



EFFECTIVENESS OF INDIVIDUAL COUNSELING SERVICES USING A COGNITIVE BEHAVIOR THERAPY (CBT) APPROACH THROUGH DEEP SELF INSTRUCTION TECHNIQUES REDUCES LEARNING DIFFICULTY

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Abstract

The purpose of writing this article is to determine the effectiveness of individual counseling services using the Cognitive Behavior Therapy (CBT) approach through self-instruction techniques in reducing learning difficulties at Madrasah Aliyah Negeri 1 Medan. Quantitative research is guided by a pre-test plan and a single-group pre-test-post-test plan. On the analyst's learning difficulties scale, 26 of the 28 statement items are used in a test of legitimacy and firm quality. The results are considered substantial if the determined r exceeds the table r value, namely 0.2329 at a 5% level of significance. For the reliability test, Cronbroach alpha data was collected with a Cronbroach Alpha value greater than 0.05 ($0.999 > 0.05$). The research population at Madrasah Aliyah Negeri 1 Medan includes more than three classes in class X (ten), namely classes X5, X7, and X8. Purposive testing techniques were used to select five students with high levels of learning difficulties from 110 students in each of the three classes. The Wilcoxon Marked Positions Test was used to test the data. The results of this research show that the significance value is asymptotic. Sig(2-follow) values greater than 0.05 or 0.005 It is reasonable to assume that independent, individual tutoring services are effective in overcoming student learning difficulties.

Keywords: *Individual Counselling; Difficulty learning; Cognitive Behavior Therapy.*

Abstrak

Tujuan penulisan artikel ini untuk mengetahui Efektivitas Layanan Konseling Individu dengan Pendekatan Cognitive Behavior Therapy (CBT) melalui Teknik Self Instruction dalam Mengurangi Kesulitan Belajar di Madrasah Aliyah Negeri 1 Medan. Penelitian kuantitatif dipandu oleh rencana pra-tes dan rencana pra-tes-pasca-tes satu kelompok. Pada skala kesulitan belajar analisis, 26 dari 28 item pernyataan digunakan dalam uji legitimasi dan kualitas yang teguh. Hasilnya dianggap substansial jika r yang ditentukan melampaui nilai r tabel, yaitu 0,2329 pada tingkat kepentingan 5%. Untuk uji reliabilitas, dikumpulkan data Cronbrach alpha dengan nilai Cronbroach Alpha lebih besar dari 0,05 ($0,999 > 0,05$). Populasi penelitian di Madrasah Aliyah Negeri 1 Medan meliputi lebih dari tiga kelas pada kelas X (sepuluh), yaitu kelas X5, X7, dan X8. Teknik pengujian purposive digunakan untuk memilih lima siswa dengan tingkat kesulitan belajar yang tinggi dari 110 siswa pada masing-masing tiga kelas. Uji Wilcoxon Marked Positions Test digunakan untuk menguji data. Hasil penelitian ini menunjukkan bahwa nilai signifikansi bersifat asimptotik. Nilai Sig(2-follow) yang lebih besar dari 0,05 atau 0,005 Masuk akal untuk mengasumsikan bahwa layanan bimbingan belajar individu yang independen efektif dalam mengatasi kesulitan belajar siswa.

Kata Kunci: *Konseling Individu; Kesulitan Belajar; Cognitive Behavior Therapy.*

INTRODUCTION

Students make a conscious effort to participate in productive learning experiences as part of their education. This is done so that students can develop religious spiritual strength, morals, self-control, personal skills, as well as their own potential and the potential of the nation, society and state. According to the Law of the Republic of Indonesia concerning the National Education System Number 20 of 2003, Chapter II Article 3, "developing abilities and forming a dignified national character and civilization in order to realize a more civilized national life, with the aim of developing the potential of students to become worthy human beings. have faith and devotion to God Almighty and are responsible and democratic citizens."

In order for individuals to have the strength of religious spirit, personality, intelligence, noble morals, and the ability to govern themselves, citizens and the state need to take good steps to form individuals who have noble and capable morals, and are useful for their environment. In essence, the aim of education is not only to provide knowledge and skills but also to move each student to develop their personality.

The rapid development of science and technology as well as the flow of globalization, competition is increasingly fierce in all areas of life, including education. To face the challenges of rapid scientific progress, schools must strive to improve the quality of their human resources. In fact, it is hoped that students will experience an active and natural learning style as a result of the imaginative teaching and learning experiences provided by educators. However, students who have difficulty understanding the material presented in class are still involved in learning activities. Learning difficulties refer to various obstacles experienced during the most common learning process to achieve learning goals (Haryatni, 2019). Then, Learning Difficulty is an error that makes students unable to successfully complete learning activities, as stated by (Suryani, 2021).

However, students who experience learning difficulties will lose study time. Teenagers often experience difficulties in learning due to disturbances at school or in the surrounding environment. According to (Muhammedi, 2019), learning difficulties or learning disabilities are a form of student inability to learn or avoid learning, resulting in learning outcomes that are lower than their potential. Students who experience learning difficulties, such as poor academic achievement, being slow in

completing assignments, and always lagging behind their peers, often show learning difficulties. This means that it can be understood that students' failure to complete learning activities well is related to learning difficulties. Students with learning difficulties have learning achievements that are lower than their academic abilities in the classroom.

Students with learning difficulties lose study time, so they are late with assignments and fall behind their peers. Internal and external factors, according to (Wikasana and Rachman, 2018), are two types of factors that cause learning difficulties. (1) Internal factors influence each student. Natural and mental factors are included in internal factors. Examples of abnormal physical conditions include health problems and disabilities. (2) External factors are factors that come from outside the student. Examples of external factors include family environment, school environment, community environment, and time environment. According to (Cahyono, 2019), students' internal factors include lack of interest in lessons and teacher motivation.

Meanwhile, external factors experienced by students are the unavailability of supportive textbooks and teachers' indifference in implementing the ongoing learning program. Students' cognitive, cognitive and psychomotor behavior shows various aspects of the learning difficulties they experience according to (Waruwu, 2019). Examples of behavioral disorders that are indicators of learning difficulties include not being able to complete academic assignments on time, constantly leaving friends, and behaving irrationally. According to (Muhammedi, 2017), students with learning difficulties show abnormal emotions such as sadness, anger, and dislike of certain situations.

The author's underlying perception reveals that many students have learning obstacles at school, including low academic achievement, slow completion of assignments, lack of mastery of the material, and continuously falling behind their friends. This is caused by a person's intelligence, interests, skills and learning methods. It can also be caused by how well educated one's parents are, how close one's family is, how much time one's parents spend with them, how much money one has, or how influential one's friends are. One way schools can help students overcome learning challenges is by providing personal guidance services using a mental behavioral guidance methodology through the administration of guidance and counseling

educators. Individual counseling aims to assist clients in finding efficient and effective solutions to their problems.

Self-instruction techniques, which are a component of cognitive behavioral therapy (CBT) techniques, are anticipated to reduce students' learning difficulties through individual counseling services. The Self-instruction method can be used as an intervention to reduce the number of students who experience metacognitive failure, according to (Hidayanti & Ja'far, 2019). Each student's metacognitive abilities were enhanced as a result of the self-instruction research. Self-instruction has also been shown to help students with learning difficulties gain self-confidence, increase their ability to work collaboratively, and improve their academic performance. Several previous studies related to efforts to reduce student learning difficulties show the benefits of engineering

This self-instruction. Consequently, researchers are interested in determining whether self-instruction strategies for reducing student learning difficulties are as effective as individual CBT services.

RESEARCH METHOD

This research uses quantitative methods with a One Group Pretest and Post-test design. Sugiono shows that this research estimates members twice during treatment (Sugiono, 2010). The learning difficulties scale is used for initial measurement, or pre-test, and individual counseling using a cognitive behavioral therapy (CBT) approach is used for treatment over a predetermined time period. In addition, the learning difficulties scale was used in the final measurement, or post-test, to ascertain whether the treatment given to the research subjects had an effect. The following provides an outline of the one-group pre-test, post-test design concept for pre-experimental designs:

Table 1 One group pretest-posttest design

Pretest	Treatment	Posttest
O1	X	O2

Information:

O1 = pret-test value (before treatment or treatment)

X = treatment given to the subject

O2 = post-test score after receiving treatment or treatment)

Based on the use of Microsoft Excel and the SPSS program to calculate the recapitulation of the validity test results of the learning difficulties scale data. Results of distributing instruments to 51 class X students of SMA Negeri 7 Medan on Jalan Timor, Kec. East Medan presents the results of 28 statement items, of which 26 are valid. The r table value at the 5% level is 0.2329, which indicates that the item is valid if the calculated r is greater than the table r. Apart from that, in the reliability test using the SPSS program, Cronbrach alpha information was obtained with a value of 0.999, where if the Cronbrach alpha value is greater than 0.005 then the learning difficulty scale can be said to be solid.

This research was carried out at the MAN 1 Medan school which is located at Jalan Williem Iskandar No., from March to April 2024. 7B, Medan Tembung District. The population of this study consisted of three classes in class high learning. According to (Firmansyah & Dede, 2002), the practice of taking samples from a population based on predetermined criteria and specifications is known as "purposive sampling".

The data collection method in this research uses a learning difficulties scale. This learning difficulty scale is used to determine the degree of learning difficulty of students in this research. Analysis of this research data used the Wilcoxon signed rank test using the SPSS program to evaluate learning difficulties.

RESULTS AND DISCUSSION

Researchers collected pre-treatment (pre-test) data on students with high levels of learning difficulties for research using a learning difficulties scale. The results will be displayed in the table below:

Table 0.2Pretest

Frequency distribution of pretest learning difficulties categories

Score Category	<i>Pre-test</i>	
	F	%
Very High 111-130	0	0%
Height 90-110	5	100%
Medium 69-89	0	0%
Low 48-68	0	0%
Very Low 26-47	0	0%
Amount	5	100%

Five students' learning difficulties were considered to be at a high level before receiving individual counseling services with self-directed learning techniques, with a presentation rate of 100%, according to the findings. To reduce the severity of the student's learning difficulties, the researchers continued by providing four individual counseling sessions using self-directed learning strategies and a cognitive behavioral therapy (CBT) approach. After treatment, researchers re-measured students' levels of learning difficulties using the same scale, the learning difficulties scale, to see whether students experienced fewer difficulties. The following should be the effects of treatment:

Table 0.3posttest

Frequency distribution of posttest learning difficulty categories

Score Category	<i>Pre-test</i>	
	F	%
Very High 111-130	0	0%
Height 90-110	0	0%
Medium 69-89	0	0%
Low 48-68	3	60%
Very Low 26-47	2	40%
Amount	5	100%

The table data above shows that students' learning difficulties decreased after undergoing treatment through individual counseling using a cognitive behavior therapy approach with self-instruction techniques. There are 3 students of whom are in the "low" category at 60% and 2 other students are in the "very low" category at 40%. The researcher then carried out data analysis tests using the SPSS program with the Wilcoxon Signed Ranks Test. The test results can be seen in the table as follows:

Table 0.4 Wilcoxon single rank test results

	<i>Posttest - Pretest</i>
Z	-2.023b
<i>Asymp. Sig. (2-tailed)</i>	,005

The table above displays the Asymp Significance values from the Wilcoxon Signed Ranks Test. Sige (two-tailed) is 0.005 () from the predetermined significance level of 0.05. Thus, the alternative hypothesis (Ha) can be accepted. Thus, these findings indicate that a single counseling service that combines cognitive behavioral therapy (CBT) with a Self-Guided Learning approach is successful in reducing students' learning difficulties.

Expertobtained the final results of the pre-test applied to 5 students who had learning difficulties. According to the consequences of the pre-test, various elements, including low intelligence, low inspiration for learning, lack of discipline, and well-being, add to the high similarity of students' challenges with learning. This is in accordance with the belief that low inspiration is caused by apathy towards learning, which affects learning outcomes (Rahmadani et al., 2017).

Motivation is one of the most important aspects for student success in learning activities. Because students must be aware of the rules and obey them, so that discipline becomes a good habit, self-awareness makes it easy for students to apply discipline (Mz, 2018). According to (Ghufron & Risnawita, 2015), students with low intelligence do not only experience problems with the central nervous system, or in other words, there is a mismatch between students' abilities and maturity at various levels. Students who are sick will have more difficulty completing academic assignments. This is in line with research conducted by (Harahap et al., 2020) which found that students' emotional health is a state of being free from side effects that can cause mental problems.

Student survival really requires mental well-being, especially students who are currently experiencing the world of learning. The self-guidance method is one of the many methods used in BK to help students overcome learning obstacles. Nurlela said

that the self-guidance method is good for dealing with students' emotions and behavior (Nurlela, 2016). Moreover, this is reinforced by the assessment (Hidayatulloh, 2017) that involving self-guidance strategies in individual direction is a teaching technique that helps students overcome distorted thinking and stay motivated when learning pressure arises.

Based on the results of this review, the self-guidance method can help students overcome learning obstacles with the help of individual teaching. This suggests that individual counseling and self-teaching techniques can be used to address data findings both before and after treatment.

When using self-teaching techniques for modeling, imitation, and implementation, Hidayatulloh (2017) said that there are three stages involved in overcoming learning difficulties: (1) The first stage involves gathering information about the conceptualization of the problem. At this point, students need to become more aware of their thoughts, feelings, and actions, as well as how their bodies react to the learning environment and other people. (2) Understanding the problem is the next step. The counselor makes a plan on how to monitor current problems and situations. The counselor identifies irrational feelings and thoughts that contribute to the problem. (3) Direct adjustment is used during the third stage. This is the phase of changing behavior through self-expression.

Examples of self-explanatory sentences to support one's beliefs can be found here. "My way of behaving is one that likes to procrastinate; thus, I have to change the way of behaving that likes to procrastinate to become a young person who can manage time carefully," even though "I am not a child who always procrastinates." The self-guidance method is one of the methods used in the Mental Conduct Treatment (CBT) approach to change and rebuild students' mental framework. According to Nurmaliyah (2014), self-directed goals for students to overcome learning obstacles include controlling negative thoughts and always expressing themselves clearly. Students can control their negative thoughts when they feel threatened by continuously increasing their positive thoughts. Positive thinking can effectively control stressful situations, reducing the impact of negative thinking on students.

CONCLUSION

Before treatment, five students were identified as having high learning difficulties; however, after treatment, which included individual counseling and self-help strategies, this number decreased significantly. There were three (three) students whose learning difficulties decreased, placing them in the "low" group, and two (two) different students whose learning difficulties decreased, placing them in the "very low" group.

Asymptomatics were found through data analysis using the Wilcoxon Signed Rank Test. The alternative hypothesis (H_a) can be accepted because the Sig (2-tailed) value is less than 0.05. This shows that students can overcome learning difficulties through individual counseling and independent learning strategies. In other words, it has been shown that this service is effective and helps students with learning difficulties.

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