7) based on the results of the counselor's considerations and recommendations, students can continue to the next part of the module or repeat in the system (8) students who able to complete the module successfully being able to stop and move on to a second endurance assessment session (post-test), and (9) a 5-week intervention period termination counseling and conducting a third resilience evaluation (follow-up test). Of the 8 counselors involved in this study, 4 counselors carried out internet-based counseling. Each counselor treats 10 students. Counselors have several roles in internet-based cognitive behavioral counseling, namely operating an online counseling system, evaluating students' resilience abilities as a result of implementing cognitive behavioral counseling based on the module section, and responding to student messages.

Data analysis

The data obtained from the application of internet-based and conventional counseling were analyzed using narrative and descriptive analysis techniques with several inferential statistics. The hypothesis was tested using the ANOVA and data analysis using the SPSS program. The data analyzed consisted of 3 group factors, namely the conventional counseling group, the internet-based counseling group, and the waiting list control group. Measurements were carried out in three phases, namely pretest, posttest, and follow-up test. All factors of time, group, and the effect of interaction between time and group were tested. Effect sizes on the partial effect are discussed for each effect and each test. To find out the comparison value of the average resistance between groups, the researchers used the Bonferroni test.

FINDINGS

The Description of Counseling Process

Internet-based cognitive behavioral counseling requires less time than conventional cognitive behavioral counseling. Conventional cognitive behavioral counseling in each group took 2.5 months or 8x50 minutes per session facilitated by four counselors. From the results of interviews with counselors, online-based cognitive behavioral counseling is considered a counseling method that requires higher costs. The fastest time needed by students to complete all counseling sessions is 4 weeks with a frequency of 10 accesses and an average time of 30 minutes. The longest time was 5 weeks with a frequency of 12 accesses and the time spent was 30 minutes per session. The main obstacles in internet-based counseling are networks, servers, limited computer facilities, and the high cost of buying quotas for students.

Table 1. Student resilience ability test results in each phase and method

Time	Group		
	Internet Counseling (n = 50) Mean (SD)	Conventional Counseling (n = 50) Mean (SD)	Waiting-list Control (n = 50) Mean (SD)
Pre-test	28.76 (3.25)	28.55 (3.26)	28.92 (3.06)
Post-test	46.91 (3.23)	44.37 (3.24)	30.14 (3.21)
Follow-up	48.87 (1.36)	48.86 (1.46)	31.36 (3.45)

Table 2. Group main effect

	Sum of Squares	df	Mean Square	F	p-value	Ŋ2 partial
Inter	424543.12	1	485634.1	46578.412	0.00	0.96
Group	7684.278	2	3977.13	395.534	0.00	0.88
Error	868.675	147	13.21			

Student Resilience Ability

The scores of students' resilience abilities as a result of the conventional and internet-based cognitive behavioral counseling intervention can be seen in table 1. The average resilience score as a result of the internet-based cognitive behavioral counseling intervention increased

from 17 at the pre-test to 19.03 at the post-test, and 2.14 from posttest to follow-up. The resilience ability score in the conventional cognitive behavioral counseling group also increased by 16.02 from pretest to posttest, 18.30 from pretest to follow-up, and 2.61 from posttest to follow-up. However, the average score of resilience in the control group

decreased. These results prove that both internet-based and conventional counseling techniques are effective for students' resilience abilities. The main effect of conditioning in each group was significant (F [2.78] = 395.534,

$p < 0.05$, with an effect size of 2 partial = 0.88 see Table 2. The results of this study indicate that the conditioning of each group has a significant effect on resilience ability. .

Table 3. Main effects of time and interaction effects between time and group

	Sum of Squares	df	Mean Square	F	p-value	Ŋ2 partial
Time	7875.157	1	3967.122	567.432	0.000	0.973
Interaction effect time x group	5120.168	4	1324.856	156.675	0.006	0.865
Error (time)	1453.683	145	7.313			

Table 4. Intergroup Resilience Ability

				95% Confidence Interval for Difference	
(I) Group Factors	(J) Group Factors	Mean Difference (I-J)	p-value	Lower Bound	Upper Bound
Internet-Based Cognitive Behavioral Counseling	Experiment (Cognitive Behavioral Counseling)	0.1756	1.000	−0.98	1.45
	Waiting-list Control	12.5476*	0.000	11.42	13.74
Conventional Cognitive Behavioral Group Counseling	Waiting-list Control	12.4145*	0.000	11.25	13.54

The main effect of aspects of post-test time and follow-up test on students' resilience ability showed a significant effect (FSpherity-assumed [1.154] = 567,432, p < 0.05, with effect size at 2partial = 0.973, with effect size at 2partial = 0.973). In addition, the effect in terms of interaction between groups shows the same thing, which is significant (FSpherity-assumed [4.174] = 156.675, p < 0.05, with an effect size

of 2partial = 0.865). These results can be seen in Tables 2 and 3. These results confirm that the cognitive behavioral counseling technique has a statistically significant impact on each group receiving intervention from conventional, internet-based counseling techniques, and the control group. The comparison of the average resilience scores in each group was tested using the Bonferroni test which is shown in table 4. Table 4 shows the resilience abilities of

students in the group that received the intervention of internet-based and conventional counseling techniques not much different with an average difference of 0.175, p > 0.05.

The resilience ability of students in the group that received the internet-based cognitive behavioral counseling technique was significantly higher when compared to the control group that did not receive the intervention. The mean difference was 12,547, p < 0.05. This also happened to the resilience ability of students who received conventional counseling techniques which were significantly higher than the control group. The mean difference reached the mean difference = 12,414, p < 0.05. The results of the study confirmed that students who received intervention with conventional and internet-based cognitive behavioral counseling techniques had better resilience abilities than the group of students in the control group who did not receive the intervention. In Table 2, the main group effect was significant (F [2.87] = 395.534, p < 0.05, with the effect size at 2 partial = 0.88. These results prove that the conditioning of students into each group has a significant effect on the level of resilience ability of the counseling intervention results obtained.

DISCUSSION

The results of the effectiveness test of both internet-based and conventional cognitive behavioral counseling in improving students' resilience abilities showed significant effectiveness. Both have been proven to be effective in improving students' resilience abilities when faced with problems. Cognitive behavioral counseling that equips students with problem-solving skills by awakening students' cognitive abilities. Students' creativity in solving problems is encouraged through cognitive behavioral counseling techniques. This intervention is able to increase the resilience of students and students' resilience to adverse conditions and are able to rise from adversity caused by the problems they face. Comparison of effectiveness in improving resilience ability is equally effective, but in terms of cost efficiency internet-based counseling tends to require higher costs than conventional counseling. However, in terms of time efficiency and more optimal services, internet-based counseling is superior to conventional counseling because internet-based counseling can be accessed anytime and anywhere and can overcome the limited number of counsellors (Froján-Parga et al., 2009; Twum-Antwi et al., 2020). Through internet-based counseling, the limited number of counselors is not a problem to serve a large number of students because they can use an indirect system. This research is in accordance with previous research which have proven that counseling techniques can be carried out both individually and in groups.

The increase in students' resilience abilities as a result of cognitive behavioral counseling interventions can be seen from several characteristics of students, namely 1) having good social skills, 2) having high self-control abilities, 3) being able to express thoughts, feelings, and behave well, 4) have plans, strategies, and ideas to solve problems, 5) have creativity to overcome difficulties, problems, and pressures, 6) have strategies to realize their goals (Coman et al., 2003; Farmer, 1987). These characteristics appear in students who have high resilience scores after receiving counseling interventions. This cognitive behavioral counseling technique consistently shows its effectiveness in every condition, both online and conventional. However, from the results of research internet-based counseling is more effective in reducing students' psychological disorders than conventional counseling techniques (Furlonger et al., 2018; Gmeinwieser et al., 2020). However, the counselor reported that there were some students who still had difficulty in running online counseling students, so the school was advised to provide an online counseling system that was easier to operate.

The findings of this study support the optimization of the use of technology in counseling guidance services in schools. Information and communication technology should be used supported by adequate facilities both from the school and the provision of quotas by students, so that the implementation of online-based counseling is not hampered (Iarussi & Osborn, 2014; Impala et al., 2022). Efforts that must be made to support the implementation of online-based counseling properly are education and training in the use of technology for counselors and students, facilities provided by schools must be adequate, and further studies are needed in reviewing technology in supporting the implementation of online-based counseling. This research enriches current counseling research, especially the application of online-based counseling which is not yet optimal in Indonesia. There are several factors that were not examined in this study which became the limitations of this study, namely gender, socioeconomic conditions, and the level of intelligence of students which might affect students' resilience abilities, so further research is needed to involve these factors in future studies. will come.

CONCLUSION

Internet-based and conventional (face-to-face) cognitive behavioral counseling has a significant effect on resilience abilities. Internet-based and conventional counseling are considered equally effective in improving students' resilience abilities. However, internet-based cognitive behavioral counseling is considered more efficient in the use of time and means. Efficient time, costs, facilities, and limitations of counselors can be overcome by internet-based counseling. Internet-based counseling can be accessed anytime and anywhere, and can overcome the limited number of counselors. Based on research, internet-based counseling requires careful preparation. This method supports the use of technology in schools. The implication of this research is the integration of the use of technology in counseling guidance services in schools. There are several factors that were not examined in this study which became the limitations of this study, namely gender, socioeconomic conditions, and the level of intelligence of students which might affect students' resilience abilities, so further research is needed to involve these factors in future studies. This method is considered an effective counseling service to improve the resilience ability of students as well as students' resilience in facing difficulties and problems. The limitation of this research is that the researchers were only conducted in schools in the urban area of Bandung, so it is necessary to try it out also in rural areas and in schools with low or medium clusters.

IMPLICATION

The implication of this research is that students who have good resilience can control negative emotions when facing difficulties. This emotional control can be done by changing negative emotions into positive emotions so that students avoid unwanted behavior when under pressure. The psychological condition of these students can be trained with both internet-based and conventional cognitive behavioral counseling techniques. In addition, this research also supports optimizing the use of technology to improve counseling and guidance services for students in schools. The use of technology in schools to improve counseling services is still considered to be less than optimal in its implementation, therefore, further research is needed regarding its effectiveness by involving various factors. The problem that hinders the implementation of internet-based counseling techniques is still limited facilities. The government should be able to see this limitation and find a solution so that the implementation of guidance and counseling services increases. This certainly has positive implications for students' academic achievement so that they are not easily disturbed by depressed psychological conditions.

LIMITATION AND FUTURE RESEARCH

This limitations of research including excluding factors that might affect student resilience, the sample used is still limited in scope, involving only 1 school, and the school is in the upper cluster. There are several factors that were not examined in this study which became the limitations of this study, namely gender, socioeconomic conditions, and the level of intelligence of students which might affect students' resilience abilities, so further research is needed to involve these factors in future studies. will come. Based on the limitations of the study, the researcher recommends that similar research be conducted by taking into account other factors such as gender, socioeconomic conditions, and the level of intelligence of students which may affect students' resilience abilities. In addition, this research needs to be carried out at several schools representing each school cluster so that the obstacles to internet-based and conventional counseling policies can be seen, so that the government can anticipate these problems and can implement internet-based counseling programs in all schools.

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