

Improving student resilience in the era new normal through group guidance using Cognitive Restructuring Techniques

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Abstract

Today the world of education has changed from offline to online so that students cannot escape the crush that causes students to procrastinate a lot of assignments, be late in collecting assignments, cannot manage study time, do not dare to ask questions when they have difficulty understanding the subject matter, have difficulty understanding teacher instructions, students must provide quota packages, this causes students to like to complain, be confused, despair and give up easily, students are anxious, worried about missing lessons, and feel bored, this condition shows problems that come from resilience. Various crushes experienced by students in the new normal era have not been effective by being given group guidance to overcome it. Therefore, this study aims to (1) analyze differences in student resilience before being compared after taking group guidance using cognitive restructuring techniques, (2) analyzing differences before compared to after taking group guidance without special treatment, (3) analyzing differences in student resilience after attending group guidance using cognitive restructuring techniques compared to those following group guidance without special treatment. The research method used is quantitative research. This type of research is a Quasi Experiment Design with a pretest posttest control group design. The population in this study was 192 students, and 20 students were taken which were divided into 10 students for the experimental group and 10 students for the control group. Sampling used simple random sampling. The research instrument used was a Likert Scale model. The results showed that (1) there was a significant difference in student resilience before and after taking group guidance using cognitive restructuring techniques, (2) there was a significant difference in student resilience before and after taking group guidance without special treatment, (3) there was a significant difference resilience of students who follow group guidance using cognitive restructuring techniques and follow group guidance without special treatment. Therefore, group guidance on cognitive restructuring techniques is effective in increasing student resilience in the era new normal.

Keywords: Group Guidance, Cognitive Restructuring Techniques, Student Resilience in the Era New Normal.



Introduction

Currently the transmission of Covid-19 is increasing. Research results in Indonesia, data as of April 13, 2020, revealed 4,557 positive cases of Covid-19 and also 380 people recovered and 399 others were declared dead as a result of Covid-19 (Task Force for the Acceleration of Handling Covid-19, 2020). The results of research in Indonesia, data on April 13, 2020, revealed that 4,557 positive cases of Covid-19 and also 380 people recovered and 399 others were declared dead as a result of Covid-19. The increase in patients infected with Covid-19 is already difficult to control, which requires planning to deal with it (Wahidah, Septiadi, Rafqie, Hartono, & Athallah, 2020).

The condition of the transmission of Covid-19 also occurred in the Province of West Sumatra. The results of the study on April 5, 2020, 17 positive Covid-19 patients with 1 person died (Liputan6.com, 2020). Data as of November 30, 2020, positive Covid-19 patients were 10,960 with 215 people dying (Ulva, & Yanti, 2021). Efforts to minimize the transmission of this virus are limited to not having direct contact with other people and staying at home to prevent them from contracting the Covid-19 virus. Daily activities become hampered so that they cannot carry out their usual activities and travel to various places such as offices, schools, malls, and others until an undetermined time (Yunan, Maududi, & Putra, 2021).

The government issued policies in the form of studying from home, working from home, worshipping from home, practicing social distancing, maintaining health by frequently washing hands and wearing masks. This government policy has had a major impact on the world of education, so that in early March 2020 all educational institutions, including PT, SMA, SMP, SD and TK, switched to using an online learning system (Sari, Aryansah, & Sari, 2020). After the passage of time, students have begun to get used to a situation called the era new normal. The government finally issued a new rule, namely blended learning which combines online and offline learning while maintaining health protocols, namely maintaining distance, washing hands and wearing masks.

The learning carried out at the Vocational High School (SMK) in this study also uses online and offline learning. This online learning can be done by students anywhere by utilizing the internet network in the learning process. Students can interact with teachers using several applications such as Google Meet, Zoom and WhatsApp Group. Conditions like today if students have high resilience, students will be able to rise and be able to survive even though they are faced with difficult situations due to the pandemic (Sari, Aryansah, & Sari, 2020). In line with the opinion of Khomsah, Mugiarto, & Kurniawan (2018), students who have good academic resilience can carry out their duties as a student. But if he doesn't have resilience in them, they won't do well in school.

The problems that occurred at SMK Negeri 3 Padang were initially learning face-to-face, now online and offline, usually you don't need to prepare a lot of quota packages, now you have to prepare quite a lot of quota packages, in learning it doesn't require having a good network, now students need to find a network. which is good, so that in this new normal era students cannot escape from the crush and many students complain because they have difficulty following learning, despair and give up easily when experiencing learning disorders, lack of enthusiasm for learning, students worry about missing lessons, students feeling bored, complaining because they can't study fully so that the value of learning outcomes is low, this condition shows problems that come from resilience.

Triningtyas & Saputra (2021) explained that the learning process in the era new normal experienced various difficulties, such as students experiencing confusion in completing assigned tasks, anxiety when getting low grades, as well as internet access and quota constraints. Furthermore, Suprihatin & Rohmatun (2020) explained many problems that arise, namely the lack of understanding of students when carrying out the learning process, limited ability to use learning applications, internet networks, technical and non-technical obstacles such as experiencing boredom and boredom while studying.

Adhiman & Mugiarto (2021) explained that four of the seven students interviewed, students felt that this learning was difficult and not as effective as face-to-face learning at school, from the results of the assessment during one semester, many of their learning scores dropped, resulting in being scolded by their parents. Coupled with technical problems such as internet networks and internet quota packages that are wasteful, sometimes teachers only give assignments without explaining the material first so that understanding of the lessons delivered is lacking and results in confusion, this can trigger stress because they feel too much work and not enough in understanding the content of learning. The stress experienced by students is caused by the many academic assignments of the teachers plus the monotony of learning causes students to feel bored.

Aini (2020) explains that the learning process in the new normal era can bring the risk of problems to student resilience, namely 37% of students cannot manage study time, 30% of students have difficulty understanding lessons, and 21% of students do not understand teacher instructions. Furthermore, the effort to be able to rise from this unfavorable condition to its original condition requires an ability known as resilience. Resilience is the ability to overcome adversity and rise from adversity (Reivich & Shatte, 2002).

In line with Hendriani's opinion (2018), resilience is the ability to overcome adversity and rise from adversity. Resilience is the human ability to rise in the face of, overcome, to be strong when facing obstacles and obstacles. Resilience is not only the ability to survive in adversity, but also an effort to heal oneself from depressed conditions (Ifdil & Taufik, 2012).

There are factors that can increase student resilience, namely emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, reaching out (Reivich & Shatte, 2002). In line with the opinion of Khomsah, Mugiarto, & Kurniawan (2018) aspects that can improve student resilience are: empathy, optimism, self-regulation, reaching out, causal analysis, self-efficacy, and impulse control. With the resilience factor in a person, he will be able to handle and rise from any problems he experiences. Based on the results of research by Yasin, Sugara, & Imaduddin (2020) student resilience is in the sufficient resilience category, which is 49% because the highest aspect is the aspect of optimism and the lowest aspect is the aspect of emotional regulation.

Through various successes and failures in dealing with difficult situations, individuals continue to learn to strengthen themselves so that they are able to change these stressful and unpleasant conditions into a natural condition to overcome. Resilience is the ability to bounce back after experiencing adversity, to move on with life in the hope that things will get better. 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 difficulties (Missasi & Izzati, 2019). Resilience is not only possessed by a person or group of people, but everyone, including adolescents, has the capacity to be resilient. So every individual, including teenagers, basically has the ability to learn to deal with unpleasant conditions in his life.

Based on a preliminary study that occurred at SMK Negeri 3 Padang, BK teachers in schools have an obligation to assist students in dealing with any problems experienced by students, as well as resilience problems. Efforts to overcome the problems experienced by students, one of which is through guidance and counseling services in schools, namely group guidance services. The implementation of group guidance services has been carried out, but has experienced limitations in overcoming student resilience problems. The use of group guidance is more for overcoming learning, personal, social and career problems (Firman, Karneli, & Hariko, 2018).

Group guidance activates group dynamics to discuss various things that are useful for the development, personal, and/or problem solving of individuals who are participants in group activities. The specific purpose of group guidance services is to discuss certain topics that contain actual (warm) problems and become the attention of participants. Through intensive group dynamics, discussion of these topics encourages the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior (Prayitno, 2004).

In relation to student resilience, BK teachers as educators are responsible for optimizing group guidance services. Related to this, the researcher offers a cognitive restructuring technique to be an alternative implementation of group guidance to improve student resilience. Krisnayana, Antari, & Dantes (2014) one of the techniques that are considered appropriate to be used in the context of implementing resilience development is cognitive counseling theory with cognitive restructuring techniques or cognitive restructuring because with the application of cognitive counseling restructuring techniques counselees are trained to have new perceptions in dealing with problems faced. Solving problems very specifically, focusing on the client's beliefs and problems at this time by means of cognitive restructuring (Fitria, Neviyarni, Netrawati, & Karneli, 2020).

Cognitive restructuring is the process of identifying and evaluating one's cognition, understanding the negative impact of certain behaviors (Corey, 2010). Cognitive restructuring techniques identify emotional disorders by looking for negative emotions, automatic thoughts, and main beliefs (Probowati, Triyono, & Radjah, 2020). Furthermore, Cormier, Nurius, & Osborn (2017) explain cognitive restructuring techniques, focusing on efforts to identify and change dysfunctional thoughts or negative self-statements into new thoughts that are more rational and adaptive, which affect more rational behavior.

Damayanti & Nurjannah (2016) the purpose of the cognitive restructuring technique is to build a more appropriate and positive mindset. The counseling process based on cognitive restructuring is expected to provide counselees with an understanding of irrational thoughts, emotions and behavior patterns, expectations of cognitive behavioral counseling are the emergence of cognitive restructuring from irrational thinking and deviant belief systems to bring changes in emotions and behavior towards the better.

Based on the description above, the researcher wants to reveal how the effectiveness of group guidance using cognitive restructuring techniques in increasing student resilience in the new normal era. Disclosure of the effectiveness of group guidance using cognitive restructuring techniques to increase student resilience in the new normal era is useful in finding solutions related to student resilience in the era new normal.

Method

The research method used is quantitative research. This type of research is a Quasi Experiment Design with a pretest posttest control group design. The population in this study was 192 students, and 20 students were taken which were divided into 10 students for the experimental group and 10 students for the control group. Sampling used Simple Random Sampling. The research instrument used was a Likert Scale model.

Results and Discussion

The results of the research conducted at SMK Negeri 3 Padang were divided into an experimental group and a control group. In particular, this study was to determine the effectiveness of group guidance using cognitive restructuring techniques in increasing student resilience in the new normal era. The data obtained are the results of the pretest and posttest related to student resilience. Descriptive data was carried out in each research group (experimental group and control group). In the following, the researcher describes the results of research on the effectiveness of group guidance using cognitive restructuring techniques to increase student resilience in the era new normal.

**Table 1. Pretest and Posttest Results of Student Resilience in the New Normal Era
Experiment Group and Control Group**

Category	Interval	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		f	%	f	%	f	%	f	%
Sangat Tinggi (ST)	139–165	0	0	3	30	0	0	1	10
Tinggi (T)	112–138	0	0	5	50	0	0	4	40
Sedang (S)	85–111	3	30	2	20	5	50	5	50
Rendah (R)	58–84	7	70	0	0	5	50	0	0
Sangat Rendah (SR)	31–57	0	0	0	0	0	0	0	0
Total		10	100	10	100	10	100	10	100

Based on table 1 above, it is known that before being given group guidance using cognitive restructuring techniques, in the experimental group there were 70% of students in the low category, 30% of students were in the medium category. Then after being given group guidance using cognitive restructuring techniques, it is known that 20% of students are in the medium category, 50% of students are in the high category and 30% of students are in the very high category. Furthermore, in the control group, before being given group guidance without special treatment, it was known that 50% of students were in the low category, and 50% of students were in the medium category. Then after being given group guidance without special treatment there are 50% of students in the medium category, 40% in the high category, and 10% in the very high category. Thus, group guidance using cognitive restructuring techniques is effective to increase student resilience in the era new normal.

Table 2. Analysis Results of Kolmogorov Smirnov 2 Independent Samples of Student Resilience in Experiment and Control Groups

		Posttest Resiliensi Siswa
Most Extreme Differences	Absolute	,800
	Positive	,000
	Negative	-,800
Kolmogorov-Smirnov Z		1,789
Asymp. Sig. (2-tailed)		,003

a. Grouping Variable: Kelas Posttest Eksperimen dan Posttest Kontrol

Based on the table above, the Z value for the two-tailed test is 1.789 with a probability number of Sig. (2-tailed) the resilience of the experimental group and control group students was 0.003 or the probability was below 0.05 ($0.003 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted, namely "there is a significant difference in the resilience of the experimental group students who followed group guidance using cognitive restructuring techniques with the control group who was given group guidance without special treatment".

In the data description section, it can be seen that the average of the experimental group is higher than that of the control group. The difference occurred because the experimental group was given treatment in the form of group guidance using cognitive restructuring techniques, while the control group was given group guidance on student resilience without special treatment. So it can be concluded that group guidance services use effective cognitive restructuring techniques to increase student resilience in the era new normal.

Conclusion

Based on statistical analysis and hypothesis testing on the results of the study, several conclusions were obtained as follows; there is a significant difference in the resilience of the experimental group students before and after following group guidance using cognitive restructuring techniques, there is a significant difference in the resilience of the control group students before and after being given group guidance without special treatment. There is a significant difference in the resilience of the experimental group students who follow group guidance using cognitive restructuring techniques with the control group who are given group guidance services without special treatment. Thus, group guidance using cognitive restructuring techniques is effective in increasing student resilience in the era new normal compared to the control group by providing group guidance without special treatment.

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