

The Effectiveness of Group Counseling Using The Approach *Cognitive Behavioral Therapy* (CBT) With Improved Cognitive Restructuring Techniques Self-Confidence of Pre-Prosperous Students

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Keywords: Group Counseling; Cognitive Behavioral Therapy (CBT); Cognitive Restructuring Techniques; Self-Confidence.	Abstract Poverty in Indonesia continues to increase from year to year, including in West Sumatra Province. The government is trying to overcome this problem through the Smart Indonesia Program (PIP) in the form of scholarships, to help students from underprivileged families obtain a decent education. However, many scholarship recipients still experience low self-confidence. This study aims to analyze the effectiveness of group counseling using the <i>Cognitive Behavioral Therapy</i> (CBT) cognitive restructuring techniques in increasing the self-confidence of underprivileged students at SMKN 5 Padang. This study uses a quantitative method with a quasi-experimental design in the form of <i>pretest-posttest control group design</i> . The sample consisted of 16 students who were divided into experimental and control groups, each consisting of 8 people, through the technique <i>cluster random sampling</i> . The instrument uses a Likert scale, and the data is analyzed using <i>Wilcoxon Signed Ranks Test</i> and <i>Mann Whitney Test</i> . The results of the study showed that the CBT approach with cognitive restructuring techniques was significantly effective in increasing the self-confidence of underprivileged students. This study recommends CBT-based group counseling services as an intervention strategy for BK teachers in schools.
Kata Kunci: Konseling Kelompok; Terapi Perilaku Kognitif (CBT); Teknik Restrukturisasi Kognitif; Kepercayaan Diri.	Abstract <i>Kemiskinan di Indonesia terus mengalami peningkatan dari tahun ke tahun, termasuk di Provinsi Sumatera Barat. Pemerintah berupaya mengatasi permasalahan ini melalui Program Indonesia Pintar (PIP) dalam bentuk beasiswa, guna membantu siswa dari keluarga kurang mampu memperoleh pendidikan yang layak. Namun, banyak penerima beasiswa masih mengalami kepercayaan diri yang rendah. Penelitian ini bertujuan untuk menganalisis efektivitas konseling kelompok menggunakan pendekatan Cognitive Behavioral Therapy (CBT) teknik restrukturisasi kognitif dalam meningkatkan kepercayaan diri siswa pra sejahtera di SMKN 5 Padang. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen semu berupa pretest-posttest control group design. Sampel terdiri dari 16 siswa yang dibagi ke dalam kelompok eksperimen dan kontrol, masing-masing berjumlah 8 orang, melalui teknik cluster random sampling. Instrumen menggunakan skala Likert, dan data dianalisis dengan Wilcoxon Signed Ranks Test dan Mann Whitney Test. Hasil penelitian menunjukkan pendekatan CBT dengan teknik restrukturisasi kognitif secara signifikan efektif dalam meningkatkan kepercayaan diri siswa pra sejahtera. Penelitian ini merekomendasikan layanan konseling kelompok berbasis CBT sebagai strategi intervensi bagi guru BK di sekolah.</i>
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INTRODUCTION

Until now, poverty in Indonesia is still a serious problem that continues to increase (Central Statistics Agency, 2023). Based on data published by the Central Statistics Agency (BPS) of Indonesia, the number of poor people in 2021 was 27.54 million people, in 2022 it was 26.36 million people and in 2023 it was 25.90 million people (Central Statistics Agency, 2023). This data shows that consistently, the number of poor people remains high from year to year. Similarly, data released by the Central Statistics Agency of West Sumatra on March 12, 2023, the number of poor people in the region was recorded to have fluctuated. In 2021, the number of poor people reached 370.67 thousand people, in 2022 the poor people reached 335.21 thousand people, and in 2023 the number of poor people was 340.37 thousand people (Central Statistics Agency of West Sumatra Province, 2023). Similarly, from the ... Province, 2023 published by the Padang City Central Statistics Agency, it was recorded that Padang City had a poor population of 41.97 thousand people in 2023 (Padang City Central Statistics Agency, 2023). This data shows that the number of poor people in West Sumatra tends to increase. To overcome this poverty problem, it is the government's duty and responsibility.

The government has attempted to overcome this problem in various ways, one of which is by improving the quality of education (Firman and Aini, 2023). The steps taken by the Indonesian government to overcome poverty in education are to provide scholarships, one of which is the PIP (Smart Indonesia Program) scholarship (Retnaningsih, 2017). This program aims to be an effort to provide social security in the field of education, especially to help students from disadvantaged economic backgrounds (Syahri, 2023).

The reality is that students who receive educational assistance experience feelings of inferiority, lack of self-confidence, and are unable to compete with friends who are more economically capable (Pambudi, 2020). Dobson and Wanzel emphasize that the approach *Cognitive Behavior Therapy* (CBT) cognitive restructuring techniques are core techniques that aim to increase self-confidence and self-esteem. As well as helping individuals identify and change negative thoughts into positive ones (Dobson & Wenzel, 2015). In line with the opinion of Sugiharto and Sukiman (2012), the feeling of lack of self-confidence felt by students from underprivileged families can be increased, one of the alternative solutions that can be done by implementing a model group counseling services with cognitive restructuring techniques and the approach used is counseling *Cognitive Behavior Therapy* (CBT).

Shortcut *Cognitive Behavior Therapy* (CBT) is a therapist who helps clients by removing their negative thoughts and beliefs, to then be replaced with a better thought pattern construction (Oemarjoedi, 2003). Cognitive restructuring technique is a technique that was born from cognitive therapy, (Ellis, 2008) states that cognitive restructuring is focusing on efforts to identify and change negative thoughts or self-statements and irrational client beliefs into positive and rational thoughts.

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The aim of this study was to analyze the differences in the level of self-confidence of underprivileged students before and after participating in group counseling services with a group approach. *Cognitive Behavioral Therapy (CBT) with cognitive restructuring techniques* in increasing the self-confidence of underprivileged students in the experimental group. This study also attempts to compare changes in the self-confidence of underprivileged students between the experimental group and the control group, as well as to identify the effectiveness of group counseling services using the approach *Cognitive Behavioral Therapy (CBT) with cognitive restructuring techniques* compared to conventional group counseling services. With this approach, this study is expected to be a guide for school counselors in dealing with the self-confidence of underprivileged students.

RESEARCH METHODS

This study uses a quantitative approach with an experimental research design. The quantitative approach was chosen because it allows the collection of numerical data that can be analyzed statistically to measure the effectiveness of the intervention provided (Rustamana et al., 2024; Syahrizal & Jailani, 2023). The research design used was a quasi-experimental design with a pretest-posttest control group design (Hastjarjo, 2019; Rustamana et al., 2024; Syahrizal & Jailani, 2023). This design was chosen to compare the level of self-confidence of underprivileged students in the experimental group who received group counseling services. approach *cognitive behavioral therapy (CBT)* with Cognitive Restructuring techniques with a control group that only received conventional group counseling services. This method was chosen based on the need to measure significant changes before and after the intervention.

This study was conducted at SMK Negeri 5 Padang, West Sumatra, because the location is relevant to the initial data showing cases of low self-confidence in students from underprivileged families. This study was conducted for six weeks, starting from February 17 to April 14, 2025. Each group counseling session lasted for 1 x 45 minutes, with a meeting interval of one week. The subjects of the study were 16 students selected using cluster random sampling from a population of 204 students. The subjects of the study were divided into two groups, namely the experimental group and the control group, with each group consisting of 8 students.

Data collection was conducted using a validated and reliable Likert scale questionnaire to measure the level of self-confidence of underprivileged students among students. This instrument includes indicators of self-confidence. Pre-test data were collected before the intervention, while post-test data were collected after all counseling sessions were completed. Data analysis was conducted using the Wilcoxon Signed Ranks Test to measure the difference between the pre-test and post-test in each group, and the Mann-Whitney test was used to compare the results between the experimental and control groups.

The selection of this method is based on the research objective to test the effectiveness of group counseling services approach *cognitive behavioral therapy (CBT)*

with Cognitive Restructuring techniques in depth. With this approach, the research results are expected to provide strong empirical evidence regarding the benefits approach *cognitive behavioral therapy* (CBT) with Cognitive Restructuring techniques in increasing the self-confidence of underprivileged students.

RESEARCH RESULTS AND DISCUSSION

Results

Based on the analysis of student data at SMKN 5 Padang, the level of self-confidence of underprivileged students is classified as low. Based on the criteria for determining the level of self-confidence, the total score of self-confidence of underprivileged students in the total population is 204. Which shows that 17 students are in the very high category, 29 students are in the high category, 71 students are in the medium category, 81 students are in the low category and 6 students are in the very low category. This means that in general the level of self-confidence of underprivileged students is classified as low. To see the data for each category, see the table below.

Table 1. Tabulation of Self-Confidence Data of Pre-Prosperous Students as a Whole

TOTAL SCORE CATEGORY			
SCORE	CATEGORY	f	%
120 - 134	Very high	17	8.33
105 - 119	High	29	14.22
90 - 104	Currently	71	34.80
75 - 89	Low	81	39.71
60 - 74	Very Low	6	2.94
Total		204	100

Based on Table 1 above, it can be seen that the self-confidence data of underprivileged students shows the distribution of self-confidence levels according to category. Of the 204 respondents, 17 students (8.33%) were in the "Very High" category, while 29 students (14.22%) were in the "High" category, 71 students (34.80) were in the "Medium" category, 81 students (39.71) were in the "low" category which is a large group, and 6 students (2.94%) were in the "Very Low" category.

The level of self-confidence of underprivileged students before the intervention (pre-test) is in the low category. Furthermore, there is a difference in the level of self-confidence of underprivileged students among students after the intervention (post-test) between the experimental group and the control group. The following is a description of the pre-test and post-test self-confidence data of underprivileged students for each group.

Table 2. Comparison of Self-Confidence Data of Pre-Prosperous Students Pretest and Posttest in Experimental Research

No	No Initials	Pretest		Posttest		N-Gain Score
		Total	Category	Total	Category	
1.	AAD	120	Very high	127	Very high	7
2.	NF	83	Low	117	High	34
3.	ME	66	Very Low	105	High	39
4.	MR	112	High	125	Very high	13
5.	KDP	102	Currently	122	Very high	20
6.	AFR	74	Very Low	109	High	35
7.	M	82	Low	116	High	34
8.	CGH	69	Very Low	107	High	38
TOTAL		708		928		220
Rate-rate		88.5	Low	116	High	27.5

Based on Table 2 above, it can be seen that the comparison of self-confidence of the pre-prosperous students in the experimental group before receiving group counseling services with approach *Cognitive Behavioral Therapy* (CBT) with cognitive restructuring techniques has an average score of 88.5, so it is in the low category. From the results of the pretest of self-confidence of pre-prosperous students from 8 students in the experimental group, there is 1 student who is in the very high category, 1 student is in the high category, 1 student is in the medium category, 2 students are in the low category, and 3 students are in the very low category.

After receiving group counseling services with approach *Cognitive Behavioral Therapy* (CBT) with cognitive restructuring techniques, the average score was 116, which placed them in the high category. Based on the results of the posttest of self-confidence of pre-prosperous students for 8 students in the experimental group, 3 students were in the very high category, 5 students were in the high category.

From these data it can be seen that the overall N-Gain score obtained was 27.5, which indicates an increase in the self-confidence of underprivileged students in the experimental group after receiving group counseling services using approach *Cognitive Behavioral Therapy* (CBT) with cognitive restructuring techniques.

To determine whether there is a significant difference in the level of self-confidence of underprivileged students in the experimental group before (pretest) and after (posttest) receiving intervention in the form of group counseling services with approach *Cognitive Behavioral Therapy* (CBT) with cognitive restructuring techniques, the results of the data analysis are presented as follows.

Table 3. Results of the Wilcoxon Signed Ranks Test Analysis of the Difference in Self-Confidence of Pre-Prosperous Students Between the Initial Test and the Final Test in the Experimental Group

Test Statistics^b

	Post Test - Pre Test Experiment
WITH	-2.524 ^a
Asymp. Sig. (2-tailed)	.012

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on Table 3 above, it can be seen that the probability of Asymp. Sig. (2-tailed) for the self-confidence of underprivileged students in the experimental group is 0.012, which is below 0.05 ($0.012 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the first hypothesis tested in this study can be accepted, which states, "There is a significant difference in the self-confidence of underprivileged students in the experimental group before and after receiving group counseling services with a group counseling approach." *Cognitive Behavioral Therapy* (CBT) with cognitive restructuring techniques." To see the direction of this difference, whether the pretest or posttest scores were higher, see Table 4 below:

Table 4. Direction of Difference in Self-Confidence of Pre-Prosperous Students Between Pretest and Posttest in the Experimental Group

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	8 ^b	4.50	36.00
	Ties	0 ^c		
	Total	8		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Based on Table 4, all respondents (8 students) in the experimental group analyzed showed an increase in scores from pretest to posttest. These results indicate that the experimental group experienced significant changes after participating in group counseling with the approach. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring technique. Based on the Wilcoxon Signed-Ranks Test ($Z = -2.524, p = 0.012$), this change was statistically significant, with the self-confidence of underprivileged students initially low, then increasing to a higher level on the posttest. This finding suggests that the cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques are effective in increasing the self-confidence of underprivileged students in the experimental group.

The level of relational aggression in each experimental group from the pretest and posttest results can be explained as follows.

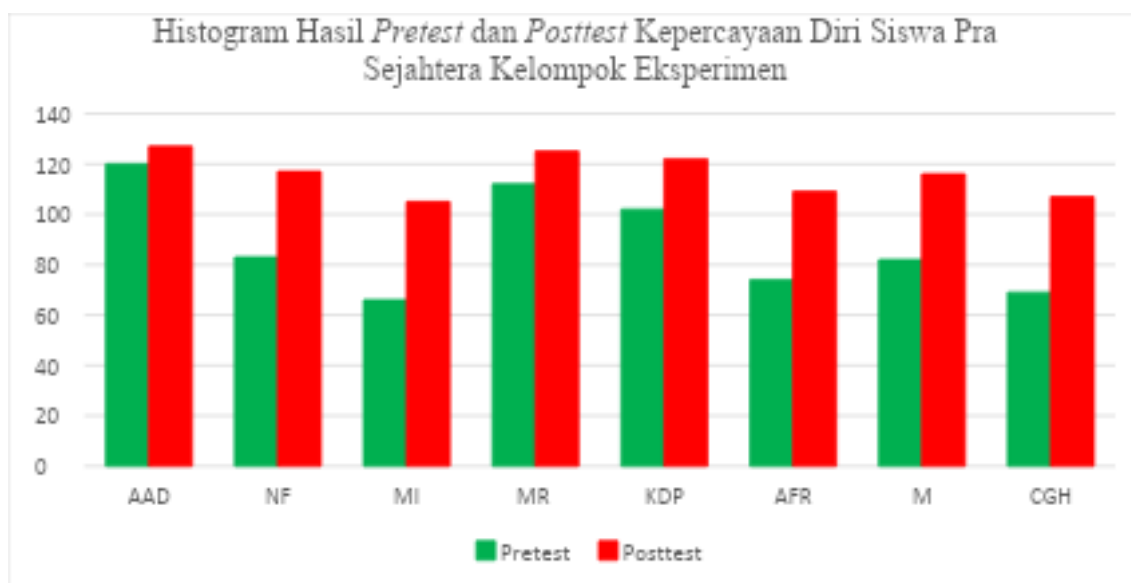


Figure 1. Histogram of Self-Confidence Data of Pre-Prosperous Students Pretest and Posttest Experiment

The following is a description of the pretest and posttest relational:aggression data for the control group.

Table 5. Comparison of Self-Confidence Data of Pre-Prosperous Students Pretest and Posttest in Control Group Students

No	Initial Name	Pretest		Posttest		N-Gain Score
		Total	Category	Total	Category	
1.	AR	60	Very Low	91	Currently	31
2.	IF	121	Very high	125	Very high	4
3.	AHP	105	High	111	High	6
4.	RW	87	Low	105	High	18
5.	GF	73	Very Low	76	Low	3
6.	AND	72	Very Low	91	Currently	19
7.	NOT	87	Low	107	High	20
8.	SR	90	Currently	93	Currently	3
TOTAL		695		799		104
Rate-rate		86.87	Low	99.8	Currently	13

Based on Table 5, it can be seen that the comparison of the self-confidence of pre-prosperous students for the control group before receiving group counseling without special treatment shows an average score of 86.87, which places students in the "Low" category. Based on the results of the pre-prosperous students' self-confidence pretest for the control group, 1 student is in the "Very High" category, 1 student is in the "High" category, 1 student is in the medium category, 2 students are in the "Low" category, and 3 students are in the "Very Low" category.

After receiving conventional group counseling, the average score was 99.8%, which is included in the "Moderate" category. The posttest results for 8 students in the control group showed 1 student in the "Very High" category, 3 students in the "High" category, 3 students in the medium category, and 1 student in the "Low" category.

As presented above, the overall N-Gain score with an average of 13 indicates an increase in self-confidence of underprivileged students for the control group after receiving conventional group counseling.

To find out whether there is a significant difference in the level of self-confidence of underprivileged students in the control group before (pretest) and after (posttest) receiving group counseling without an approach. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques, the results are presented as follows:

Table 6. Results of the Wilcoxon Signed Rank Test of Self-Confidence of Pre-Prosperous Students Between the Pretest and Posttest of the Control Group

Test Statistics ^b	
	Post Test - Pre Test
WITH	-2.529 ^a
Asymp. Sig. (2-tailed)	.012

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on Table 6, it can be seen that the probability of Asymp. Sig. (2-tailed) for relational aggression in the control group is 0.012, which is below 0.05 ($0.012 < 0.05$). Based on these results, H_0 is rejected and H_1 is accepted. Therefore, the second hypothesis tested in this study can be accepted, namely, "There is a significant difference in the self-confidence of pre-prosperous students in the control group before and after receiving group counseling without a group counseling approach." *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques."

To observe the direction of the difference, whether the posttest is higher than the pretest, can be seen in Table 7 as follows.

Table 7. Direction of Difference in Self-Confidence of Underprivileged Students Pretest and Posttest in the Control Group

		Ranks		
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	8 ^b	4.50	36.00
	Ties	0 ^c		
	Total	8		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Based on Table 7, out of 8 respondents in the control group involved in the analysis, 8 students showed an increase from pretest to posttest. Therefore, based on the results above, it can be interpreted that the control group experienced significant changes after undergoing conventional group counseling or without special treatment. This can be seen from the 8 students who underwent conventional group counseling or without special treatment all experienced positive changes, namely the posttest score was higher than the pretest score.

The level of self-confidence of underprivileged students for each group based on the pretest and posttest results can be described as follows.



Figure 2 Histogram of Self-Confidence Data of Pre-Prosperous Students Pretest and Posttest in the Control Group

The findings showed a difference in the mean scores of increased self-confidence between the experimental group, which received group counseling with a group-based approach. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques, and a control group, which received group counseling without a cognitive restructuring approach. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques. This is based on the calculations shown in the following table.

Table 8. Mann-Whitney Test Results for Self-Confidence of Pre-Prosperous Students between Experimental and Control Groups

Test Statistics^b

	Self Confidence Results
Mann-Whitney U	11.500
Wilcoxon W	47.500
WITH	-2.159
Asymp. Sig. (2-tailed)	.031
Exact Sig. [2*(1-tailed Sig.)]	.028 ^a

a. Not corrected for ties.

b. Grouping Variable: Group

Based on Table 8, the probability of Asymp. Sig. (2-tailed) for relational aggression in the experimental group and the control group is 0.031, or a probability below 0.05 ($0.031 < 0.05$). The U value (11.500) shows that the ranking of the experimental group (group counseling with a *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques) were higher than the control group (group counseling without special or conventional treatment). The W value that supports the findings of the U value explains that the application of group counseling with a cognitive restructuring

approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques have an effect on increasing the self-confidence of underprivileged students.

These results show that the application of group counseling with a group approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques have a significant impact on increasing the self-confidence of underprivileged students compared to the control group who only received conventional group counseling.

From these results, H0 is rejected and H1 is accepted. The third hypothesis tested in this study is accepted, namely that there is a significant difference in the increase in self-confidence of underprivileged students between the experimental group that received group counseling with the approach. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring technique with a control group that received group counseling without special treatment. Because there is a significant difference, it can be stated that the implementation of group counseling with a cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques have an effect on increasing the self-confidence of underprivileged students.

In the data description section, it can be seen that the average score of the experimental group is higher than that of the control group. This difference occurs because the experimental group was given treatment. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques, while the control group received group counseling without any special treatment.

Discussion

The findings of this study indicate significant differences in the self-confidence of underprivileged students between the experimental and control groups. To better understand the conceptual results of this study, a discussion of the research findings is presented.

Results Pretest and Posttest Self-Confidence of Pre-Prosperous Family Students in the Experimental Group

Pretest and Posttest of self-confidence of underprivileged students in the Experimental Group Based on the results of the first hypothesis test, namely "Group counseling with a group counseling approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques in increasing the self-confidence of underprivileged students in the experimental group", the results of the study showed that the self-confidence scores of underprivileged students in the experimental group before and after being given treatment were significantly different.

The average pretest score for self-confidence of underprivileged students among students before receiving group counseling with the approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring technique is 88.5 which is included in the low category. After receiving group counseling with the cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring technique, there was an increase, with the average post-test score for the experimental group being 116, which is included in the high category. Therefore, providing group counseling with a cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques are effectively able to increase the self-confidence of underprivileged

students.

This increase in the average score indicates the effectiveness of group counseling with the approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques in helping students improve the self-confidence of underprivileged students. Interventions carried out during the counseling process have been shown to influence students' thought patterns, emotions, and behaviors, so that they are able to manage social interactions more positively. This is in line with the basic principles *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques, which aim to increase self-confidence, as well as help individuals identify and change negative thoughts into positive ones (Dobson & Wenzel, 2015).

Furthermore, the results of the statistical test showed that the difference between the pretest and posttest scores was statistically significant, as stated by (Beinhauer, 2018; Chen, 2015) (Krishnan, 2024) who stated that a significant difference can indicate the effectiveness of a behavior change intervention. Therefore, the approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques can be recommended as an effective method to increase the self-confidence of underprivileged students, especially through a group counseling format that encourages interaction and support among group members.

Results Pretest and Posttest Self-confidence of Control Group Pre-Prosperous Family Students

Based on the results of testing the second hypothesis which states "there is a significant difference in increasing the self-confidence of underprivileged students in the control group before and after receiving group counseling services without a group counseling approach". *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques," the findings showed an increase in the self-confidence scores of underprivileged students in the control group. The average pre-test score of self-confidence of underprivileged students before receiving group counseling services was 88.87, which is included in the low category. After receiving conventional group counseling services without a specific approach, the average post-test score decreased to 99.8, which is still included in the moderate category.

The increase in self-confidence of underprivileged students. This score shows that conventional group counseling services can have a positive impact in increasing the self-confidence of underprivileged students, although the results are not as effective as theory-based approaches, such as *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques. (Coyne & Ostrov, 2018) explained that although conventional group counseling services can help students through group interaction and support, a more structured approach tends to produce more significant results. Therefore, these results highlight the importance of choosing the right approach in group counseling for optimal self-confidence improvement in underprivileged students.

Differences in Self-Confidence of Pre-Prosperous Family Students in the Experimental Group and Control Group

Based on the results of testing the third hypothesis which states "there is a significant difference in the self-confidence of underprivileged students between students in the experimental group who received group counseling services with a group counseling approach". *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques with control group students who received group counseling services without a cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques", data analysis showed statistically significant results.

The results of the Mann-Whitney U test show a U value of 11,500, with a Z value of -2.159 and an asymptotic significance level (Asymp. Sig. 2-tailed) of 0.031, and an exact significance value (Exact Sig.) of 0.028. Because the significance value is smaller than the alpha level of 0.05, it can be concluded that there is a significant difference between the self-confidence scores of underprivileged students in the experimental group and the control group.

The experimental group received group counseling services based on the approach. *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques showed an increase in the average score of self-confidence of underprivileged students from 88.5 (low category) to 116 (high category). In contrast, the control group that received conventional group counseling services experienced a smaller increase, from 86.87 (low category) to 99.8 (medium category). This difference indicates that interventions based on the cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques are more effective in increasing the self-confidence of underprivileged students.

Effectiveness of the approaches *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques are in line with the theory put forward by (Beck, 2011; Friedberg & McClure, 2015; Pratiwi et al., 2022) which states that the cognitive restructuring approach *Cognitive Behavioral Therapy* (CBT), especially through techniques *cognitive restructuring*, has been proven effective in increasing the self-confidence of underprivileged students. CBT helps individuals identify and challenge unrealistic negative thought patterns and replace them with more adaptive ones. Underprivileged students often face psychosocial pressures such as low self-confidence due to economic constraints and social stereotypes. By implementing *cognitive restructuring*, they learn to change their perception of themselves and the situations around them in a more positive way.

CONCLUSION

This study reveals that group counseling services with a group approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques are effective in increasing the self-confidence of underprivileged students at SMKN 5 Padang. The main findings show a significant difference in the level of self-confidence of underprivileged students before and after being given intervention in the experimental group, while the

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control group did not show any significant changes. This confirms that the approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques are able to increase the self-confidence of underprivileged students.

However, this study has several limitations that need to be considered. First, the research sample was limited to only 16 students, making it difficult to generalize the findings widely. Second, this study was conducted in a single educational institution, limiting its ability to represent variations in other schools with different social and cultural backgrounds. Third, the sample variation was limited, especially in terms of gender and age range, which may affect the results. Fourth, the research method used was purely quasi-experimental, without further qualitative exploration to gain a deeper understanding of the psychological dynamics of students. Therefore, future research is recommended to expand the sample size, include schools from different regions, consider gender and age differences, and combine quantitative and qualitative research methods to gain a more comprehensive understanding of the effectiveness of the approach *Cognitive Behavioral Therapy* (CBT) cognitive restructuring techniques in preventing relational aggression among students.

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