

Breaking the Cycle of Low Flourishing: The Effectiveness of CBT-Based Individual Counseling among Adolescents

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ABSTRACT

Flourishing in children is a condition to what extent a child is affectionate, curious, laughs, and bounces back when facing challenges. Low flourishing in students needs to be a special concern for guidance and counseling teachers. Guidance and counseling teachers are parties who need to contribute to improving flourishing. Individual counseling is one of the responsive services that can be provided by BK teachers in overcoming low flourishing in students. One of the techniques of individual counseling Cognitive Behavior Therapy (CBT) that can be used is cognitive restructuring which is a technique with a method of finding and assessing a person's cognition, understanding the negative influence of thoughts on behavior, then learning to replace these cognitions with better thoughts. This study focuses on efforts to test individual counseling services using the cognitive behavior therapy approach using the cognitive restructuring technique to improve low flourishing in students, with research subjects being class XI MA Al Azhar Wirosari students. From the entire intervention process, it can be concluded that the use of individual counseling using the cognitive behavior therapy approach using the cognitive restructuring technique in overcoming low flourishing is effective to implement.

Keywords: cognitive restructuring, flourishing, individual counseling



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INTRODUCTION

Flourishing is a construct of well-being involving physical, social-emotional, and adaptive functioning (Bethell et al., 2019 & Lippman et al., 2011) that is distinct from the absence of mental or physical symptoms and other types of adversity (Bethell et al., 2019). Initially promoted within the field of positive psychology (VanderWeele, 2017), research on flourishing has expanded to explore well-being across disciplines and populations (Bethell et al., 2019; Bunkers, 2010 & VanderWeele et al., 2019). Involvement across disciplines has contributed to wide variation in the definition and measurement of flourishing (Bunkers, 2010; Bethell et al., 2019; VanderWeele, 2017; & VanderWeele et al., 2019), particularly in the context of children versus adults. One of the most common definitions of child development is the Health Services Resources Administration's (HRSA) Maternal and Child Health Bureau (MCHB) framework, which operationalizes child development as the extent to which a child is affectionate, curious, laughs, and bounces back when faced with challenges (CAHMI, 2018). Previous research examining development among older children has shown that adolescents with greater developmental characteristics have fewer problems in school, use less drugs, achieve higher grades, and make healthier lifestyle choices (Friedman & Kern, 2014). In contrast, school-age children with less developed characteristics are more likely to be bullied, engage in aggressive behavior, and/or exhibit antisocial behavior (Orkibi et al., 2018). In

addition, evidence suggests that child development and family resilience are mitigating factors for ACEs, poverty, and chronic illness among older children (Bethell et al., 2019; Goldstein et al., 2021; Hilton et al., 2019 & Kwong & Hayes, 2017). However, little is known about development despite adversity in young children.

Based on the results of a preliminary study conducted at MA Al Azhar Wirosari in October 2024, researchers conducted interviews with BK teachers to find out what problems were most experienced by students at the school. According to the BK teacher, the most common problems experienced by students were problems related to the personal-social field. Low flourishing in students needs to be a separate concern for guidance and counseling teachers. Guidance and counseling teachers are parties who need to contribute to increasing flourishing. Individual counseling is one of the responsive services that can be provided by BK teachers in overcoming low student flourishing.

The use of individual counseling can help students develop their personality, social skills, communication, self-confidence, and problem-solving skills (Kasmawati & Alam, 2021). The behaviorist approach is the provision of a counseling process with behavioral approaches (Hartati, Kartiani, & Anam, 2019). One of the behaviorist approaches is Cognitive Behavior Therapy (CBT). Cognitive Behavior Therapy is an approach that focuses on the thought process related to a person's emotional, behavioral, and psychological state (Fitria, et al., 2020). Fitria, et al. (2020) also stated that Cognitive Behavior Therapy when applied in individual counseling aims to help students evaluate how their thoughts will influence behavior. One of the techniques of individual counseling Cognitive Behavior Therapy (CBT) that can be used is cognitive restructuring.

Cognitive restructuring technique is one of the cognitive behavior therapy techniques carried out by finding and assessing a person's cognition, understanding the negative influence of thoughts on behavior, then learning to replace these cognitions with better, more realistic, and more suitable thoughts (Anis, 2022). Rani, Sugiharto & Sugiyo (2022) stated that cognitive restructuring techniques have a contribution in changing beliefs and forming a person's coping skills so that they can increase individual self-esteem. Thus, cognitive restructuring techniques are appropriate for use in increasing the flourishing power of adolescents who tend to decline because their cognitive abilities are at the development stage. This study focuses on efforts to test individual counseling services using the cognitive behavior therapy approach, cognitive restructuring techniques can be used to increase low flourishing in students, with the research subjects being class XI MA Al Azhar Wirosari students.

METHOD

The research approach used in this study is quantitative research with a pre-experimental design model. Specifically, the study applies a one-group pretest-posttest design to examine the effectiveness of individual counseling services based on the Cognitive Behavior Therapy (CBT) approach, utilizing cognitive restructuring techniques to improve students' flourishing. This design involves the measurement of students' flourishing levels before and after the intervention, illustrated as follows: $O_1 \times O_2$, where O_1 represents the pre-test, X is the intervention, and O_2 is the post-test. The population in this study consisted of all students

identified as having low flourishing abilities. Based on the results of a flourishing questionnaire distributed to 66 students, 7 students were found to have low flourishing scores. Given the relatively small number of subjects, all 7 students were included as research participants. Two instruments were employed to collect the data: questionnaires and observations. The questionnaire was used to measure students' initial levels of flourishing. Prior to use, the questionnaire underwent validity and reliability testing to ensure its appropriateness. Meanwhile, observations were conducted to monitor behavioral and emotional development related to flourishing throughout the intervention process. Data analysis involved both descriptive and inferential techniques. Descriptive analysis was used to describe students' flourishing levels before and after the intervention. In contrast, inferential analysis was employed to assess the effectiveness of the cognitive restructuring intervention. The Wilcoxon signed-rank test, also known as the Z test, was used as the statistical method to compare pre-test and post-test scores and determine the significance of the intervention's impact on students' flourishing.

RESULTS AND DISCUSSION

Description of the level of students' flourishing before (pretest) and after (posttest) being intervened with an individual counseling approach using cognitive behavior therapy with cognitive restructuring techniques using descriptive statistical analysis, then the following will be presented in the form of a frequency distribution table classified into 5 categories, namely: very high, high, medium, low and very low with the following results: Table 1. Level of students' flourishing at MA Al Azhar Wirosari before (pretest) and after (posttest) being given individual counseling intervention using cognitive behavior therapy with cognitive restructuring techniques.

Table 1. Level of students' flourishing at MA Al Azhar Wirosari before (pretest) and after (posttest)

Interval	Kategori	Pre-test		Post-test	
		F	P	F	P
136 – 160	ST	2	28,6%	0	0
110 – 135	T	5	71,4%	0	0
84 – 109	S	0	0	3	42,9%
58 – 83	R	0	0	4	57,1%
32 – 57	SR	0	0	0	0
Jumlah		7	100	7	100

Source: Research Questionnaire Results

Table 1 shows that the low flourishing of class XI students of MA Al Azhar Wirosari before being given individual counseling intervention using the cognitive behavior therapy approach using the cognitive restructuring technique, the low flourishing of students was in the very high category of 2 students (28.6%), then the high category of 5 students (71.4%), and there were no students in the medium, low and very low categories. After being given individual counseling intervention using the cognitive behavior therapy approach using cognitive

restructuring techniques, the low level of flourishing experienced by students decreased. This can be seen from the low level of flourishing of students who are in the medium category of 3 students (42.9%), and the low category of 4 students (57.1%). This shows that the flourishing power of students at MA Al Azhar Wirosari has increased. From the results of observations during individual counseling activities in 4 meetings, the following data were obtained:

Table 2. Observation data on the decrease in low student flourishing in each meeting

N	P I	P II	P III	P IV
1	70%	70%	70%	50%
2	90%	90%	80%	60%
3	100%	100%	90%	60%
4	70%	70%	70%	50%
5	80%	80%	50%	30%
6	80%	80%	60%	50%
7	80%	80%	60%	40%

Source: Observation Results

In table 2 above regarding the decrease in low student flourishing from each meeting. At the first meeting all students still experienced low flourishing in the very high and high categories, then at the second meeting there was no change in the low student flourishing. Furthermore, at the third and fourth meetings there was a decrease in low flourishing, namely, there was 1 student in the very high category, 3 students in the high category, and 3 students in the medium category at meeting 3. And at meeting 4 there were 5 students in the medium category and 2 students in the low category and at this meeting there were no more students in the very high and high categories. Based on the observation results obtained, at each meeting, students experienced a decrease in low flourishing and each student followed the intervention process from the beginning to the end of the activity.

To determine the effect of individual counseling intervention using the cognitive behavior therapy approach using the cognitive restructuring technique in increasing students' flourishing power, the non-parametric Wilcoxon signed ranks test was used. Wilcoxon test (Z). This test is a test of the difference in average parameters for two paired samples.

Tabel 3. Hasil Pengujian Hipotesis

Jenis Data		Z	Asymp Sig
Pretest	Posttest		
123,1	85,4	-2,731 ^b	0,000

Based on table 3 above regarding hypothesis testing with the Wilcoxon test through two related samples test, there is a significant difference in the average value after treatment, lower than before the treatment was given, then after that the data was analyzed, the Z value was

obtained, namely -2.731 with an Asymp Sig value = 0.000 < 0.05, pretest 123.1 and posttest 85.4. This means that the null hypothesis (H_0) which states "individual counseling based on cyber counseling cannot reduce the low flourishing of learning students at MA Al Azhar Wirosari." is declared rejected. So that the working hypothesis (H_1) namely "individual counseling with a cognitive behavior therapy approach using cognitive restructuring techniques can reduce the low flourishing of class XI students at MA Al Azhar Wirosari." is declared accepted, because the results of the difference test are obtained, namely the Asymp Sig value which is smaller than the alpha (error level) set at 0.05. Thus, individual counseling with a cognitive behavior therapy approach using cognitive restructuring techniques has a significant influence in increasing students' flourishing power. The study was conducted on subjects who experienced low development totaling 7 students. The symptoms of low learning development studied in this study consisted of feelings of dissatisfaction, lack of vitality, difficulty in establishing meaningful relationships, and being easily influenced by social pressure. The intervention process was carried out with four individual counseling service meetings. At the first meeting, the researcher and students discussed the symptoms of low development experienced by the students and identified various obstacles when symptoms of low development occurred. The symptoms of low development experienced by students were dominated by feelings of dissatisfaction, lack of vitality, difficulty in establishing meaningful relationships. Symptoms of low development related to the aspect of feelings, namely feelings of dissatisfaction, are symptoms of low development.

The low success that occurs in students is due to demands from the family to achieve good achievements and the inability of students to solve several problems. In order to find out the condition of a person's development, it can be seen from five components or elements of development, including; a) positive emotions (positive emotions), b) involvement (engagement), c) relationships (relationship), d) meaning (meaning) and e) fulfillment (achievement). The process of comprehensiveness at the first meeting in the counseling session is the initial step of the intervention which functions to identify problems (problem exploration) experienced by students holistically. Problem identification techniques have a very urgent role in making interventions effective (Hudayana, Jannah, Hartinah, & Subhi, 2020). At the second meeting, the externalization process (Ardana, Purwoko, 2018) and personification (Swasti, & Martani, 2013) of low student development were carried out. This meeting discussed a lot about the position of the problem within the student and conducted self-evaluations related to the problems experienced by the student. Furthermore, at the third meeting, students were taught to make mind maps so that students were aware of the estuary of the problems they experienced. After making a mind map, students then empowered themselves by following the mind map that had been made.

The last meeting in this study was an evaluation of students' feelings after participating in the counseling process. At this meeting, the discussion topic was related to the conclusion of the counseling process to be carried out after the intervention. This meeting was also caused by self-knowledge, self-esteem and self-acceptance. Mufidatu & Sholichatun, (2016) said that when an individual is physically and psychologically healthy, he is an individual who has reached the stage of knowing, appreciating and accepting himself. Lutfiyani & Bhakti (2017)

in their research revealed that individuals who have good self-knowledge can plan their future well. Self-esteem also has a positive influence on student learning achievement (Refnadi, 2018). Meanwhile, self-acceptance according to Sitorus, Badrujaman & Fitri (2019) is the main key to self-actualization. Maslow's humanistic theory also believes that the highest peak of human achievement is self-actualization. From the entire intervention process, it can be concluded that the use of individual counseling with a cognitive behavioral therapy approach and cognitive restructuring techniques in overcoming low development is effective to implement. More specifically, the success of this counseling process is influenced by the systematic preparation of intervention topics.

CONCLUSION

The low flourishing of students who were previously in the high and very high categories decreased to the medium and low categories. In fact, there was not a single student who was in the high and very high categories. Individual counseling intervention using the cognitive behavior therapy approach using the cognitive restructuring technique was carried out in four meetings. This counseling technique can overcome the low flourishing of students. The researcher's suggestion is that guidance and counseling teachers must always be careful in addressing the condition of students' flourishing and maximizing guidance and counseling services, especially the implementation of individual counseling, especially the cognitive restructuring technique

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