COUNTER BALANCE DESIGN GROUP COUNSELING THROUGH COGNITIVE RESTRUCTURING AND MODELING IN INCREASED SELF-ESTEEM

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ABSTRACT

Opposed to students with low self-esteem, students with high self-esteem have high confidence and self-efficacy to reach their dreams. Cognitive behavioral counseling has proven to increase self-esteem.

KEYWORDS: Behavioral, Cognitive Counseling, Self-Esteem, Cognitive Reconstruction, Modeling

INTRODUCTION

Self-esteem is the ability to assess oneself both negatively and positively. Among the positive behavior are self-respect, self-acceptance, and self-appreciation. Self-esteem heavily influenced motivation, emotion, and behavior .Self-esteem corresponds with constructing affective. Affective characteristics induced by cognitive (thinking), affect the person's behavior as explained in behavioral theory. Self-esteem influenced by cognitive aspects, affect the person's behavior as well (Kahng & Mowbray, 2005).

The purpose of this research is to know the effectiveness of cognitive reconstruction and modeling technique in increasing student's self-esteem. The existing hypotheses in this research are: "Cognitive Behavioral Counseling to Increase SambitPonorogo High School students' self-esteem" and "Cognitive Reconstruction and Modeling Technique Has the Same Effectiveness."
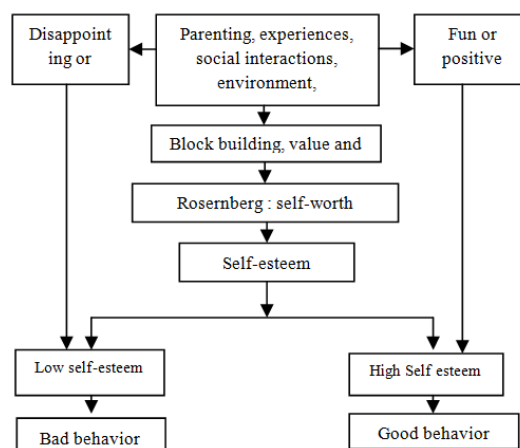

Figure 1: Self-Esteem Arrangements by Rosenberg (1965)

Figure 1 show off how self-esteem was constructed. Based on that, the researcher wants to try to increase student's self-esteem by choosing treatment or intervention which able to construct self-esteem as showed on Figure

1.explains that parenting, experiences, social interactions, environment and consciousness give certain value block to forming certain beliefs.

There are two types of value blocks, value block formed by disappointing experiences and value block from positive experiences. Negative value block implanted in someone will make the person to have low self-esteem. On the contrary, positive value block makes the person to have high self-esteem. Self-esteem, which occurs because of affective construct enters the cognitive of a person, affects said person's behavior. Hence a person's cognitive are interchangeable by creating new cognitive.

According to Meichenbaum & Deffenbacheer (in Gelson & Fretz. 2001), the procedure of cognitive reconstruction is: 1) Evaluate (E) the validity of student's beliefs and thoughts, 2) Assess (A) student's hopes to achieve behavioral predictions and other responds, 3) Explore the cause of the other student's behavioral response, 4) Train (T) student to lose negative thoughts, 5) Alter (A) catastrophic thinking styles. As shown in Figure 2.

Modeling Technique

Modeling is a technique to produce new behavior or a procedure when someone learns expected behavior through observation of other behavior. Modeling technique in this research emphasized on symbolic modeling, which is a model inside a movie clip with the psychological elements of how self-esteem affects behavior that could be their strength. According to Bandura (in Santrock, W.J. 2004), modeling have some steps which are: 1) Attention (A) or adjustment, 2) Observation, retention (R), 3) Motor reproduction (M), and 4) Motivational reinforcement (M). This technique can be used to form new behavior in students and/or strengthen existing good behavior. As shown in Figure 2.
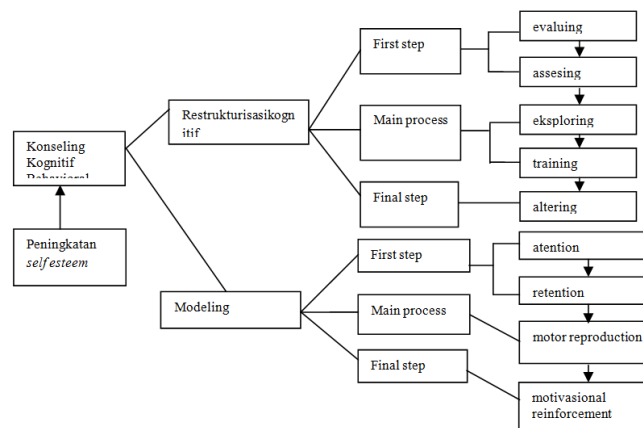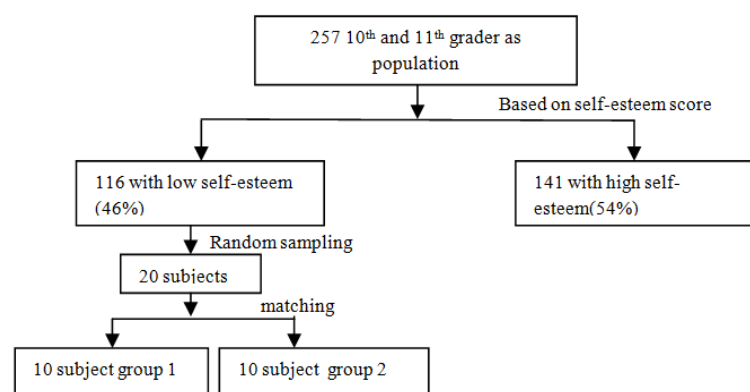

Figure 2: Cognitive Behavioral Counseling Steps

METHODS

Simple random sampling (Frankel &Wellen, 2009) selects 20 subjects from 116 students with low self-esteem from a population of 257 students of 10th and 11th grade at Submit high school. Stratification of 116 students with low self-esteem (46%) and 141 students with high self-esteem (54%) followed by selecting 20 students with low self-esteem randomly. The selected 20 students are divided into 2 groups with matching.

Table 1: Self-Esteem Score of Submit High School Student (Rosenberg Adaptation, 1963)

Klas *self esteem*	Skor	Jumlah siswa
Tinggi	$30 \geq 40$	141 (54%)
Rendah	$15 \geq 29$	116 (46%)
Sangat rendah	$10 \geq 14$	-
		$\sum$ 257 siswa

The instruments used here are Cognitive Behavior Counseling by cognitive reconstruction and modeling technique. There are 10 sessions for each technique. The topics are self-satisfaction, self-consciousness, self-positivity; equal capability, pride, self-appreciation, respects, and failures are pending success.

Figure 3: Simple Random sampling election Fraenkel & Wallen (2009)

Cognitive Behavior Counseling with cognitive reconstruction technique was one in 3 steps: 1) First step of counseling with evaluation (E) of negative a positive thought of the students in each topic, then assess (A) which needs to be replaced or secured. 2) Main step starts with an exploration of the effects of each negative and positive thoughts in daily life, and train (T) to have positive thoughts and implementation in daily life, 3) last step (A) binding student's commitment and follow up plan.

The modeling technique was done in 3 steps, 1) First step by observing movie clip which consists of the topics in each session, students are encouraged to remember (R) occurring thoughts, and it's meaning in daily life, 2) middle step train students to imitate and think like the model, express it in certain events, motivate and strengthen students to implement positive thoughts in daily life and to avoid the negative ones, 3) last step is to bind the students to commit and follow up plan.

RESULT AND DISCUSSIONS

The hypothesis is that cognitive behavior counseling through reconstruction and modeling technique could increase self-esteem. The tests were done by analyzing subjects' data. To test if self-esteem scoreis relevant to cognitive reconstruction treatment and modeling, the usage of ANOVA is necessary, with software MINITAB 16 while at the same time testing which treatment is more effective.

Descriptive Analysis

The data which were obtained includes mean score and deviation standard. Self-esteem scoring was measured from 10 items which divided into two groups' self-worth and self-acceptance each has 5 questions. Each group's score ranged from 1-4 with a maximum score of 20. Hence a maximum score for self-esteem test is 40.

Self-esteem Pre Test Result

The pretest data are divided into two subject groups, each consists of 10 students. In counter balanced system, subjects from both groups are given two kinds of treatments with different order. Table 4.21 shows that group 1 has a mean score of 24, 70 and a standard deviation of 3,40, while group 2 has a mean score of 25,60 and deviation standard of 3,41.

Table 2: Self-esteem pretest scores

Subject	N	Mean	Std Deviation
Group 1	10	24.70	3.40
Group 2	10	25.60	3.41
Total	20	25.15	3.35

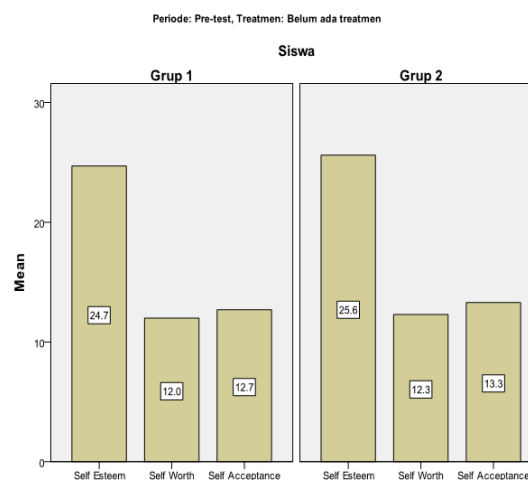Table 2: shows that both groups have similar result.

Figure 1: Show That Figure 1 Has a Slightly Higher Score than Group 1 for self-Esteem, self-worth, and self-Acceptance

Self-esteem Post Test Result

The data described below are the self-esteem post test score from both techniques. The score differences from both techniques are as shown on Table 2.

Table 3: Self-esteem Post Test Score

Treatment	N	Mean	Std. Deviation
Modeling	20	32.60	4.73
Cognitive Reconstruction	20	32.30	5.02
Total	40	32.45	4.81

Table 3 shows the mean scores and the deviation standard of self-esteem post test in modeling treatment is 32.60 and 4.73, whereas cognitive reconstruction treatment is 32.30 and 5.02.
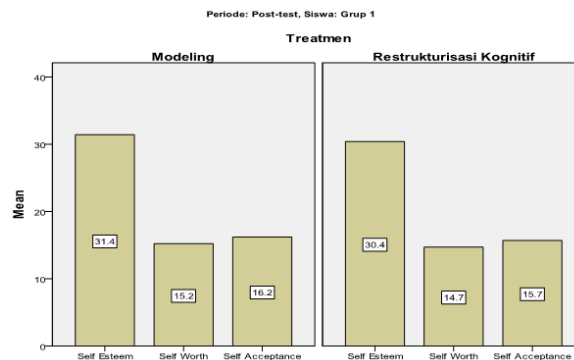

**Figure 2: Distribution of Post Test Score in Modeling and Cognitive
Reconstruction Treatment in Figure 1**

In Group 1, post test score from modeling technique is higher than cognitive reconstruction technique. The mean score for self-esteem in modeling techniques is 31.4 whereas in cognitive reconstruction is only 30.4, compared to pre test score for self-esteem which is only 24.7. The mean score for self-worth in modeling techniques is 15.2 whereas in cognitive reconstruction is only 14.7, compared to pre test score for self-esteem which is only 12.0. The mean score for self-acceptance in modeling techniques is 16.2 whereas in cognitive reconstruction is only 15.7, compared to pre test score for self-esteem which is only 12.7.
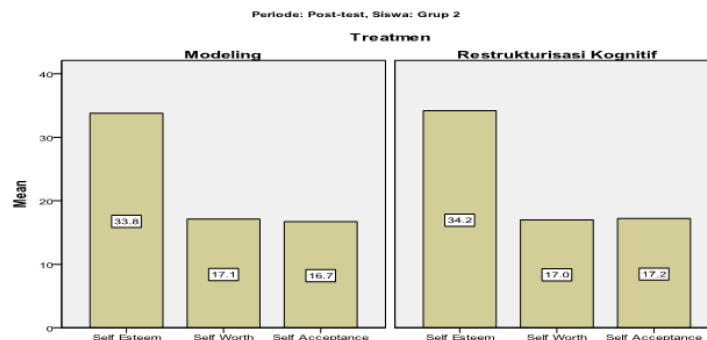

**Figure 3: Distribution of Post Test Score in Modeling and
Cognitive Reconstruction Treatment in Figure 2**

In figure 2, the mean score for self-esteem in cognitive reconstruction techniques is 33.8 whereas in modeling is only 34.2, compared to pre test score for self-esteem which is only 25.6. But the mean score for self-worth in modeling techniques is higher which is 17.1 whereas in cognitive reconstruction is only 17.0, compared to pre test score for self-esteem which is only 12.3. The mean score for self-acceptance in modeling techniques is 16.7 whereas in cognitive reconstruction is only 17.2, compared to pre test score for self-esteem which is only 13.3.

The result shows significant improvement of self-esteem, self-worth, and self-acceptance using both techniques. The result also shows that Cognitive Behavioral Counseling using modeling technique and cognitive reconstruction technique only has slight difference in terms of mean scores and standard deviation.

Normal Distribution Assumption Test

The Normal Distribution Assumption Test is part of the statistic method which was used in this research. The method is paired and independent test.

The normal assumption test was done towards the self-esteem score of each group. The test was done using Kolmogorov-Smirnov test with significance level α = 0.05. The results of the normality tests for each group are shown on Table 4.23 and 4.24.

The test is needed to know if the population distributed normally. The statistic hypotheses for this test are:

H0: Data is distributed normally

H1: Data is not distributed normally

If analysis shows that data is distributed normally (p>0.05), then statistic method of paired and independent test can be continue. Whereas if data is not distributed normally, transformation of the data is needed, followed by another normal distribution test. If transformation data still didn't change the distribution, then statistic method will be changed to non parametric statistic method.

Table 4: Normal Distribution Test of Pre Test Data

Kelompok	Kolmogorov-Smirnov		
	Statistik	Df	P
Grup 1	0,691	10	0,726
Grup 2	0,504	10	0,961

Notes: if sig>0.05, data is distributed normally.

In Table 4, statistic test using Kolmogorov-smirnov in pretest score of Group 1 and 2 shows that the data are distributed normally (p > 0.05). This means that the self-esteem pre test data has fulfilled the assumption. For the normal distribution test of self-esteem post test is shown on Table 4.

Table 5: Normal Distribution Test in Post test Data

Treatment	Kolmogorov-Smirnov		
	Statistik	Df	P
Modeling	0,855	20	0,458
Cognitive Reconstruction	0,999	20	0,271

Notes: if sig>0.05, data is distributed normally.

In Table 5, statistic test using Kolmogorov-smirnov in pretest score of Group 1 and 2 shows that the data are distributed normally (p > 0.05). This means that the self-esteem post test data has fulfilled the assumption.

Result of Mean Difference Test between Pre Test and Post Test

Self-esteem test was done before and after treatments are given. Both result act as paired data. Paired *t* result for the mean difference of self-esteem score before and after modeling treatment are shown on Table 5.

Table 6: Mean Difference Test between Pre and Post Modeling Treatment

Scores	N	Mean	Diff	T	P
Post test	20	32,60	7,45	8,157	0,000
Pre test	20	25,15			

After modeling treatment, the mean score increased by 7.45. Paired *t* test showed t = 8.157 and p = 0.000. All of them proved that there are significant increase in self-esteem score after modeling treatment is given.

Table 7: Mean Difference Test between Pre and Post Cognitive Reconstruction Treatment

Scores	N	Mean	Diff	t	P
Post test	20	32,30	7,15	8,263	0,000
Pre test	20	25,15			

After cognitive reconstruction treatment, the mean score increased by 7.15. Paired *t* test showed t = 8.263 and p = 0.000. All of them proved that there are significant increase in self-esteem score after cognitive reconstruction treatment is given.

Mean Difference Test Result between Modeling Treatment and Cognitive Reconstruction.

The tested Hypothesis 0 (H0) state that "Modeling Treatment and Cognitive Reconstruction in Increasing Self-esteem Have Similar Effectiveness". This hypothesis was proven using the ANOVA analysis. The data of this analysis result are shown on Table 8.

Table 8: ANOVA Self-esteem Result

Source	DB	Total Square	Middle Square	F	P
Occasional	1	4,90	4,90	1,16	0,296
Group	1	96,10	96,10	22,70	0,000
Treatment	1	0,90	0,90	0,21	0,650
Person(Group)	18	725,80	40,32	9,52	0,000
Error	18	76,20	4,23		
Total	39	903,90			

ANOVA result shows that both treatment is not significant to self-esteem (F=0.21; p= 0.650), neither is treatment occasional order (F=1.16; p=0.296). The most significant factor for self-esteem came from Group (F=22.70; p=0.296) followed by personal factor (F-9.52; p=0.000). This can be explained by Learly & Tangney research in 2003 which state that cognitive reconstruction are strengthen through group discussion. From this analysis, Hypothesis 0 is accepted and proved that there is no significant difference in self-esteem score using modeling treatment or cognitive reconstruction treatment.
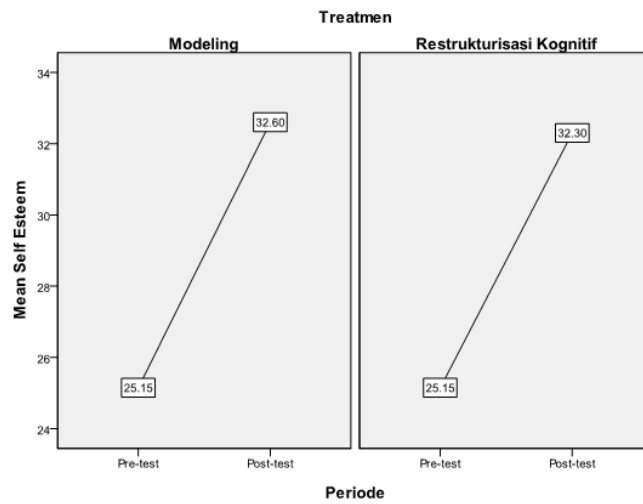
Figure 4: Self-esteem Score in Modeling Treatment and
Cognitive Reconstruction Treatment.

Table 3. and 4 show that both modeling and cognitive reconstruction treatment increaseself-esteem as shown on Figure 4. The increased values of both treatments areonly slightly different, which means that both treatments have the similar effectiveness in increasing self-esteem.
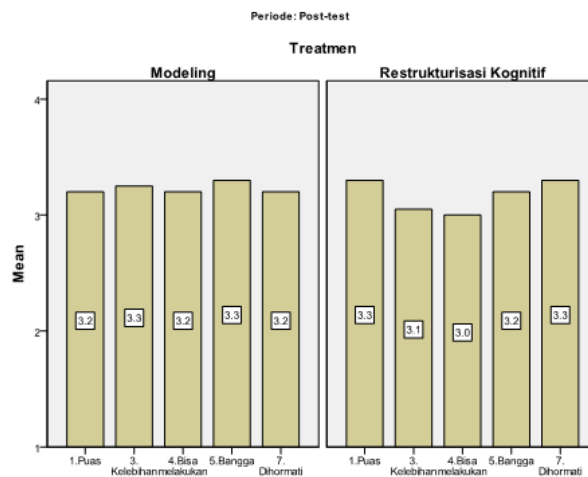

Figure 5: Self-worth Score in Modeling Treatment and
Cognitive Reconstruction Treatment

Both modeling and cognitive reconstruction treatment increaseself-worth as shown on Graphic 4.45. The increased values of both treatments are only slightly different, which means that both treatments have the similar effectiveness in increasing self-worth.
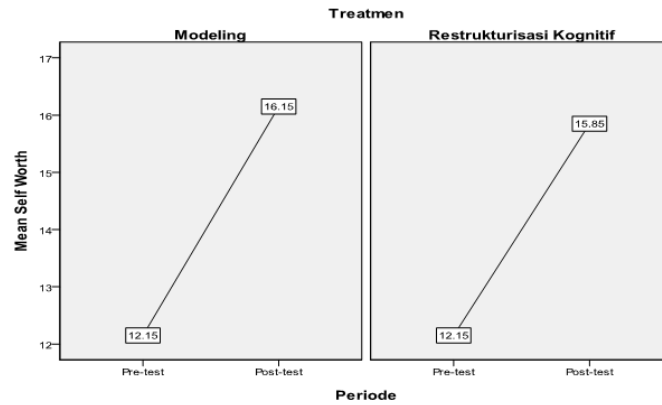
**Figure 6: Self-worth Indicators on Modeling and
Cognitive Reconstruction Treatment**

As shown on Figure 6, modeling treatment advanced in shaping the indicators of strength, capability, and pride of self-worth while cognitive reconstruction advanced in satisfaction and respect of self-worth.
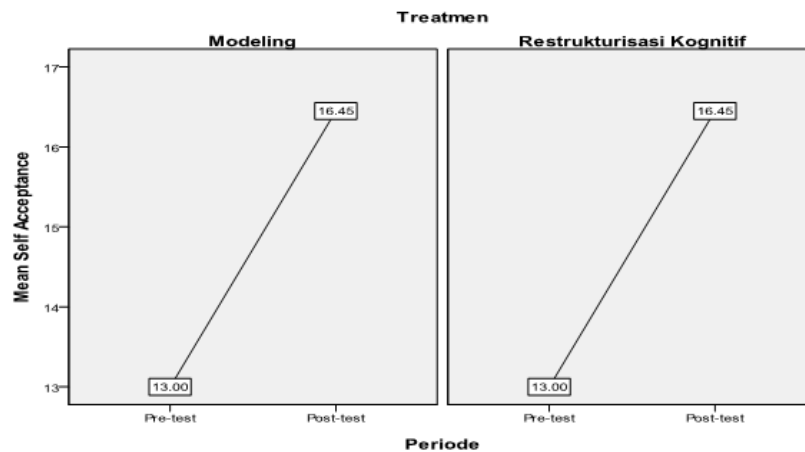

**Figure 7: Self-acceptance Score in Modeling Treatment and
Cognitive Reconstruction Treatment**

Both treatments increase self-acceptance as shown on Figure 7. The increased values of both treatments are only slightly different, which means that both treatments have the similar effectiveness in increasing self-acceptance.
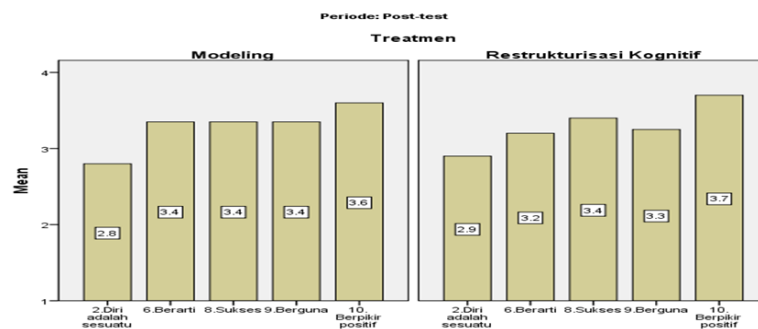

**Figure 8: Self-acceptance Indicators on Modeling and
Cognitive Reconstruction Treatment**

As shown on Figure 8, modeling treatment advanced in shaping the indicators of meaningful thoughts, success and useful of self-acceptance while cognitive reconstruction advanced in satisfaction and respect of self-acceptance self-consciousness, success, and positive thoughts.

CONCLUSIONS

Based on the analysis that has been presented, it can be concluded that:

- Cognitive Behavioral Counseling using cognitive reconstruction and modeling treatment can increase students' self-esteem.

- Cognitive reconstruction treatment and modeling treatment has similar effectiveness in increasing self-esteem.

- ANOVA analysis show that both treatments are not significant in increasing self-esteem, but instead, group factor and personal factor are.

- Each treatment advanced in different indicators in self-worth and self-acceptance.

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