



## THE EFFECTIVENESS OF GROUP GUIDANCE USING THE COGNITIVE BEHAVIOR THERAPY APPROACH WITH COGNITIVE RESTRUCTURING TECHNIQUES TO INCREASE STUDENT SELF-ESTEEM

Tiara Maiza Dianti<sup>1</sup>, Neviyarni<sup>2</sup>

<sup>1,2</sup> Guidance and Counseling, Universitas Negeri Padang

Correspondence E-mail: [tiaramaizadianti11@gmail.com](mailto:tiaramaizadianti11@gmail.com)

### Abstract

Success in learning will generate positive self-esteem. Competence and achievement are integral elements of self-esteem and related to self-esteem assessment, at SMAN 4 Sungai Penuh it is still found students who have low academic self-esteem such as being ashamed of their physical condition which is not ideal so they do not dare to present themselves, the lack of student effort in practicing self-ability. Conditions like this are a concern, so efforts are needed to increase student self-esteem by providing group guidance services with cognitive restructuring techniques. Therefore, this study aims to (1) analyze the differences in self-esteem of students in the experimental group before and after attending group guidance services using the CBT approach with cognitive restructuring techniques, (2) analyzing the differences in self-esteem of students in the control group before and after attending group guidance services commonly used by counseling teachers at schools (3) analyzing differences in self-esteem of students in the experimental group who attended group counseling services using the CBT approach with cognitive restructuring techniques with groups controls who attended group guidance services that are usually used by guidance counselors at school. The research method used is a quantitative approach. This type of research is a quasi experiment. The sample of this research is 10 students for the experimental group and 10 students for the control group. Sampling using the Slovin formula and sampling with purposive sampling technique. The data collection technique uses a self-esteem scale, Data were analyzed using the Wilcoxon signed ranks test and the Kolmogorov-Smirnov two independent samples using SPSS version 25.00. The results showed that (1) there was a significant difference in the self-esteem of the experimental group students before and after attending group guidance services using the CBT approach with cognitive restructuring techniques, (2) there was a significant difference in the self-esteem of the control group students before and after attending the service group counseling which is usually used by counseling teachers at school, and (3) there are differences in the self-esteem of students in the experimental group who take part in group guidance services using the CBT approach with cognitive restructuring techniques and the control group who take part in group counseling services which are usually used by counseling teachers in schools, This can be seen in the posttest average score of the experimental group which was higher than the control group's posttest average score. So, group counseling cognitive behavior therapy with cognitive restructuring techniques is effective for increasing student self-esteem.

**Keywords:** *Group Guidance, Cognitive Behavior Therapy, Cognitive Restructuring, Self-Esteem*

### 1. INTRODUCTION

The development of self-esteem, both global self-esteem and selective self-esteem in individuals, starts from childhood to adulthood, only to experience a decline in adolescence. Among high school students and in the community, symptoms of low self-esteem are already visible in the behavior of students' daily lives (Puluhulawa, Djibran, & Pautina, 2017). Attitudes prefer to blame themselves and others, do not want to accept one's own shortcomings, lack respect for others, lack self-confidence, have a negative view of oneself. Adolescence is the period that

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most determines the development of self-esteem or self-esteem, the development of self-esteem in a teenager will determine his success or failure in the future (Sasmita, Neviyarni, Karneli, & Netrawati, 2021). According to Mruk (2012) self-esteem is a person's evaluative attitude towards himself, namely the individual's affective superiority in obtaining success in displaying social assessment of his self-concept based on feelings about values and feelings accepted as a consequence of his awareness of competence and the feedback he receives from the environment. closest. Self-esteem becomes an important factor for adolescent development. Adolescents need good self-esteem to achieve success in academic, social and mental health (Bos, et al. 2006).

The problems found at SMAN 4 Sungai Penuh showed low student self-esteem, namely 45.5% of students had a moderate level of self-esteem, 9.59% of students were in the low category, 4.2% of students were in the very high category, 40, 71% in the high category. Previous research by Rohisfi (2022) also revealed a picture of self-esteem of students in Sungai Penuh City in the low category with a percentage of 64.5%, medium 25.8%, high 9.7%, very high 0% and very low 0%. Self-esteem problems experienced by students can be handled by the counseling teacher/counselor by using group guidance services. According to Fauziah, Neviyarni, Karneli, & Netrawati (2020) one way that can be done by counseling teachers/counselors is by modifying group guidance services using an approach that requires deeper study. In order to optimize the implementation of group guidance services, the researchers chose several appropriate approaches. According to Guindon (2009) describes a number of interventions that can be used to increase self-esteem in a person, including reality therapy, solution focused therapy, narrative therapy, play therapy, eye-movement desensitization and reprocessing, process-based forgiveness, and cognitive behavior therapy. . Meanwhile, according to Moloud, Saeed, Mahmonir, & Rasool (2022) that Cognitive-behavioral group therapy is effective for increasing prices because it can change ways of thinking and improve communication. Agree with Wright et al (2016) that the purpose of CBT is to identify, question and change mindsets and their consequences with behavior and emotions. A person's feelings and behavior are largely determined by the way a person sees and evaluates his cognition (Zabel et al., 2022). In this study the researchers chose the CBT approach with cognitive restructuring techniques to be used as an intervention to increase student self-esteem. Zabel et al (2022) to increase self-esteem can be carried out in the form of groups based on CBT interventions that are adapted to the theme of self-esteem.

It is important for individuals to increase self-esteem because self-esteem is a very strong basic human need that makes an important contribution in the course of life which is necessary for healthy development and normal survival (Putri, Neviyarni, Marjohan, Ifdil, & Afdal, 2022) . Agree with Faiza (2022) self-esteem is very important for every individual because self-esteem is responsible for healthy personality traits, academic success, work, happiness, and interpersonal harmony as well as increased overall well-being. The purpose of this intervention is to help students overcome self-esteem problems that occur, because low self-esteem will have a negative impact on students. According to Putri, Neviyarni, Marjohan, Ifdil, & Afdal (2022) if individuals have low self-esteem it often causes problems with mental disorders such as depression, anxiety, and problems in learning so that it will hinder personal psychological growth because positive self-esteem can grants resistance, strength, and the ability to regenerate. Agree with Sukma (2022) if these problems are not resolved, it will hinder the fulfillment of adolescent developmental tasks and interfere with their readiness to enter the next stage of development. Students who have high self-esteem will certainly provide many benefits such as arousing self-confidence, self-esteem, feeling confident in their own abilities, feeling useful and feeling that their presence is needed in this world (Putri et al., 2022). A teenager who has high self-esteem will be sure that he can achieve what he and others expect, so that belief will motivate the teenager to really achieve what he wants (Refnadi, 2018).



## 2. IMPLEMENTATION METHOD

The research method used is a quantitative approach. This type of research is a quasi experiment. The population in this study were class XI students at SMAN 4 Sungai Penuh for the 2022/2023 academic year, totaling 288 students. The sample of this research was 20 students divided into two groups, 10 students for the experimental group and 10 students for the control group. Sampling using the Slovin formula and sampling with purposive sampling technique. Data collection techniques used a self-esteem scale, data were analyzed with the Wilcoxon signed ranks test and the Kolmogorov-Smirnov two independent samples with the help of SPSS version 25.00.

## FINDINGS

Hypothesis testing in statistical analysis using the help of the SPSS version 25.00 program, the Wilcoxon signed ranks test was used to analyze the results of paired observations of the two data whether they were different or not. Meanwhile, for two independent data, the Kolmogorov Smirnov 2 independent samples formula was used. The hypothesis tested in this study is as follows.

1. There was a significant difference in the self-esteem of the experimental group students before and after attending group guidance services using the CBT approach with cognitive restructuring techniques.
2. There was a significant difference in the self-esteem of the control group students before and after participating in the group guidance services commonly used by guidance counselors at school.
3. There was a significant difference in the self-esteem of the students in the experimental group who attended group guidance services using the CBT approach with cognitive restructuring techniques and the control group who were given group guidance services commonly used by guidance counselors at school.

The decision criteria for testing the hypothesis are as follows.

1. Accept  $H_0$  and reject  $H_1$  if the probability (sig 2-tailed)  $\geq$  alpha ( $\alpha = 0.05$ ).
2. Reject  $H_0$  and accept  $H_1$  if the probability (sig 2-tailed)  $\leq$  alpha ( $\alpha = 0.05$ ).

Based on the research that has been done, it is necessary to test the hypothesis. The hypothesis testing in this study is as follows.

### 1. First Hypothesis Testing

In the first hypothesis there is a significant difference in the self-esteem of the experimental group students before and after attending group guidance services using the CBT approach with cognitive restructuring techniques. Testing this hypothesis was carried out using the Wilcoxon signed ranks test statistical analysis technique using the SPSS version 25.00 program which can be seen in the table below.

Table 1. Results of the Wilcoxon Signed Ranks Test of Students' Self-Esteem Test between the Pretest and Posttest of the Experiment Group

Statistics test	
Posttest Experiment - Pretest Experiment	
Z	-2.805b
asympt. Sig. (2-tailed)	,005

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Table 1. shows that the Asymp probability figure. Sig. (2-tailed) students' self-esteem in the experimental group was 0.005 or the probability was below alpha 0.05 ( $0.005 < 0.05$ ). From

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these results,  $H_0$  is rejected and  $H_1$  is accepted. Thus, the first hypothesis tested in this study can be accepted, namely there is a significant difference in the self-esteem of the students in the experimental group before and after attending group guidance services using the CBT approach with cognitive restructuring techniques. Furthermore, to see about the direction of the difference, whether the pretest or posttest is higher, it can be seen in table 2. below.

Table 2. Directions of Differences in Pretest and Posttest Self-Esteem Students in the Experiment Group

		Ranks		
		N	Mean Ranking	Sum of Ranks
Experimental Posttest - Experimental Pretest	Negative Ranks	0a	,00	,00
	Positive Ranks	10b	5.50	55.00
	ties	0c		
	Total	10		

- a. Experimental Posttest < Experimental Pretest
- b. Experimental Posttest > Experimental Pretest
- c. Experimental Posttest = Experimental Pretest

Table 2 shows that of the 10 respondents in the experimental group who were involved in the calculations, they experienced an increase from pretest to posttest. Therefore, based on the results above, it can be interpreted that the experimental group experienced significant changes after following group guidance using the CBT approach with cognitive restructuring techniques. It can be seen that of the 10 students who attended group guidance services using the CBT approach with cognitive restructuring techniques, the posttest results were higher than the pretest results.

2. Second Hypothesis Testing

In the second hypothesis, there is a significant difference in the self-esteem of the control group students before and after attending the group guidance services that are commonly used by guidance counselors at school. Testing this hypothesis was also carried out using the Wilcoxon signed ranks test statistical analysis technique using the SPSS version 25.00 program which can be seen in table 3 below.

Table 3. Results of the Wilcoxon Signed Ranks Test of Students' Self-Esteem Test between Pretest and Posttest Control Group

Statistics test	
Posttest Control - Pretest Control	
Z	-2.805b
asymp. Sig. (2-tailed)	,005

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Table 3. shows that the Asymp probability figure. Sig. (2-tailed) the experimental group's self-esteem was 0.005 or the probability was below alpha 0.05 (0.005 < 0.05). From these results,



H0 is rejected and H1 is accepted. Thus, the second hypothesis tested in this study can be accepted, that is, there is a significant difference in the self-esteem of the control group students before and after being given the group guidance services commonly used by counseling teachers at school.

Furthermore, to see about the direction of the difference, whether the pretest or posttest is higher, it can be seen in table 4. below.

Table 4. Directions of Differences in Pretest and Posttest Self-Esteem Control Group Students

		Ranks		
		n	Mean Ranking	Sum of Ranks
Posttest Control - Pretest Control	Negative Ranks	0a	,00	,00
	Positive Ranks	10b	5.50	55.00
	Ties	0c		
	Total	10		

a. Posttest Control < Pretest Control

b. Posttest Control > Pretest Control

c. Posttest Control = Pretest Control

Table 4. shows that of the 10 control group respondents who were involved in the calculations, they experienced an increase from pretest to posttest. Therefore, based on the results above, it can be interpreted that the control group experienced significant changes after following the group guidance that is usually used by counseling teachers at school. It can be seen that of the 10 students who attended the group guidance service, the posttest results were higher than the pretest results. In the data description section, it can be seen that the experimental group and the control group both experienced an increase. However, the guidance of cognitive behavior therapy groups with cognitive restructuring techniques experienced a more significant increase compared to the control group which was given group counseling which is usually used by counseling teachers in schools regarding increasing student self-esteem.

### 3. Third Hypothesis Testing

In the third hypothesis, there is a significant difference in the self-esteem of the experimental group students who take part in group guidance services using the CBT approach with cognitive restructuring techniques with the control group being given group guidance services commonly used by guidance counselors at school. This hypothesis testing was also carried out using the Kolmogorov Smirnov statistical analysis technique with 2 independent samples using the SPSS version 25.00 program which can be seen in table 5. below.

Table 5. Results of Kolmogorov Smirnov Analysis 2 Independent Samples Self-Esteem Experiment and Control Group

Statistics test		Student Self-esteem Posttest
Most Extreme Differences	absolute	,800
	Positive	,000
	Negative	-,800
Kolmogorov-Smirnov Z		1,789
asympt. Sig. (2-tailed)		,003

a. Grouping Variable: Ex and Post Control Classes

Table 5. you can see the score of the probability number Sig. (2-tailed) students' self-esteem in the experimental group and the control group 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 that there is a significant difference in the level of student self-esteem between the experimental group that is given group guidance services using the CBT approach with cognitive restructuring techniques and the control group that is given group guidance services that are commonly used guidance counselor at school. In the data description section, it can be seen that the average experimental group is higher than the control group. This difference occurred because the experimental group was given treatment in the form of group guidance services using the CBT approach with cognitive restructuring techniques, while the control group was given group guidance services that are commonly used by counseling teachers at school. So, it can be concluded that group guidance services using the CBT approach with cognitive restructuring techniques are effective for increasing student self-esteem

### **3. RESULTS AND DISCUSSION**

The findings in this study were significant differences in the self-esteem of the students guided by the experimental group and the control group. Furthermore, to better understand conceptually the results of the research, a discussion of the results of the research is carried out as follows.

#### **1. Student Self-Esteem Pretest and Posttest Results in the Experimental Group**

In the first hypothesis there is a significant difference in the self-esteem of the experimental group students before and after being given group guidance services using the CBT approach with cognitive restructuring techniques. Based on the results of the study, the students' self-esteem scores in the experimental group before being given treatment were different from the students' self-esteem after being given treatment. The average score of students' pretest self-esteem before being given group guidance services using the CBT approach with cognitive restructuring techniques was 79 in the low category. After being given group guidance services using the CBT approach with cognitive restructuring techniques, student self-esteem has increased with an average score of 120.3 in the high category. This shows that group guidance services using the CBT approach with cognitive restructuring techniques can increase student self-esteem. The development of self-esteem both global self-esteem and selective self-esteem in individuals starts from childhood to adulthood, and decreases during adolescence (Bos, Muris, Mulken, & Schaalma, 2006). The problem that is experienced by many teenagers who are in high school is regarding selective self-esteem, especially in learning. Self-esteem becomes an important factor for adolescent development. Adolescents need good self-esteem to achieve success in academic, social and mental health (Bos et al, 2006).

According to Mruk (2012) self-esteem is a person's evaluative attitude towards himself, namely the individual's affective superiority in obtaining success in displaying social assessment of his self-concept based on feelings about values and feelings accepted as a consequence of his awareness of competence and feedback he receives from the environment. closest. High self-esteem will generate self-confidence, self-esteem, a sense of confidence in one's abilities, a sense of usefulness and a sense that one's presence is needed in this world (Putri et al., 2022). Competence and achievement are integral elements of self-esteem and are linked to self-esteem assessments. Self-esteem in learning is an alternative to support academic success. Faiza (2022) self-esteem is very important for every individual to have because self-esteem is responsible for healthy personality traits, academic success, employment, happiness and interpersonal harmony and increased overall well-being. Individuals who have high self-esteem in learning will certainly get good learning outcomes. Vice versa, individuals who have low self-esteem in learning will affect the learning process and the results obtained.



In the initial test (pretest) the average score of students' self-esteem in learning is in the low category. Self-esteem in this phase students do not know about the importance of self-esteem, so it has not occurred to increase self-esteem. So it requires an approach that is a driving force in efforts to increase student self-esteem or a powerful tool in making students have high self-esteem. There was an increase in student self-esteem after being given treatment, namely with group guidance services using the CBT approach with cognitive restructuring techniques. This approach specifically involves cognitive restructuring techniques (1) rationale, (2) identification of negative thoughts that cause problems, (3) recognition and practice of coping thoughts (CT), (4) moving from negative thoughts to coping thoughts with coping statements (CS), (5) introduction and positive reinforcement exercises with coping self instruction (CSI), (6) evaluation of homework and follow-up (Cormier, Nurius, & Osborn, 2017). This is interesting because students have never attended group guidance services with a specific approach so that it makes students curious and at the same time challenged as to what the service is like. In practice, students pay close attention, listen, respond and actively ask questions about the delivery of their friends and the explanation of the group leader.

Based on the explanation above, it can be understood that the results of the research that has been done show an increase in the average self-esteem scores of students in the experimental group before (pretest) and after (posttest) given group guidance services using the CBT approach with cognitive restructuring techniques. This happens because students are able to accept the shortcomings that exist in themselves, believe in their own competence, can develop their own potential, have a passion for learning, dare to appear confidently and be able to find solutions to solve problems. In addition, in the process of active student activity, serious in solving problems, Group guidance services use a cognitive behavior therapy approach with optimal cognitive restructuring techniques to increase student self-esteem. In the future, counseling teachers must further optimize counseling services, especially group guidance services using the CBT approach with cognitive restructuring techniques to increase student self-esteem. Khofifah, Sano & Gratitude (2017) suggests that (1) it is expected that counseling teachers will be more proactive and optimize counseling services and collaboration with school personnel is needed, (2) so that students can overcome problems that are conveyed or not conveyed to counseling teachers both in problem areas personal, study, social career. It is hoped that there will be driving factors that work together to help students overcome student problems, (3) improve the results of handling problems that can be put to good use by students. In order to increase effective daily life (KES) and reduce disrupted daily life (KES-T).

Eldrina (2021) also stated that counseling teachers must always develop their competencies, especially their social competencies. It is recommended that BK teachers diligently attend seminars, workshops, training, training to improve teacher competence and professionalism, upgrade teachers and increase knowledge through mass media or electronic media. In addition, counseling teachers are also able to develop their competence through self-study, namely by looking at the situation and conditions at school and being able to adapt them to the needs of students at school. BK teachers should be diligent in upgrading BK knowledge to find out its development. The cognitive behavior therapy approach facilitates individuals to learn to recognize and change mistakes in thinking or irrational thoughts to become rational and helps individuals to form new behaviors in solving problems. Therefore the cognitive behavior therapy approach with cognitive restructuring techniques is useful for looking for maladaptive thoughts and helping individuals understand thinking mistakes and make changes in their thinking. Based on this description, it can be understood that group guidance services use a cognitive behavior therapy approach with optimal cognitive restructuring techniques to increase student self-esteem.

## **2. Student Self-Esteem Pretest and Posttest Results in the Control Group**

Based on testing the second hypothesis, there is a significant difference in the level of self-esteem of the control group students before and after being given group guidance services without special treatment. The results of the research scores show that the self-esteem of students before being given group guidance services is different from the self-esteem of students after being given group guidance services that are commonly used by guidance counselors at school. The average score of students' pretest self-esteem before being given group guidance services that are commonly used by guidance counselors at school is 79.9 in the low category. After being given group guidance services that are commonly used by guidance counselors at school, student self-esteem has increased with the acquisition of an average posttest score of 111.4 in the high category. In obtaining this score, there was a significant increase in the implementation of group guidance services which are usually used by guidance counselors at school. Self-esteem of students in the control group is equivalent to that of the experimental group. In the initial test (pretest) the average score of students' self-esteem is in the low category. Self-esteem at this stage students have not yet gained an understanding of the importance of self-esteem, so there is no encouragement in the student's self-process that can increase student self-esteem. So it requires a group guidance service which is a powerful tool in making students have high self-esteem.

There was an increase in student self-esteem after being given group guidance services which are commonly used by guidance counselors at school, because students had never attended group guidance services in a structured way to increase student self-esteem. This happens because students realize the importance of accepting self-weaknesses, trying to develop their own competencies, fostering enthusiasm in learning, optimistic about being able to solve problems. In addition, in the process of active student activity, serious in solving problems, very concerned about the problems experienced and feel challenged in participating in the implementation of group guidance services using the CBT approach with cognitive restructuring techniques. In the implementation process students are very enthusiastic, in listening, responding actively by asking questions about the delivery from their friends and the group leader's explanation. Furthermore, students are serious about participating in group guidance services because the topics presented by the guidance counselor are interesting to discuss together in groups. This implementation is also supported by the ability of the guidance counselor in carrying it out so that students are always enthusiastic about following it.

Individuals who have low self-esteem are caused by the large number of students who do not realize that irrational thoughts directed at themselves greatly affect their condition and condition, so what action to take depends on what they are thinking. Things like this should have follow-up efforts to increase student self-esteem. In the future, the school principal and the entire school, especially the counseling teacher, must play an active role in increasing student self-esteem. Counseling teachers must optimize counseling services, especially group guidance, so that problems that occur with students can be resolved properly. The principal as the person in charge of activities in the school must pay more attention to the facilities and infrastructure in the school. Based on this explanation, it can be understood that the results of the research that has been done show a significant increase in the average self-esteem scores of students in the control group before (pretest) and after (posttest) being given group guidance services that are commonly used by guidance counselors at school. Students' self-esteem has increased from the results of the pretest and posttest after being given group guidance services that are commonly used by guidance counselors at school. In addition to this, what also increases is the service provided which is very interesting because it talks about self-assessment. The ability to communicate and manage groups is an achievement that has been made by counseling teachers so that group guidance services remain effective for use in increasing student self-esteem. In the future, counseling teachers must further optimize counseling services, especially group guidance, so that problems that occur with





students can be resolved properly. The principal as the person in charge of activities in the school must pay more attention to the facilities and infrastructure in the school.

### 3. Results of Differences in Student Self-Esteem in the Experiment Group and the Control Group

Based on the results of testing the third hypothesis, there was a significant difference in the level of student self-esteem between the experimental group that was given group guidance services using the CBT approach with cognitive restructuring techniques and the control group that was given group guidance services that are commonly used by tutors at schools. So that in this study it was found that the effectiveness of group counseling using the CBT approach with cognitive restructuring techniques in the experimental group and the provision of group guidance services commonly used by tutors in schools in the control group in increasing student self-esteem. The results of the study show that the probability number Sig. 2 tailed self-esteem of students in the experimental group and control group of 0.003 or probability below 0.05 ( $0.003 < 0.05$ ). Thus, there are differences in the self-esteem of students in the experimental group and the control group. The two groups were given the same treatment, namely discussing the same problem with the same theme regarding student self-esteem, but what distinguished it was that the experimental group was given group guidance services using the CBT approach with cognitive restructuring techniques while the control group was only given ordinary group guidance services. Gutu BK is used in schools.

The results of the study showed that there were differences in student self-esteem in the experimental group who were given group guidance services using the CBT approach with cognitive restructuring techniques and in the control group who were given group guidance services commonly used by tutors at school. This can be seen from the average posttest result of the experimental group of 120.3 and the average posttest result of the control group of 1114, from this number it is clear that the difference in the posttest results of each group. Students' self-esteem in the experimental and control groups both experienced an increase, but there were slight differences in the result processing data in the sub-variables, because there were services with an approach and only using ordinary services. Of course this makes an implementation that is different from one another. Experimental and control group students who experience low self-esteem because they prefer to blame themselves and others, do not want to accept their own shortcomings, lack self-respect, lack self-confidence, have a negative view of themselves and do not want to accept criticism from people Others, unable to adapt to the environment. In the experimental group students always feel that they are unable and unable to display their own abilities, lack of self-confidence and difficulty in adapting to the school environment and are unable to compete in obtaining achievements, so they only take part in sober learning and do not wish to achieve achievements. like any other friend. Whereas in the control group it was caused by a feeling of laziness in developing positive self-abilities, more likely to display negative behaviors such as when learning to sleep, chatting with peers, thus making them not interested in developing positive self-abilities, always assuming that learning or not they will also graduate and go to class,

Individuals with low levels of self-esteem have been found to have negative self-esteem, always think irrationally that does not build self-development, and feel that other friends are superior and cannot imitate the positive things shown by their friends because lack of self-confidence, so that there is indifference to oneself and is more likely to display negative behavior that is not beneficial in developing self-abilities. Phenomena like this need to be monitored and the implementation of counseling services more intensively so that student problems are quickly resolved properly. Cooperation between teachers and all parties in the school is the most important thing in providing optimal service to students. Related to the phenomenon of low student self-esteem in learning is not something foreign to us. Various efforts to improve were carried out by

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various parties from the school and activists outside the school whose hopes would certainly make students who have high self-esteem in learning. The existence of self-awareness, can help students to be more responsible with their roles. For this reason, students need to spend time doing self-reflection or having discussions with those closest to them, such as parents, teachers or friends who know students well enough to be able to provide feedback, realistic and objective input in helping students get to know themselves better.

Efforts that can be made include optimizing group guidance services. Through group guidance services, students will be free to express opinions, freely develop feelings, thoughts, perceptions, insights and attitudes that support behavior for self-control, and tolerance for fellow group members (Nengsih, Firman, & Iswari, 2015). It is intended that through group guidance, students will feel themselves part of the group so that cooperation is needed in getting things done (Rakhmawati, 2013). Group dynamics as a social force and very important role. A group can facilitate or hinder the process of cooperation depending on the dynamics of the group that is intertwined. All methods, learning tools and techniques can be applied if a number of people work together in groups. Group guidance is one of the counseling programs that needs to get the attention of counseling teachers. A good group will be realized if its members act as friends, in a real sense, understand and positively accept common goals, feel strongly loyal to the group, and are willing to work hard or even sacrifice for the group (Prayitno, Afdal, Ifdil, & Ardi, 2017). So that the group guidance program can have a significant influence on students. In relation to student self-esteem, the counseling teacher is responsible for optimizing group guidance services. One of them is by being an alternative in increasing students' self-esteem in cognitive behavior therapy. Guindon (2009) describes a number of interventions that can be used to increase self-esteem in a person, including cognitive behavior therapy. Meanwhile, according to Moloud, Saeed, Mahmonir, & Rasool (2022) that Cognitive-behavioral group therapy is effective for increasing self-esteem because it can change ways of thinking and improving communication. Agree with Wright et al (2016) that the purpose of CBT is to identify, question and change mindsets and their consequences with behavior and emotions. A person's feelings and behavior are largely determined by the way a person sees and evaluates his cognition (Zabel et al., 2022). If individuals are aware of themselves and their environment, it means they choose an effective way of life.

So based on the description above, it can be understood that the results of research through group guidance services using a cognitive behavior therapy approach with cognitive restructuring techniques are effective for increasing student self-esteem. This effectiveness can be seen from the experimental group's self-esteem score which increased from an average of 79 to 120.3. Compared to the control group from an average of 79.9 to 111.4. This has increased because in the implementation students are interested and enthusiastic in following it. In the future, counseling teachers need to implement a cognitive behavior therapy approach with cognitive restructuring techniques to increase student self-esteem. In order to make the implementation of group guidance services more effective using cognitive behavior therapy with cognitive restructuring techniques, the counseling teacher must give freedom to students to actively participate in every step of the way in all types of counseling activities.

#### **4. CONCLUSION**

Based on statistical analysis and hypothesis testing on the results of the study, the following conclusions are obtained.

1. There was an increase in the self-esteem of the experimental group students from an average pretest score of 79 and a posttest average score of 120.3. After students receive treatment, students can accept the deficiencies that exist in them, believe in their own competence, can develop their own potential, have enthusiasm for learning, dare to appear confidently able to find solutions in solving problems and the sub-variables have increased. Group guidance



- services use a cognitive behavior therapy approach with optimal cognitive restructuring techniques to increase student self-esteem.
2. There was an increase in the self-esteem of the control group students from the pretest average score of 79.9 and the posttest average score of 111.4. After students get treatment, students can accept their weaknesses, are enthusiastic about learning, can develop their own abilities, but not all of the sub-variables experience an increase like in the experimental group. Group guidance services using a cognitive behavior therapy approach with cognitive restructuring techniques can increase student self-esteem.
  3. There was a difference in the self-esteem of the students in the experimental group who were given group guidance services using a cognitive behavior therapy approach with cognitive restructuring techniques and the control group who were given group guidance services that are commonly used by counseling teachers at school. This is evident from the hypothesis testing, in the experimental group the average posttest score rose higher than the posttest average score in the control group.

Thus group guidance services use a cognitive behavior therapy approach with effective cognitive restructuring techniques to increase student self-esteem. Evidenced by the results of research that there was an increase in student self-esteem based on the average student self-esteem score from 79 to 120.3. The cognitive behavior therapy approach with cognitive restructuring techniques is more effective in increasing student self-esteem than the usual group guidance used by counseling teachers in schools, because the cognitive behavior therapy approach with cognitive restructuring techniques emphasizes cognition as the main part and utilizes the relationship between cognition, emotion, and behavior and encourages to identify,

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