

Effectiveness of cognitive behavior therapy counseling group setting in overcoming student's social anxiety

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Abstract

Social anxiety is one of the important factors that can obstruct students in the process of achieving the development to the optimal direction. Anxiety begins maladaptive cognitive, resulting in ineffective behavior. CBT is one approach to maladaptive cognitive restructuring and ineffective behavior. This study aims to examine the effectiveness of CBT counseling group settings in overcoming students' social anxiety. This research uses a quantitative approach with Quasi Experiment method through The Non Equivalent Control Group design. The subjects were 9 students of control group and 9 students of the experimental group. Data were analyzed using Wilcoxon Signed-Rank Test and Kolmogorov Smirnov 2 Independent Samples. The research findings show that CBT counseling group setting is effective in overcoming student social anxiety. The results of this study can be used as one of the strategies in overcoming the social anxiety of students.

Keywords: social anxiety, cognitive behavior therapy, student.



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Introduction

Educational attainment is closely related to intellectual maturity achievement, stable emotions, and good social skills. Hurlock (2009) explains the importance of achieving the social development tasks of students as adolescents, such as achieving new relationships more mature with peers, achieving social roles as men or women in social situations.

New relationships and social roles experienced by students are not all facts acceptable and performed by students as teenagers. Many students can't adjust to the social changes that occur, resulting in various social problems, one of which is social anxiety or in other words social anxiety. Social anxiety that occurs when individuals experience social changes in entering new situations and foster new adjustments with the situation as well. Social anxiety is characterized by fear when in social situations, such as fear of being watched, afraid of acting on self-disguising things (Greca & Lopez, 1998; American Psychiatric Association, 2013, Yousaf, 2015). Adolescence is a period that has the highest risk for the occurrence of social anxiety problems, resulting in academic disruption (inactivity of students in the classroom, extracurricular activities to be limited, the number of student absenteeism that resulted in low student academic achievement in school) the relationship between personal and student development (Spur & Stopa, 2002; Wittchen & Fehm, 2003; Swinson, 2006;

Rapee, 2009; Tillfors, 2012). Individuals who have social anxiety are seen from three aspects namely cognitive, behavioral and physical (Hoffman & Dibartolo, 2010). Social anxiety Association (SAS) in 2008 found data that 7% of the world's population experience social anxiety) and continue to grow up to 13%. About 5.3 million Americans experience social anxiety. The percentage expressed by SAS does look small, but a small amount of social anxiety can be fatal. The possible fatal consequences are suicide (Olivarez, Garcia, & Pina, 2009). Research Hofmann & Dibartolo (2010) found data that as much as 61% of teenagers experience social anxiety with high category.

A study Joshi (2013) conducted on 1500 students reported that there is anxiety. The results of research Vriends, Pfaltz, Novianti, & Hadiyono (2013) associated with social anxiety conducted in Indonesia in 2013 obtained data as much as 15.8% of individuals who experience social anxiety. Miers, Blote, Rooij, & Bookhorst (2013) there is an increase of approximately 9.6% of early social anxiety symptoms of adolescence at age 10. Counseling services have techniques and approaches to guide students to social anxiety can be overcome well, one of them is through Cognitive Behavior Therapy (CBT) approach.

CBT is an approach that focuses on reconstruction or cognitive deviation from deviations from adverse events both physically and psychologically, and then builds more productive ways of thinking and more positive behavior. Morris, E. P., Mensink, D., & Stewart (2001) CBT is the most commonly used treatment and the most successful treatment for social anxiety disorder.

Wilding & Milne (2008) CBT can overcome social anxiety, panic, phobia, health anxiety disorder, post traumatic stress disorder, obsessive compulsive disorder and generalized anxiety disorder. Rahmanian, Mirzaian, & Vansolfa (2013:158) CBT in group format is the best intervention to overcome social anxiety. Kurnanto (2013:1) "Through the group, individuals achieve their goals and relate to others in an innovative and productive way". Previous researchers who examined CBT therapy in reducing the anxiety level of Arum, Widyorini, & Roswita (2013) under the title "The Effectiveness of Cognitive Behavior Therapy with Media Play to Overcome School Anxiety in Children with Intellectual Borderline". This study used experimental design with anxiety variable of schooling in children with borderline intellectual level. The results show that behavioral cognitive therapy may decrease the level of anxiety experienced by the child, even increasing the subject's confidence in social interaction. Zakiyah's study (2014) entitled "The Influence and Effectiveness of Cognitive Behavior Therapy (CBT) Computer-Based Clients of Anxiety and Depression". This research uses literature study method with explorative descriptive approach. The results show that CBT is effective in overcoming anxiety and depression. Based on the problems that have been described above, this research is important to do. Therefore experimental research on " Effectiveness of Counseling Cognitive Behavior Therapy Group Setting in Overcoming Student Social Anxiety ".

Method

This research used quantitative approach with Quasi Experiment method through The Non Equivalent Control Group design. The subjects of the study were 9 control group students and 9 students of the experimental group identified as having very high, medium, low, very low social anxiety taken from pretest processing. Data were analyzed using Wilcoxon Signed-Rank Test and Kolmogorov Smirnov 2 Independent Samples.

Result and Discussion

Result of Pretest and Posttest of Experiment Group

Based on data of pretest and posttest result of experimental group and control group, it can be seen the difference of student social anxiety score in Table 1 below.

Tabel 1. Recapitulation of Pretest and Posttest Result of Experiment and Control Group

Experiment Group				Control group			
Respondent	Pretest	Posttest	quarrel	Respondent	Pretest	Posttest	quarrel
PT	274	111	89	MS	198	170	28
D	265	105	75	AS	181	168	13
FK	264	101	77	ZH	180	160	20
OLV	255	98	72	KV	171	142	29
SL	232	100	68	FL	165	138	27
HM	229	95	43	FM	140	120	20
AN	198	90	40	FR	130	108	22
SND	196	70	35	AD	102	90	12
DN	171	56	17	DW	75	67	8
Total	1342	826	516		1342	1163	179
Average	149,1	91,7	57,3		149,1	129,2	19,88

Based on Table 1 above, it can be concluded that the experimental and control groups experienced a decrease in the social anxiety scores after treatment, but the decrease in social anxiety of experimental group students with CBT counseling group setting was greater than control group using counseling without CBT.

Test Result of Pretest and Posttest of Experiment Group

The first hypothesis proposed in this study was "There was a difference in the mean scores of social anxiety of experimental group students before and after joining CBT group setting activity". Based on the data, the probability of Asymp is obtained. Sig. (2-tailed) of 0.008 or probability below alpha (0.008 < 0.05). Based on the result, H0 was rejected and H1 accepted. Thus, it can be concluded that "There are differences in social anxiety of experimental group students before and after treatment given CBT group setting counseling".

Pretest Test Results and Posttest Control Groups

The second hypothesis tested in this study was "There was no difference in the mean scores of social anxiety of control group students before and after counseling without CBT". The analysis results obtained by Asymp value. Sig. (2-tailed) value is 0.008 less than 0.05, it can be concluded that "H0 is rejected and H1 accepted". This means that there is a difference between student social anxiety for pretest and posttest control group after counseling without CBT group setting. Thus, the second hypothesis tested in this study was rejected stating that "There was no difference in social anxiety of control group students before and after treatment of CBT group setting counseling". However, the results of the analysis indicate that there are differences in social anxiety of control group students before and after being given treatment of CBT counseling group setting".

Posttest Test Group Experiment Results with Control

Testing of this third hypothesis was used Kolmogorov Smirnov 2 Independent test techniques. The third hypothesis tested was "There was a difference in the social anxiety of the experimental group given CBT group setting, with the control group students given counseling without CBT". Based on these techniques, the test results of Kolmogorov Smirnov 2 Independent test analysis on the posttest can be for two-tailed test is 0.037. Based on the above description it can be concluded that "CBT Counseling group setting was effective in addressing student social anxiety". The decrease in the experimental group scores was greater than the control group.

Social Anxiety Differences Student Experiments Group Before and After Given Counseling CBT Group Setting

According to the hypothesis testing results that said "There was difference in mean score on student social anxiety". Before (pretest) and after (posttest) were given CBT group setting counseling, which the posttest average score was significantly lower than pretest. The effectiveness of CBT approach in overcoming social anxiety can be seen from the result of research of Asrori (2009) entitled "Behavioral Cognitive Therapy to Overcome Social Anxiety". The results of this study prove that behavioral cognitive therapy or CBT is effective in overcoming students' social anxiety. In addition, Herbert, Rheingold & Goldstein's research results(2002), entitled "Brief Cognitive Behavioral Group Therapy for Social anxiety Disorder" also proves that CBT counseling is effective in overcoming social anxiety.

Stallard (2004) CBT effectively addresses issues related to interpersonal or social relationships. The existence of cognitive distortion then raises the wrong thinking or belief of a situation, such as individual events while in a social situation. CBT can change the not adaptive thinking in assessing things into adaptive thinking, so that the ultimate impact of behavior generated in the form of adaptive behavior as well. Based on the above explanation, it can be concluded that CBT group counseling setting is effective in overcoming student social anxiety. Counseling CBT group setting is very important for students at school, because through CBT counseling group settings students gain understanding, insight, problem solving, and new skills that can be developed to a more optimal direction.

Social Anxiety Differences Student Controls Group Before and After Given Counseling CBT Group Setting

Based on the data analysis, it was found that in the control group there was a difference of social anxiety of students before being given counseling service (without CBT approach) with social anxiety (using CBT approach). Efforts are made to address social anxiety in addition to using CBT group counseling settings, also performed through information services provided to the control group. After being given information service there is a difference between student social anxiety control group pretest and posttest, but the difference is not significant. This is one of them because information services tend to only provide information or knowledge, but lack of dynamics, practice and interaction that are reciprocal in the treatment process.

Prayitno & Amti (2008) information services that giving understanding and knowledge to the individual or group about what is required for the completion of a task that are required of them. Guidance and counseling in the form of providing information services with lectures and frequently asked questions. Social anxiety students are expected to be reduced through the provision of information, knowledge, so that individuals or groups gain insight, knowledge needed him, especially in overcoming social anxiety. So, it can be concluded that student social anxiety can be changed by using counseling without using CBT approach. However, the change is not as effective as CBT counseling group settings, as in regular counseling activities only acquire new information and understanding without any exercise / activity that makes group members more independent and creative.

Social Anxiety Differences Student Experiment Group and Control Group

The results showed that there were significant differences in social anxiety of experimental group students who were given CBT counseling group setting with a control group given counseling service without CBT. CBT has the basic assumption that effects and behaviors are largely the result of cognitive influences, therefore cognitive and behavioral attributes can lead to changes in thinking,

feeling, and behavior (Stallard, 2004; Wilding & Milne, 2013). Through CBT, cognitive restructuring can be done to help individuals about matters relating to their social and behavioral situations when engaging with others. Therefore, CBT is one effort to change student social anxiety related to mindset and behavior in an effective way by using CBT group counseling (Aydin, Tekinsav, & Sorias, 2010)

The cognitive and behavioral changes that occur in group members are inseparable from the role of CBT specifically applied in group settings, giving many opportunities for restructuring, homework, training to challenge their own thinking, in addition to achieving engagement and motivation, comfort, psychosocial education, comparison and social support of group members (Christner, Stewart & Freeman, 2007). CBT is effective in helping others with social anxiety (Herbert, Rheingold & Goldstein, 2002). The success of CBT group counseling was also supported by Duana and Hadjam entitled "Cognitive-Behavioral Therapy in Group for Social Anxiety in Female Adolescent with Obesity" on 2012. The results of using a measuring tool diary checklist shows CBT counseling was very useful to overcome the social anxiety of group members (group).

Suryaningrum (2012) reveals Cognitive Behavior Therapy effective in lowering the level of student social anxiety. So it can be concluded that social anxiety can be overcome by CBT counseling group setting and counseling without CBT. However, in terms of scores and process activities, experimental groups are more effective in addressing student social anxiety.

Based on the above discussion can be concluded in general CBT counseling group setting and counseling without using CBT were effective in reducing student social anxiety, but the decline in CBT counseling scores was more effective than counseling without CBT.

Conclusion

1. There were significant differences in social anxiety scores before and after counseling using CBT group settings.
2. There were significant differences in social anxiety scores before and after counseling without using CBT group settings.
3. There were significant differences in social anxiety scores of experimental group students who were given CBT counseling group setting and control group that were given counseling without using CBT group setting with an average score of decrease in the experimental group greater than the control group.

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