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## **Effectiveness of Cognitive Restructuring Techniques in Increasing Self-Efficacy for Learning Achievement**

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### **Abstract**

**Effectiveness of Cognitive Restructuring Techniques in Increasing Self-Efficacy for Learning Achievement.** Self-efficacy is a key individual to manage abilities and perform activities such as completing assignments. A student who experiences learning difficulties tends to have low efficacy in achieving learning achievement. Students must be encouraged to have high self-efficacy. Self-efficacy is higher indicates more persistent, engaged in learning, not worried, and not stressed when facing problems. This research aims to describe the influence of providing counseling group using cognitive restructuring on student learning achievement. This study is a quasi-experimental study with a one group pre-test-post-test design. The subjects of this study were seven students. The questionnaire used was a self-efficacy questionnaire. Data analysis used statistical paired t test where the research data has been previously tested to perform normality test using kolmogorov-smirnov. The results of the study showed that there

were significant changes in students' self-efficacy before and after provide intervention and after intervention.

**Keywords:** Cognitive Restructuring, Self-Efficacy, Learning Achievement

## A. Introduction

Efficacy diri is a key in order for someone to manage their abilities and carry out activities such as completing tasks, self-efficacy is considered important to pay attention to because it will influence thoughts, attitudes, feelings and motivation (Liu & Yang, 2023). Self-efficacy according to Bandura (1997) is a person's self-evaluation of their ability to carry out a task, achieve a goal, or overcome obstacles (Empati et al., 2018). Bandura also said that self-efficacy comes from cognitive processes that occur in their someone. Belief or self-efficacy is the foundation of a person. Someone who has the belief that they can do something has the potential to change events in environment, can act more to be more successful than someone with low self-esteem (Almeida & Florence, 2022).

Learning achievement is the mastery of knowledge or skills and developed by subjects which are generally indicated by test scores or numbers obtained given by the teacher. Learning achievement is an indicator of how far the abilities and qualities possessed by students (Darusman, 2023). The realization of ideal learning achievement is influenced by various factors, both internal and external factors. Many people have high potential in their learning achievements but this potential cannot be developed because it is blocked by the feelings they have such as anxiety due to inability and fear of failure when doing certain tasks so the belief that is owned will decrease or can also be said to be a sense of success when faced with his task. This can be recognized by the low self-efficacy of students in facing their tasks (Rizal et al., 2022). Characteristics of someone who has low efficacy are those who tend to feel less confident in completing their tasks, so they avoid them (Darusman, 2023). Social cognitive theory states that low self-efficacy will lead to

increased anxiety and disruptive behavior. Someone tends to avoid all activities that can worsen the situation. This is because of the feeling that he does not have the ability to manage risky aspects (Rustika, 2012). This trait is also present in some of the students of Ibnu Katsir Jember 2 Jember. Ibnu Katsir 2 Jember Islamic Boarding School is an educational institution for memorizing the Al-Qur'an in Jember under the auspices of the Ibnu Katsir Jember Foundation.

Some of Ibnu Katsir's students almost succeeded in completing their assignments due to their fairly good self-efficacy. Meanwhile, there were some students who had the potential to succeed in completing their assignments but they preferred to avoid the various assignments with various reasons such as, "I'm not as smart as A", "I'm not capable of doing this and that assignment". Those were some of the reasons they gave. After the researcher investigated, it turned out that in their previous school they were talented children, but when they met new friends at the Islamic boarding school with various school backgrounds, they felt unsure that they could also complete the assignments they had to go through. One way to improve students' self-efficacy is by changing their negative thoughts into positive thoughts. To change this, researchers use one of the approaches in cognitive-based Behaviorism, namely technology Restructuring Cognitive restructuring was developed by Meichenbaum.

Cognitive restructuring is a technique in cognitive theory peribehavior that uses focus on modification of wrong run. Technique cognitive restructuring is a process where the counselor will help the client to find self-defeating thoughts and look for rational alternatives so that students will learn to deal with situations that increase feelings of anxiety (Arofah et al., 2019). This is done with the aim of inviting clients to challenge negative thoughts and emotions by providing evidence that contradicts their beliefs regarding the problem at hand. Apart from that, this technique aims to improve the client's condition to become more rational by changing the negative thoughts occurring in themselves and the situation outside into positive thoughts. Clients who have

positive thoughts, will later hope to be able to apply it to everyday behavior in constructive and positive behavior (Yusadri et al., 2020). Through cognitive restructuring techniques, individuals can understand that emotional dysfunctional behavior is the result of irrational, unrealistic, and illogical thinking; can constructively change irrational thoughts into rational ones and then function well and significantly; irrational and dysfunctional thinking will have negative consequences on emotions and behavior; if these beliefs are maintained, they will cause self-defeating behaviors (intentional behavior that has negative effects on oneself) (Utami, 2017). Cognitive reconstructive techniques are techniques that help clients identify negative thoughts and then restructure them to be more positive so that they are manifested in better behavior (Widadiyah, 2024).

Group Counseling using Cognitive Restructuring techniques to improve self-efficacy towards student achievement is carried out to obtain benefits both theoretically or practically. The use of group counseling using cognitive restructuring techniques is believed to help improve individual self-efficacy and help improve achievement. Research conducted by Rahmah et al., (2023) said that the use of restructuring techniques can improve students' academic self-efficacy. In addition Rizal et al., (2022) also said that providing group counseling with cognitive restructuring techniques increases self-efficacy (self-confidence) of students at SMA Negeri 1 Takalar. Based on the explanation above, it is theoretically known that providing counseling guidance with cognitive restructuring techniques can improve individual academic achievement. Therefore, researchers believe that it is necessary to use cognitive restructuring techniques to improve the self-efficacy of Ibnu Katsir students.

As for the theoretical benefits, the research results in this is hope to be able to use as an alternative to increase self-esteem towards the learning achievements of students and can also be used as input and reference sources for other researchers who will conduct research in the same field. Meanwhile, the practical benefits for students are that students can increase their self-efficacy

towards learning achievement with cognitive restructuring techniques so that students can complete all tasks that are their responsibility. For agencies/institutions, it can be used as considerations in improving the quality of institutions in educating children by improve the self-efficacy of students.

## B. Method

Penelitian ini menggunakan metode kuasi-eksperimental dengan desain pretest-posttest dengan perlakuan terdapat. Penelitian ini akan melibatkan satu kelompok yang akan diberikan pretest (01) kemudian akan diberikan intervensi (x) dan setelah responden menerima intervensi maka akan dilakukan post-test (02). Perbedaan hasil pengukuran dianggap sebagai efek dari perlakuan. Sampel yang dipilih menggunakan teknik pengambilan sampel non-probabilitas yang menurut Fauzy (2019) adalah teknik pengambilan sampel yang dilakukan sesuai dengan persyaratan sampel. Pengambilan sampel dilakukan dengan sengaja dengan hanya memilih sampel yang memiliki kriteria tertentu. Kriteria sampel yang digunakan dalam penelitian ini adalah a) Siswa yang memiliki self-efficacy rendah dan b) Siswa yang bersedia menjadi responden. Sampel yang diambil adalah 7 siswa dari populasi 32 siswa di Ibtisam 2 Jember.

Teknik Pengumpulan Data dalam penelitian ini menggunakan kuisioner, observasi, wawancara, dan dokumentasi. Instrumen yang digunakan memiliki 25 pernyataan dengan 10 pernyataan yang diadopsi dari instrumen yang digunakan oleh (Ananda, 2022). Instrumen yang digunakan dalam penelitian ini adalah skala Likert dengan skor 1 sangat tidak setuju - 4 sangat setuju. Hasil uji validasi pada instrumen ini menunjukkan hasil yang valid pada semua pernyataan karena nilai  $r$  yang dihitung  $> r$  tabel (0.482) yang berarti bahwa kuisioner self-efficacy ini valid. Sedangkan dalam uji reliabilitas kuisioner self-efficacy ini, nilai  $\alpha$  adalah 1.000, yang berarti bahwa kuisioner ini cukup reliabel untuk digunakan.

states that the categories of self-efficacy are as follows:

Table 1.1

*Category Score*

Category	Range Score
Tall	$(M+1SD) < X$
Currently	$(M-1SD) < X < (M+1SD)$
Low	$X < (M-1SD)$

Table 1.2

Category	Range Score
Tall	$(M+1SD) \leq X$ $(71+8) \leq X$ $79 \leq X$
Currently	$(M-1SD) \leq X < (M+1SD)$ $(71-8) \leq X < (71+8)$ $63 \leq X < 79$
Low	$X < (M-1SD)$ $X < 71-8$ $X < 63$

The categorization results are then expressed in percentages using the following formula:

$$P = X 100 \% \frac{F}{N}$$

Information :

P = Percentage

F = Frequency

N = Number of Respondents

Hypothesis can be interpreted as a temporary answer to the formulation of research problems. Based on the formulation of the problem, research objectives, theoretical basis, and previous studies that have been mentioned, the hypothesis in this study is: Ha group counseling services with cognitive restructuring techniques are effective in improving the self-efficacy of Ibnu Katsir 2 Jember students and Ho group counseling services with cognitive restructuring techniques are not effective in improving the self-efficacy of Ibnu Katsir 2 Jember students. The hypothesis

criteria used in this study are  $H_0$  is accepted if the probability  $< \alpha = 0.05$  and  $H_0$  is rejected if the probability  $> \alpha = 0.05$ . In this study, the researcher used descriptive data analysis in analyzing research data to present the results of the pre-test and post-test in the group that had been treated, while testing the analysis hypothesis using the non-parametric Wilcoxon signed rank statistical test to test the comparative hypothesis of two samples that correlate with ordinal data.

## C. Discussion

### 1. Theoretical Review

#### a. Group Counseling

Counseling is assistance given to students (counselees/clients) in helping to direct solving life problems, with face to face interviews or seeing the situation in the implementation of counseling. Thus, guidance and counseling are as assistance given by an expert (counselors) to clients (counselees) to develop potential or solve problems they are facing (Bayan, 2021).

Group counseling is one of the services included in the responsive guidance and counseling service component. Group counseling is one of the activities carried out to help students who need more varied and urgent assistance so that they need responsive BK services from BK teachers or counselors (Barida et al., 2023).

The implementation of group counseling has five stages in its implementation, starting from the formation stage to the closing or ending stage. The following is an explanation of the stages of group counseling (Arofah et al., 2019): (1) Formation stage, (2) Transition stage, (3) Activity stage, (4) Conclusion stage, and (5) Closing stage.

b. Cognitive Restructuring

Cognitive restructuring is a technique used in cognitive behavioral theory that focuses on modifying erroneous thoughts. Cognitive restructuring techniques are a process in which counselors help clients find self-defeating thoughts and find rational alternatives so that students can learn to deal with situations that increase anxiety.(Arofah et al., 2019).

c. Self-efficacy

Self-efficacy according to Bandura's theory (1997) is an individual's self-evaluation of their ability to carry out a task, achieve a goal, or overcome obstacles (Adinda, 2022). Self-efficacy is defined as an individual's belief in their ability to organize and perform a particular activity. Self-efficacy consists of elements of awareness, planning and motivation, which can reflect self-responsibility during the disease process. Self-efficacy is associated with psychological well-being, improved quality of life and better rehabilitation compliance (Almeida & Florence, 2022). Bandura also said that self-efficacy comes from the results of cognitive processes that occur in individuals. Belief or self-efficacy is the foundation of an individual. Individuals who have the belief that they can do something that has the potential to change events in their environment, can act more to be more successful than individuals who have low self-efficacy.(Almeida & Florence, 2022). Bandura (1997) explains that efficacy can be influenced by 4 (four) sources, namely (Widyawati, 2022): a). Performance Accomplishments, b) Vicarious experience, c) Verbal persuasion and d) Physiological and emotional arousal.



## 2. Group Counseling Cognitive Restructuring techniques in improving self-efficacy

This study focuses on providing counseling guidance using cognitive restructuring techniques for students with moderate to low self-efficacy. The researcher has conducted research for 4 meetings with respondents. The following is an explanation of each meeting (Utami, 2017).

### a. The first meeting

At this first meeting, the first stage of treatment was carried out. After the researcher found students who would follow the service through the survey results, the researcher determined the services that would be provided to clients to help improve self-efficacy. In the first stage, the researcher chose to use the cognitive restructuring technique with group counseling.

With the following stages: a) initial stage, At this stage the counselor acts as the group leader and begins to greet the group members. After greeting the group members and leading the prayer, the counselor explains the intent and purpose of group counseling and chooses the technique to be used.

The counselor then warms up the atmosphere so that a good relationship can be built between the group leader and the members to achieve the goals of this service. b) Transition stage, At this stage, the group leader tries to build group dynamics to avoid doubt, shame, and lack of confidence until a group atmosphere is created. The counselor then asks for each group member's opinion regarding the problems raised. c) Activity stage, at this stage the researcher implemented cognitive restructuring techniques with 6 stages, namely, rationalization stage, identification stage of thoughts in problem situations, recognition stage, and practice of coping thoughts (CT), stage of moving from negative thoughts to coping thoughts (CT), recognition stage and practice of positive reinforcement, homework assignment stage and follow-up. After that the researcher gave a post-test to group members. d) Closing stage, at this stage the Counselor closed the meeting with a conclusion, giving

impressions during the activity, agreeing on the next meeting time and saying hello.

b. Second Meeting

In this second meeting, the second stage of treatment was carried out. After the researcher conducted the first stage of treatment to the students and saw the results of the first post-test, the researcher conducted a group counseling service using cognitive restructuring techniques again to help improve self-efficacy. In the second stage, the researcher chose to use cognitive restructuring techniques with group counseling.

With the following stages: a) initial stage, At this stage the counselor acts as the group leader and begins to greet the group members. After greeting the group members and leading a prayer, the counselor explains the intent and purpose of group counseling and chooses the technique to be used. The counselor then warms up the atmosphere so that a good relationship can be built between the group leader and the members to achieve the goals of this service. b) Transition stage, At this stage, the group leader tries to build group dynamics to avoid doubt, shame, and lack of confidence until a group atmosphere is created. The counselor then asks for each group member's opinion regarding the problems raised. c) Activity stage, at this stage the researcher implemented cognitive restructuring techniques with 6 stages, namely, rationalization stage, identification stage of thoughts in problem situations, recognition stage, and practice of coping thoughts (CT), stage of moving from negative thoughts to coping thoughts (CT), recognition stage and practice of positive reinforcement, homework assignment stage and follow-up. After that the researcher gave a post-test to group members. d) Closing stage, at this stage the Counselor closed the meeting with a conclusion, giving impressions during the activity, agreeing on the next meeting time and saying hello.

c. The Third Meeting

In this third meeting, the third stage of treatment was carried out. After the researcher found that there were still students who had low self-efficacy through the second post-test, the researcher determined the services that would be provided to clients to help improve self-efficacy. In the third stage, the researcher chose to use the cognitive restructuring technique with group counseling. With the following stages: a) initial stage, At this stage the counselor acts as the group leader and begins to greet the group members. After greeting the group members and leading the prayer, the counselor explains the intent and purpose of group counseling and chooses the technique to be used.

The counselor then warms up the atmosphere so that a good relationship can be built between the group leader and the members to achieve the goals of this service. b) Transition stage, At this stage, the group leader tries to build group dynamics to avoid doubt, shame, and lack of confidence until a group atmosphere is created. The counselor then asks for each group member's opinion regarding the problems raised. c) Activity stage, at this stage the researcher implemented cognitive restructuring techniques with 6 stages, namely, rationalization stage, identification stage of thoughts in problem situations, recognition stage, and practice of coping thoughts (CT), stage of moving from negative thoughts to coping thoughts (CT), recognition stage and practice of positive reinforcement, homework assignment stage and follow-up. After that the researcher gave a post-test to group members. d) Closing stage, at this stage the Counselor closed the meeting with a conclusion, giving impressions during the activity, agreeing on the next meeting time and saying hello.

d. The Fourth Meeting

At this fourth meeting, the final stage of treatment was carried out. After the researcher found students who still had low self-efficacy through the results of the third post-test, the researcher determined the services that would be provided to clients to help improve self-efficacy.

In the first stage, the researcher chose to use the cognitive restructuring technique with group counseling. With the following stages: a) initial stage, At this stage the counselor acts as the group leader and begins to greet the group members. After greeting the group members and leading the prayer, the counselor explains the intent and purpose of group counseling and chooses the technique to be used. The counselor then warms up the atmosphere so that a good relationship can be built between the group leader and the members to achieve the goals of this service. b) Transition stage, At this stage, the group leader tries to build group dynamics to avoid doubt, shame, and lack of confidence until a group atmosphere is created. The counselor then asks for each group member's opinion regarding the problems raised. c) Activity stage, at this stage the researcher implemented cognitive restructuring techniques with 6 stages, namely, rationalization stage, identification stage of thoughts in problem situations, recognition stage, and practice of coping thoughts (CT), stage of moving from negative thoughts to coping thoughts (CT), recognition stage and practice of positive reinforcement, homework assignment stage and follow-up. After that the researcher gave a post-test to group members. d) Closing stage, at this stage the Counselor closed the meeting with a conclusion, giving impressions during the activity, agreeing on the next meeting time and saying hello.

### **3. Research Result**

Based on the results of the pre-test on Ibnu Katsir 2 Jember students with a total of 32 students, it showed that 10 students were included in the low category with a percentage of 31%, 18 students were included in the medium category with a percentage of 56%, and 4 students were included in the high category with a percentage of 13%. Self-efficacy in Ibnu Katsir 2 Jember students was dominated by the medium and low categories. There were 7 students who participated in the Cognitive Restructuring technique group counseling service for 4 meetings. In the group that participated in the group counseling service, there was an increase in

the post-test score after being given treatment with group counseling using the Cognitive Restructuring technique.

A student with the initials DF obtained a pre-test score of 51. After being given treatment, the student obtained a post-test score of 85. Y obtained a post-test score of 61 after the treatment he got a post-test score of 85. K obtained a pre-test score of 52 after being given treatment he got a post-test score of 84, MK obtained a pre-test score of 55 after being given treatment he, e, obtained a post-test score of 82, S obtained a pre-test score of 60 after being given treatment he got a post-test score of 84, KIH obtained a pre-test score of 62 after being given treatment he got a post-test score of 91, N obtained a pre-test score of 62 after being given treatment he got a post-test score of 88. All students who participated in the service experienced an increase in their self-efficacy in other words that the treatment given in the form of Cognitive Restructuring techniques using group counseling was effective in increasing the self-efficacy of students.

Table 1. Comparison of Self-Efficacy Scores Before and After Treatment

<b>Respondents</b>	<b>Pre-test</b>	<b>Category</b>	<b>Post-test</b>	<b>Category</b>	<b>Improvement</b>
DF	51	Low	85	Currently	34
Y	61	Low	85	Tall	24
K	52	Low	84	Currently	32
MK	55	Low	82	Currently	27
S	60	Low	84	Tall	24
KIH	62	Low	91	Tall	29
N	62	Low	88	Tall	26
<b>Average</b>	<b>57.5</b>	<b>Low</b>	<b>85.5</b>	<b>Tall</b>	<b>28</b>

The first research result is that the researcher compared the respondents' self-efficacy scores before receiving treatment and after receiving treatment. Table 1 shows that there is a difference in the self-efficacy of the respondents before receiving treatment and after receiving treatment. All respondents showed a significant increase during the administration. All respondents before receiving

treatment had low self-efficacy and after being given treatment there was a significant increase and the majority had high self-efficacy (n: 4).

Table 2. Results of SPSS Calculation of the Effect of Providing Counseling Guidance with Cognitive Restructuring Techniques in Increasing Self-Efficacy on Learning Achievement

<b>Category</b>	<b>Asymp.sig (2-tailed)</b>	<b>Meaning</b>	<b>Std. error mean</b>	<b>Correlation</b>	<b>Sign</b>	<b>Sign. (2- tailed)</b>
<b>Pre-test</b>	0.200	57.57	1,811	0.590	0.164	0,000
<b>Post test</b>		85.57	1.131			

Then, this study also presents the results that describe the success of providing counseling guidance with the cognitive restructuring method to increase the self-efficacy of students. In table 2, it can be seen that the significance value of Asisyp.Sig (2-tailed) of 0.200 is greater than 0.05. So according to the decision making of the Kolmogorov Smirnov normality test, it can be concluded that the research data is normally distributed. So the statistical test used to determine the effect of giving treatment to the research respondents uses the paired sample t test. From the calculation results using SPSS, it is known that the average (Means) Pre Test is 57.57 and Post Test is 85.57. The number of respondents used is 7 respondents. The average value of treatment in the Pre Test is 57.57 <Post Test 85.57, so it means that descriptively there is a difference in the average between the Pre Test and Post Test. Then the correlation value of the study was obtained 0.590 with a significance value of 0.164 > probability 0.05, this proves that there is no relationship between the Pre Test and Post Test variables. Then the Sign value (2-tailed) was obtained 0.000 > 0.05. So it can be seen if there is an influence on the provision of counseling guidance using cognitive restructuring techniques in increasing self-efficacy on learning achievement. The results of this study are in line with research conducted by Habsy & Suryoningsih (2022) who said that cognitive restructuring is effective in increasing students' self-efficacy, besides that it also Sugianto (2023) also said that there was a change in the level of student self-

efficacy after receiving counseling therapy with the cognitive restructuring method, student self-efficacy became better compared to before.

Self-efficacy is a sense of confidence in an individual to achieve a certain goal which in this study is achieving learning achievement. Self-efficacy has two factors, namely internal factors and external factors. In this study, students have different environments and backgrounds so that this will affect their personality and the formation of self-confidence, this will also have an impact on students' ability to interact with their environment. The self-confidence possessed by students will affect the formation of self-confidence. Self-confidence is an attitude of trust and confidence in the abilities they have which will help individuals to be able to see themselves positively and realistically so that they can socialize well with others (Fitriani & Pujiastuti, 2021).

Group counseling services initially ask students to tell their problems to discuss together in groups to form solutions to the problems being faced by members of the research group. Each student can form meaningful life values in groups, can improve communication skills between individuals, and develop real attitudes and actions to achieve the expected behavior (Rizal et al., 2022).

Low self-efficacy experienced by students is influenced by physical and emotional conditions within themselves. This research is in line with research conducted by Rahmah et al., (2023b), which states that students often have low self-efficacy due to unstable physical and emotional conditions. Previous research also states that students who want to improve self-efficacy need rational thoughts, therefore providing counseling guidance using cognitive restructuring techniques is considered effective to be given to students with low self-efficacy (Rizal et al., 2022). Other research that supports the results of this study was previously conducted by Sopiayah et al., (2020) which states that there were 3 clients who had become research subjects and it was then discovered that after being given counseling intervention, students experienced a significant increase in self-efficacy.

Students who have low self-efficacy and do not get help from others will have negative thoughts such as giving up easily, being embarrassed and not confident in their abilities. In this study, it was found that all respondents (n: 7) at the time of the Pre Test had low self-efficacy, then the researcher provided intervention for 4 meetings and conducted a Post Test evaluation after each intervention was completed. In the last intervention, it was found that there was an increase in self-efficacy in the respondents. The researcher conducted another observation with the Post Test at the end and then found that 4 respondents had high self-efficacy while 3 other respondents had moderate self-efficacy. When viewed from the first Pre Test and evaluated in the last Post Test, the researcher found a significant increase, therefore the provision of counseling guidance using cognitive restructuring techniques was considered successful.

#### **D. Conclusion**

After the researcher conducted the research, the researcher was able to obtain the results of the self-efficacy of the Ibnu Katsir 2 Jember students. Based on the results of the table above, it was obtained that 10 students had a low category with a percentage of 31%, 18 students had a medium category with a percentage of 56%, and 4 students with a percentage of 13% had a high category.

Then the researcher can conclude that each student has different self-efficacy. Students who have low self-efficacy will find it difficult to achieve optimal learning achievement. Providing group counseling using cognitive restructuring techniques can help students improve their self-efficacy. The results of this study found that providing group counseling interventions using cognitive restructuring techniques can significantly increase students' self-efficacy.



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