

THE EFFECTIVENESS OF GROUP COUNSELING WITH COGNITIVE RESTRUCTURING TECHNIQUES TO REDUCE CAREER ANXIETY IN GRADE XI STUDENTS AT SMA NEGERI 1 ROGOJAMPI

Nabilla Maharani Putri¹, Fajar Wahyu Prasetyo², Ratna Wulandari³

PGRI Banyuwangi University

nabilamaharanip12@gmail.com

Abstract

Career anxiety is a psychological condition characterized by an individual's feelings of uncertainty about their future career, fear, lack of self-confidence, and worry. The phenomenon of anxiety in determining a career occurs at SMA Negeri 1 Rogojampi, specifically among 11th-grade students. The CBT approach with Restructuring Techniques helps identify and change unrealistic or irrational thoughts. One of the main goals of this therapy is to help students change their thought patterns and behaviors. This study uses a quantitative method, with a quasi-experimental design, a nonequivalent control group design, and non-probability sampling with a purposive sampling technique. The study population was 413, with a sample of 20 students divided into 10 experimental groups and 10 control groups. The results of the hypothesis test show that the 2-tailed sig. value is $0.001 < 0.05$, so H_a is accepted and H_0 is rejected. Based on the results of the data analysis obtained from the implementation of group counseling services with a CBT approach through the Cognitive Restructuring technique in class XI students at SMA Negeri 1 Rogojampi, it has been proven effective in reducing career anxiety.

Keywords

Group Counseling, Cognitive Restructuring Techniques, Career Anxiety

INTRODUCTION

Senior High School (SMA) is a phase of adolescent development where students are not only required to master the academic field but are expected to be able to determine career decisions that will affect their future. This will cause students to experience psychological pressure which includes confusion and experience quite significant anxiety, one of the forms of anxiety that is often experienced is career anxiety in other words, the emergence of emotional conditions due to uncertainty in planning careers, lack of confidence, pressure from the social and family environment (Mariah et al., 2020).

Career anxiety is a psychological condition characterized by an individual's feeling of uncertainty about the future of the career, fear, lack of confidence, worry. According to (Gati & Osipow 1996) Career anxiety is an individual's doubts about career choice. This happens because individuals are confused in defining and planning a career due to a lack of ability to know about various career options and lack of confidence. Problems will arise when individuals are unable to choose a career according to their abilities, talents, and interests. It can also hinder the learning process and can affect academic performance, especially when students have to think about a career after completing their education.

Career anxiety is characterized by characteristics such as feelings of confusion and doubt in planning career decisions, fear of committing to oneself, lack of confidence in one's ability to achieve career goals, this anxiety will become a problem if a person cannot control himself so that it will hinder the choice of career decisions for the future. This makes a person become depressed as a result of which they will be afraid to prepare themselves in the future, lose their enthusiasm for learning, decide to quit school, do not want to continue their education to a higher level (Mariah et al., 2020) .

The psychological factors that cause career anxiety come from the following aspects: (1) Aspects *Cognitive* which has to do with the way individuals think, how to plan a future career. tend to feel incapable of achieving career goals, doubt their abilities, and worry about experiencing failure. (2) Aspects *Affective* related through feelings or emotions that arise when individuals think about careers, such as feelings of anxiety, fear and lack of confidence. Emotions arise when faced with career choices or uncertain futures, these emotions make it difficult for individuals to feel uneasy in making career choice decisions and also related to behavior in dealing with situations related to career, individuals tend to show doubts in acting. (3) Somatic physical symptoms such as sweating, dizziness, nausea and nervousness. In addition, other factors that affect career anxiety, namely: (4) Economic factors The family's financial condition can affect individuals because family economic limitations can cause anxiety. (5) social factors that include the environment around the family, especially parents, friends, teachers, and the community. Individual family expectations or pressures are required to be willing to follow their desires, for example "they want their child to enter a certain major, lack of emotional support from family, negative influence from friends who tend to mock career options that are generally in demand" (Karamoy et al., 2023).

The phenomenon of anxiety in determining a career occurred at SMA Negeri 1 Rogojampi, especially in grade XI students. Based on an interview conducted by the author on December 31, 2024 at 09.00 WIB with a Guidance and Counseling (BK) teacher, some grade XI students experience confusion and pressure when faced with decisions regarding future career choices, one of the main reasons is that students are in the phase of finding their identity. Symptoms that appear include, students feel uncomfortable when talking about their career future, confused, doubts and fears when making decisions, tend to be silent and avoid when asked about career plans, lack of confidence, and insecurity.

In overcoming this problem, BK teachers have provided individual counseling services which are carried out through several meetings. BK teachers build students' sense of comfort and trust so that they can be open in conveying their feelings and problems. The results of the counseling service show that there have been positive changes in some of these students, some have been assisted by BK teachers, students who are helped to be able to express their thoughts and feelings, find solutions, and slowly become more confident in facing problems about career, but the changes that have occurred have not been completely comprehensive because some students still show a tendency to follow the choices of their peers. feeling unsure of their abilities, even though they already have a career plan but they still feel less confident so they doubt their physical appearance.

The results of an interview with the BK teacher of SMA Negeri 1 Rogojampi, in December 2024, it is known that some students experience anxiety in determining the direction of their careers. It is also strengthened from interviews and initial observations of several students with the initials SNI career anxiety due to differences in personal desires

with parental advice and influences from other families, doubts in themselves, and insecurities in one of the subjects that may be studied in the department they want. Then the NPR initials said that he felt confused about his career direction because he was not sure what he wanted, tended to follow his friends' career choices and also lacked confidence. Therefore, individual counseling services have been provided by BK teachers, still not fully successful and not optimal, because of this the students still show symptoms of anxiety and do not have enough confidence in making career decisions and prefer to follow the career choices of friends.

The impacts that occur on students who experience career anxiety include: experiencing the inability to make career decisions independently, high anxiety, this anxiety can appear repeatedly in the form of anxiety, excessive anxiety and lack of confidence, depending on the influence of peers, for example: individuals tend to follow the choices of friends rather than based on themselves.

Group counseling with a CBT approach is one of the individual assistance that is carried out in group situations that are preventive, healing and directing convenience to individuals for their development and growth, group counseling is considered effective because it utilizes group dynamics carried out during the counseling process which can increase the important role of each group member to be active in group activities that are indirectly a place to be communicate that can establish good relationships (Azhari & Sulistianingsih., 2020). Through counseling groups of students who are facing career anxiety such as uncertainty in career decision choices and lack of confidence when participating in counseling, individuals will be helped because of the social support each student is given the opportunity to share their experiences and feelings facing the same issues.

CBT (*Cognitive Behavioral Theraphy*) an approach that focuses on the relationship between the mind (*cognitive*), feelings (emotions), and behaviors (*behavior*). CBT plays a role in helping individuals realize unrealistic or irrational mindsets and thinking styles that cause unhappiness and difficulties in their lives. CBT helps individuals to be able to face the difficulties experienced so that they will achieve a better level of life than before (Sulistianingsih & Widianari., 2020). Through techniques *restructuring cognitive* can identify, change unrealistic thoughts, turn them into more rational and realistic thoughts. This technique assumes that non-adaptive responses are influenced by attitudes, beliefs and self-understanding (Majdi et al., 2024).

The authors chose this approach because it theoretically focuses on the relationship between thoughts, feelings, and behaviors. This CBT approach is appropriate for the condition of students who are currently experiencing career anxiety, such as students who face uncertainty in planning and choosing career decisions for the future that cause fear for their future, as well as low self-confidence and tend to follow peer career choices. CBT has the ability to help identify and change the negative mindset that is the cause of the anxiety. This approach has proven effective from previous studies that showed a significant decrease in career success through techniques *restructuring cognitive* which will be beneficial for schools that have not yet implemented a CBT approach in counselling guidance services that are structured in the psychological needs of students.

Previous research has shown that group counseling with an approach *restructuring cognitive* successfully reduce career anxiety in students. Such as research conducted by (Linri et al., 2024) which proves that group guidance counseling services with Techniques

restructuring cognitive In reducing career anxiety, it is effective by proving the calculations obtained by statistical test results using *uji paired t test* with a significant value of 2-tailed $0.002 < 0.05$ which results in a change in anxiety after being given treatment as seen from the value of *Pre-test* and *post-test* In students, the results of statistical calculation obtained in the pretest were 103.43 while the post-test was 96.90. One of the authors' efforts to reduce students' career anxiety is by applying the Cognitive Behavioral Therapy (CBT) approach through techniques *restructuring cognitive*, students can be helped to reduce the level of career anxiety they experience, the implementation of group counseling services, especially for grade XI students of SMA Negeri 1 Rogojampi is a useful intervention to deal with these problems. With techniques *restructuring cognitive* Students can recognize the irrational mindset that causes anxiety, turn it into a good mindset that becomes realistic and adaptive. If career anxiety is not handled appropriately, it will negatively impact students' academic development and psychological condition. Thus, the implementation of group counseling services with Techniques *restructuring cognitive* It is expected to be one of the effective interventions in helping students to understand their potential, build confidence, and be able to plan their careers and be able to make the right career decisions for the future that they will achieve.

The selection of the research location at SMA Negeri 1 Rogojampi had several reasons, namely: this school was one of the first public schools in the area where the author lived, with a relatively large number so that it allowed for significant career problems. Based on initial observations and interviews with BK teachers at SMA Negeri 1 Rogojampi school, it shows that there are career problems experienced by students who express themselves about confusion in determining careers. So the school was chosen as a location for related research on career anxiety problems.

METHOD

In this research approach, the author uses a quantitative approach. The quantitative research method is one of the studies that is often used or applied in a scientific research conducted by an author, this approach focuses on data collection and analysis of numerical or numerical data. Through this research, the author seeks to uncover various knowledge that may not be known by humans in a systematic, structured, and objective manner, and later can be tested (Shirley, 2022).

The design in this study uses *Quasi experimen design*. This form of experimental design is a development of true experimental design that is difficult to implement. Quasi experiment design has a control group but cannot fully function to control external variables that affect the execution of the experiment. Thus this design is better than *pre- experimental design* because in reality it is difficult to obtain a control class (Scott, 2016). The experimental design was used in this study because there is an experimental group and a control group that will be a comparison between the two groups, measurements will be made from both groups, namely before and after the treatment which can be called *Loans* (first treatment) then the second treatment *post-test* (after being given treatment) while the control group was not given treatment.

This type of experimental design, which uses nonequivalent control group design, this type of design was chosen because of the treatment of the experimental group that was given treatment and the control group was not given treatment (Sulaeman & Ariyana., 2018), then measurements were carried out again to see whether there was an effect of the

treatment that had been given to the subjects studied previously. Although it is almost the same as the pretest-posttest control group design, in this design the experimental group and control group are not randomly selected (Sugiyono, 2016). To determine the sample in this study is a sampling technique (Non probability sampling) with a purposive sampling technique that focuses on determining samples based on certain considerations.

RESULT AND DISCUSSION

Based on the results of several statistical tests that have been presented, it should be noted that the purpose of this study is to prove the effectiveness of group counseling with cognitive restructuring techniques to reduce career anxiety in grade XI students at SMA Negeri 1 Rogojampi. The treatment in the experimental class was given a CBT approach with cognitive restructuring techniques through group counseling, resulting in a positive impact due to a decrease in students' career anxiety. While the control group was given treatment, the results obtained were not comparable to the experimental group. The approach used by the control group is humanistic actualization of empathy.

Judging from the results *Pretes-desserts* In the experimental class and the control class that showed a higher gain score than the control group, the average pretest-posttest score of 95.1 decreased to 64.1 with a gain score of 31 points. Meanwhile, in the control group, there was an average pretest score of 86.5, decreasing to 72.4 with a gain score of 14.1 points. This is also strengthened by the results of the result *Independent T Test* It is known that the value of SIG. 2-tailed $0.001 < 0.05$ then H_0 is rejected and H_a is accepted. Therefore, it can be concluded that H_0 was rejected related to group counseling with cognitive restructuring techniques did not have a significant effect on reducing career anxiety in grade XI students at SMA Negeri 1 Rogojampi and vice versa H_a was accepted because group counseling with cognitive restructuring techniques had a significant influence on reducing career anxiety in grade XI students at SMA Negeri 1 Rogojampi.

The effectiveness of the approach used is in line with the theory Beck (1964) says *Cognitive Behavioral Therapy* (CBT) is an approach that is designed to help counselors overcome problems experienced today by going through individual changes such as how they think (cognitive restructuring) and improving non-adaptive behaviors. This approach is based on a cognitive framework that includes beliefs. The CBT approach basically includes a comprehensive understanding of the individual's mindset and behavior, the goal of this approach is to change irrational thoughts or wrong thoughts which will later be able to produce changes in emotions and behaviors for the better (Aini., 2019). In situations of career anxiety, students experience some doubts characterized by characteristics such as feelings of confusion and doubt in planning career decisions, fear of committing to themselves, lack of confidence in their ability to achieve career goals, one of the irrational thoughts, namely "I want to be a nurse but there is one of my weaknesses, which is lessons that involve calculations, so I lack confidence". The Cognitive Behavioral Therapy (CBT) approach focuses on identifying and changing unrealistic or irrational thoughts. Beck added that one of the main goals in this therapy is to help a person to change irrational thoughts, the emergence of irrational thoughts is due to the emergence of the roots of various problems such as: psychological problems, anxiety, depression, and stress disorders (Anugraha, 2024). One of the techniques that can overcome problems when irrational thoughts arise in counseling services is the technique *Restructuring Cognitive* this technique is included in the CBT approach. It

can be concluded that the CBT approach with restructuring techniques can help students to change their mindset and behavior. Group counseling also plays an important role in this problem, according to Arifin (2015, Jabbar et al., 2018) Group counseling is a counseling activity that is carried out in the form of a group by utilizing group dynamics, the benefits of group counseling help solve individual problems. Each member of the group actively participates with the other members, indirectly each member establishes a good relationship and becomes productive. The following is a relevant study in line with the results of this study, including: The results of this study are also in line with previous research using Design *one- group design* which shows that group counseling services with techniques *restructuring* resulting in a significant difference regarding the level of student career anxiety that decreased with the results of a statistical test obtained that the t-value of 3.374 obtained a GIS score. 2 tailed which is worth $0.02 < 0.05$ which means H_a is accepted and H_0 is rejected (Linri & Irwan., 2024).

The results of the study were obtained (2-tailed) results with a *Pretest* 0.014 and *post-test* 0.146 > 0.05 then the residual value is normally distributed and *Uji Paired t Test* mean value on *Pretest* 88.63 and red *post-test* 62.63 can be interpreted as a decrease in anxiety in career planning in SMA Negeri 4 Madiun students (Agustín et al., 2023). The results obtained in this study are the calculation of the initial score results *Pretest* obtained an average score of 96.87 and a score of *post-test* 75.62 from the difference in public speaking anxiety score of 21.25, which means that before being given group counseling service treatment with the restructuring technique, high student speaking anxiety after being given a hearing decreased. This is seen from the results of data analysis *Uji Wilcoxon* which is done obtained $J_{count} = 15$, $n = 8$, $\alpha = 0.05$, $j_t = 4$ can be interpreted as $J_{calculate} > J_{table}$ where $15 > 4$ then the hypothesis is accepted (Asia & Coal., 2019).

The results of the analysis carried out by the researcher in the study, namely the hypothesis test using the wilcoxon signed rank test, showed that Z_{cal} was valued at -2.666 with *Asymp.Sig. (2- tailed)* $0.008 < 0.05$. From these results, it can be concluded that H_a was accepted while H_0 was rejected, which means that the use of cognitive restructuring technique group counseling can increase the self-efficacy of vocational school students' careers. Furthermore, calculating the percentage of career self-efficacy using the help of Microsoft Excel, it can be concluded that there is a difference in the percentage of increase in career self-efficacy for each individual. This is due to the differences in understanding and problems faced by each group member. The average increase in career self-efficacy in the experimental group was 33% (Habsy & Suryoningsih., 2022).

The results of the research that have been carried out by previous researchers at SMK Madinatul Ulum are the results of *Uji Wilcoxon Signed Rank Test* It is known that *Sig. (2-tailed)* is worth 0.012. because the value is $0.012 < 0.05$. It can therefore be concluded that "the hypothesis is accepted". With the results of the study, H_0 was rejected and H_a was accepted, so H_a 's results stated that there was an influence of cognitive restructuring technique group counseling on students' career anxiety. There was a difference in the average score of the career anxiety post-test, namely (12.38) the experimental group and (4.6) the control group (Habsy & Suryoningsih., 2022).

The results of the research that have been conducted by previous researchers are

the use of cognitive behavioral therapy counseling techniques *restructuring cognitive* Effective in reducing anxiety in achieving the target of memorizing the Qur'an with a significance value of $p < 0.05$. The results of the post-test to follow-up with a value of (MD=6.57) showed an average decrease or anxiety in achieving the target of memorizing the Qur'an because the significance value of $p < 0.05$. Furthermore, the pretest to follow-up with a value (MD=22.14) saw an average decrease in anxiety in achieving the target of memorizing the Qur'an because the significance value of $p < 0.05$ (Majdi et al., 2024).

The results of research that have been carried out by previous researchers *restructuring cognitive* has an effect on reducing academic stress of class X students of Jueusan Busana SMK Negeri 3 Cimahi. This is evidenced by the increased pretest results and posttest results. The average pre-test result is 45 and the average post-test result is 75, which means there is an increase in the average score of 30. The score increased after the provision of group guidance services using the *Cognitive restructuring* with a total of 5 meetings (Nuraeni et al., 2024).

From the results of the t-test, it shows that the t-value is calculated as 8.97, then it is based on a significant level of 5% and $db=8$. It turns out that the magnitude of the null hypothesis rejection limit stated in the contribution table t is 1.86. This shows that the tcal value is greater than the ttable value, so this study is declared significant. This means that the null hypothesis is rejected and the alternative hypothesis is accepted. Based on the results of the data analysis, it is shown that the cognitive restructuring technique is effective in overcoming students who experience social anxiety. In this case, cognitive restructuring techniques can increase knowledge and cognitive exercises to restore positive, objective and rational thinking in order to reduce students' social anxiety.

CONCLUSION

Based on the results of the research conducted through data processing using a quantitative method with *a nonequivalent control group design*, data processing design has gone through several stages that have been tested, the conclusion of the results of the study is that the level of career anxiety of grade XI students of SMA Negeri 1 Rogojampi in the experimental group and control group before being given counseling services is in the very high category, tall. It showed that both groups had relatively equal anxiety problems from pretest scores. The experimental group that was given treatment using the CBT approach of *cognitive restructuring* techniques showed a significant reduction in career anxiety levels. Based on the results of the *t-test sample* which showed a sig.2-tailed value of $0.000 < 0.05$, it can be interpreted that H_0 is rejected and H_a is accepted. Then, the results of the *Independent Sample T Test*, namely the sig.2-tailed value of $0.001 < 0.05$, it can be concluded that group counseling with *the Restructuring Cognitive* technique has a significant influence on reducing career anxiety in grade XI students at SMA Negeri 1 Rogojampi. These findings reinforce Beck's theory that *cognitive restructuring* can transform irrational mindsets into rational ones, resulting in a decrease in anxiety. In this study, treatment was also provided to the control group using a humanistic approach with self-actualization and empathy techniques. This approach focuses on unconditional acceptance, empathy, and encouragement for students to recognize their full potential. The

humanistic approach has the power to build a warm interpersonal relationship between counselors and counselors and improve self-understanding. showed that there was a decrease in career anxiety in students, but the results obtained were relatively small and not comparable to the experimental group. Although this humanistic approach is able to have a positive influence emotionally and relationally, it is not optimal in reducing the symptoms of career anxiety in a structured and cognitive way.

From the results that have been discussed, it can be concluded that the CBT approach with cognitive restructuring techniques is effective compared to the humanistic approach in reducing students' career anxiety. This technique systematically helps students recognize and evaluate and replace irrational thoughts with more realistic ones.

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