
Enhancing Student Self-Confidence through Cognitive Restructuring: A High School Group Guidance Approach

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Abstract:

The aim of this study was to investigate the effectiveness of cognitive restructuring through group guidance in enhancing students' self-confidence levels. This research investigates the impact of cognitive restructuring through group guidance on enhancing students' self-confidence. The study employed a quasi-experimental design involving a pre-test and post-test assessment to measure changes in self-confidence levels. The participants were eight high school students categorized as having low self-confidence. The intervention involved a six-week group guidance program focusing on cognitive restructuring techniques. The results demonstrated a significant positive correlation between pre-test and post-test self-confidence scores, indicating the intervention's effectiveness in improving self-confidence. The findings highlight the importance of cognitive restructuring as a valuable approach for addressing low self-confidence among students. While the intervention played a pivotal role, it's essential to acknowledge the influence of other internal and external factors in shaping self-confidence.

Keywords: *cognitive restructuring, group guidance, self-confidence, intervention, student development.*

1. Introduction

The enhancement of students' self-confidence has long been recognized as a crucial factor in improving their academic achievement, social engagement, and personal development. In this era of increasingly complex and competitive education, students' self-confidence holds significant implications for their learning outcomes (Pajares, 2003; Bandura, 1997). In Indonesia, a critical stage of education is the high school level (SMA), where students face diverse academic and social challenges. However, students often encounter difficulties in developing robust self-confidence within the high school environment (Meltzer, 2002; Flook et al., 2015).

Self-confidence can be defined as an individual's unwavering belief in their own capabilities. This belief is cultivated through life experiences and remains resilient in the face of external influences, enabling the individual to act optimistically and independently. The concept of self-confidence gains prominence within the context of societal living. Individuals possessing self-confidence are often referred to as those who can actualize their untapped potentials (Hafnidar, 2020).

According to Bandura, a renowned psychologist cited in Ghufon's work (2012), self-confidence empowers individuals to achieve life goals through self-directed decisions. This

assertion underscores the pivotal role of self-confidence in social contexts. A confident individual is better equipped to navigate social challenges and to tap into their potential. Kumara, as referenced in the same work, describes self-confidence as a facet of personality linked to a belief in one's own abilities. Individuals with self-confidence are more resilient against external influences, such as the opinions and actions of others. Furthermore, self-confidence contributes to greater self-awareness, ease of self-understanding, and adaptability to new environments.

To bolster student self-confidence, an appropriate intervention is necessary. Utilizing cognitive restructuring techniques within group guidance has been shown to effectively enhance student self-confidence. Cognitive restructuring involves reshaping irrational thoughts into rational ones, thereby positively influencing an individual's perception of themselves and their abilities.

In this context, group guidance approaches have substantial potential to enhance students' self-confidence. One effective strategy within such approaches is cognitive restructuring. Cognitive restructuring involves the process of transforming negative and self-deprecating thought patterns into constructive and positive ones (Beck, 1976; Meichenbaum, 1977). Previous research has indicated that cognitive restructuring can effectively boost students' self-confidence (Marques et al., 2011; Schunk & Pajares, 2005).

Nevertheless, there is a research gap in exploring the application of cognitive restructuring within the context of group guidance in high schools in Indonesia, particularly at SMAN 12 Pekanbaru. Thus, there exists a research gap that can be filled to identify the potential of this approach in enhancing students' self-confidence within the Indonesian high school context.

Despite existing research on the influence of group guidance approaches and cognitive restructuring on students' self-confidence, there is still a scarcity of studies specifically investigating the application of cognitive restructuring in the Indonesian high school context, particularly at SMAN 12 Pekanbaru. This study aims to bridge this knowledge gap and provide deeper insights into the potential of this approach to enhance students' self-confidence in the Indonesian high school environment.

The primary objective of this research is to examine the effectiveness of a group guidance approach incorporating cognitive restructuring in enhancing students' self-confidence at SMAN 12 Pekanbaru. The study intends to measure the impact of this approach on changing students' thought patterns, fostering positive self-perceptions, and ultimately, elevating students' levels of self-confidence. As such, this research is expected to offer valuable contributions to educational practitioners in developing effective strategies for enhancing students' self-confidence within the high school context.

2. Method

Research Design

This study employed a quasi-experimental design, specifically a non-equivalent control group design. Due to the inherent limitations of not being able to randomly assign participants,

this design aims to provide valuable insights into the effects of the intervention while accounting for potential confounding variables.

Participants

The participants involve 7 students from SMAN 12 Pekanbaru, Indonesia, selected using purposive sampling.

Intervention

The experimental group received the group guidance sessions with cognitive restructuring as the intervention. The research procedure is:

- (1) Pretest: Prior to the intervention, the experiment groups assessed using a standardized self-confidence assessment tool to establish baseline levels of self-confidence.
- (2) Intervention: The experimental group participated in the group guidance sessions with cognitive restructuring over a designated period.
- (3) Posttest: After the intervention period, both groups will be re-assessed using the same self-confidence assessment tool to measure any changes in self-confidence levels.

Instruments

Data collection employs a Self Confidence questionnaire. The questionnaire provided to respondents comprises a set of questions related to student self-confidence. The response options used in this questionnaire consist: Always (AL), Often (OF), Sometimes (SO), and Never (NE).

Data Analysis

Descriptive statistics will be used to summarize the characteristics of the participants in both groups. An t-test analysis conducted to compare the mean self-confidence scores of the experimental groups before and after the intervention. The questionnaire responses will be analyzed quantitatively to assess changes in self-confidence levels before and after the intervention. A significance level (alpha) of 0.05 used for hypothesis testing.

3. Result

Pre-Test Results

Before the intervention, a pre-test assessment of students' self-confidence was conducted using the questionnaire. The results indicated that students' self-confidence levels across different aspects were generally in the "Often" (OF) to "Sometimes" (SO) range.

Table 1.

Pre-test Result

Self-Confidence Aspect	Always (AL)	Often (OF)	Sometimes (SO)	Never (NE)
Academic Ability	0	15	25	15
Social Interaction	1	12	30	12
Personal Achievements	0	9	24	22

Intervention

The experimental group underwent a series of group guidance sessions over a period of March until Mei 2023. These sessions were designed to apply cognitive restructuring techniques to enhance students' self-confidence.

Post-Test Results

After the intervention, a post-test assessment was conducted to measure any changes in students' self-confidence levels. The results demonstrated notable improvements in self-confidence across all aspects for the experimental group.

Table 2.

Pre-test Result

Self-Confidence Aspect	Always (AL)	Often (OF)	Sometimes (SO)	Never (NE)
Academic Ability	10	30	15	0
Social Interaction	8	25	22	0
Personal Achievements	12	28	15	0

The table presents a comparison of student self-confidence levels before and after the treatment, categorized into "Tinggi" (High), "Sedang" (Moderate), and "Rendah" (Low). The self-confidence scores are divided into specific score ranges: "125-100," "99-74," and "73-49." The frequencies of each category before and after the treatment are displayed, along with the corresponding percentages. Before the treatment, no students fell within the "High" category, indicating that no students initially had high self-confidence levels. After the treatment, 3 students (out of the total) achieved high self-confidence levels in this category. There are no students had moderate self-confidence levels too, before the treatment. However, after the treatment, 5 students demonstrated moderate self-confidence in this category. Prior to the treatment, all 8 students (100.0%) had low self-confidence levels falling within the "low" category. Following the treatment, none of the students remained in the "low" category, indicating that the treatment was effective in improving their self-confidence.

The table illustrates the distribution of students' self-confidence levels based on different categories and score ranges before and after the treatment. Notably, there was a significant improvement in self-confidence levels after the treatment, particularly in the "Tinggi" and "Sedang" categories. The most remarkable change occurred in the "Rendah" category, where all students experienced a positive shift to higher self-confidence levels after the treatment. The treatment successfully enhanced students' self-confidence, leading to a more balanced distribution across the different confidence categories. This finding underscores the efficacy of the applied intervention in addressing low self-confidence among students.

Table 3.
Spearman Rank Correlation Results

	Pre-Test	Post-Test
Correlation Coefficient	1.000	0.886*
Sig.	0.000	0.019
N	8	8

The presented table summarizes the Spearman rank correlation results for the pre-test and post-test assessments. The perfect positive correlation coefficient for the pre-test indicates that there is a strong linear relationship between the two variables being tested (in this case, the pre-test scores). The very low p-value (0.000) suggests that the correlation is statistically significant, implying that the correlation observed is unlikely to have occurred by chance. The sample size for both pre-test and post-test is 8, indicating that the analysis is based on this number of observations.

The correlation coefficient of 0.886* for the post-test indicates a strong linear relationship between the post-test scores. The p-value of 0.019 indicates that the correlation is statistically significant, suggesting that the relationship between the variables is not due to random chance.

Interpretation

The Spearman rank correlation results show that there is a strong and significant positive correlation between the pre-test and post-test scores. This implies that students who scored higher on the pre-test also tended to score higher on the post-test, and vice versa. The correlation coefficient values suggest a substantial association between the two sets of scores.

These findings provide evidence of the consistency and reliability of the assessment instrument used, as well as the stability of the observed self-confidence levels over time. It supports the validity of the intervention's effects in enhancing students' self-confidence, as demonstrated by the positive and significant correlation between pre-test and post-test scores.

4. Discussion

The findings of this study shed light on the efficacy of cognitive restructuring through group guidance in enhancing students' self-confidence. The analysis of the pre-test and post-test results demonstrates a significant positive correlation between the self-confidence scores before and after the intervention. This strong correlation suggests that students who initially exhibited higher self-confidence levels tended to maintain those elevated levels following the cognitive restructuring intervention (Reference 1). The positive correlation also implies that the intervention effectively addressed the low self-confidence levels of students, leading to improvements in their self-beliefs over the course of the study.

The Spearman rank correlation coefficients for both pre-test and post-test results provide insights into the relationship between the assessments. The pre-test yielded a perfect positive correlation coefficient of 1.000, indicating a strong linear relationship between the initial self-confidence levels of the students (Reference 2). This suggests that the pre-test assessment effectively measured students' self-confidence, providing a reliable baseline against which the post-test scores could be compared.

Moreover, the correlation coefficient of 0.886* for the post-test indicates a strong positive correlation between the pre-test and post-test scores (Reference 3). The statistically significant p-value associated with the post-test correlation further confirms the meaningfulness of this correlation. This signifies that the cognitive restructuring intervention played a substantial role in influencing students' self-confidence levels positively.

The results also reflect the stability of students' self-confidence levels over time. The consistency observed between the pre-test and post-test scores highlights the robustness of the self-confidence assessment tool used in this study (Reference 4). The tool's ability to capture self-confidence variations demonstrates its reliability in gauging changes in students' self-beliefs due to the cognitive restructuring intervention.

The substantial determinant coefficient of 0.784 indicates that cognitive restructuring accounts for 78% of the variance in students' self-confidence levels (Reference 5). This finding underscores the notable impact of the intervention in improving self-confidence, with cognitive restructuring being a dominant factor influencing the observed changes.

However, it is important to acknowledge that the remaining 22% of the variance in self-confidence could be attributed to other factors not accounted for in this study. Factors such as individual personality traits, external environmental influences, and socio-cultural aspects may contribute to the remaining variation in students' self-confidence levels (Reference 6).

In conclusion, the results strongly support the effectiveness of cognitive restructuring through group guidance in enhancing students' self-confidence levels. The positive correlation observed between the pre-test and post-test scores signifies the intervention's capacity to elevate self-confidence, and the correlation coefficients validate the stability and reliability of the self-confidence assessment tool. While cognitive restructuring demonstrates a substantial influence, it is important to acknowledge that other factors also play a role in shaping self-confidence. This study contributes to the existing literature on educational interventions aimed at fostering positive self-beliefs among students.

5. Conclusion

This study demonstrated the effectiveness of cognitive restructuring through group guidance in enhancing students' self-confidence. The significant positive correlation between pre-test and post-test scores underscored the intervention's capacity to foster positive self-beliefs among students. The consistent changes observed in students' thoughts, behaviors, and decisions highlighted the intervention's impact on transforming self-assumptions and promoting self-confidence. The findings emphasized the importance of cognitive restructuring as an effective technique to address low self-confidence levels among students. While the

intervention contributed significantly to the improvement in self-confidence, it is crucial to recognize that other internal and external factors can influence students' self-beliefs. Religious beliefs, personal experiences, and environmental factors play roles in shaping self-confidence levels. Based on the study's outcomes, suggested schools and educators should consider incorporating cognitive restructuring techniques through group guidance sessions as part of their comprehensive approach to enhancing students' self-confidence and adequate time should be allocated for group guidance sessions to allow for thorough implementation of cognitive restructuring techniques and comprehensive discussions among students. Further research is recommended to explore the long-term effects of cognitive restructuring on self-confidence and to delve deeper into the interaction between cognitive restructuring and other influencing factors. In conclusion, the study's findings provide valuable insights into the potential of cognitive restructuring techniques to enhance students' self-confidence. The intervention's effectiveness underscores its significance as an educational tool for fostering positive self-beliefs among students.

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