

# INDIVIDUAL COUNSELING COGNITIVE BEHAVIORAL THERAPY (CBT) TO IMPROVE SELF-CONFIDENCE IN GRADE XI STUDENTS AT SMA NEGERI 2 BONTANG ACADEMIC YEAR 2024/2025

**Individual Counseling Cognitive Behavioral Therapy (CBT) To Improve Self-Confidence In Grade XI Students At SMA Negeri 2 Bontang Academic Year 2024/2025**

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**How to Cite:** Rossa Cyntia Devi. (2024). Individual Counseling Cognitive Behavioral Therapy (CBT) To Improve Self-Confidence In Grade XI Students At SMA Negeri 2 Bontang Academic Year 2024/2025. doi: [10.36526/js.v3i2.4563](https://doi.org/10.36526/js.v3i2.4563)

Received: 23-09-2024  
 Revised : 05-10-2024  
 Accepted: 27-11-2024

**Keywords:**  
 Individual Counseling,  
 Cognitive Behavioral  
 Therapy,  
 Self-Confidence

**Abstract**

This study aims to determine the effectiveness of individual cognitive behavioral therapy (CBT) counseling to increase self-confidence in class XI students at SMA Negeri 2 Bontang in the 2024/2025 Academic Year. This type of research is quantitative with a single-subject experimental design method using the A-B design type. This study only has 1 research subject where the subject was taken using purposive sampling with the characteristics of having problems often absent from school and low self-confidence. This study used a self-confidence scale data collection technique. Data analysis in this study used descriptive statistical techniques. The results of the data analysis of the implementation of individual CBT counseling services obtained an average score of 42.7 after being given treatment which showed high self-confidence, seen from the low overlapping percentage the subject got a result of 0% and changes in the direction of the trend showed an increase and the tendency of subject stability showed stable to the variable, it can be concluded that the implementation of individual counseling services is effective in increasing the self-confidence of class XI students at SMA Negeri 2 Bontang in the 2024/2025 Academic Year.

**PENDAHULUAN**

The success of education is determined by the success of the implementation of teaching and learning activities, namely by fostering student self-confidence. Based on the results of the analysis of the Programme for International Student Assessment (PISA) in 2022, Indonesian students have a higher social level and very high self-confidence compared to students from 80 other countries.

Self-confidence is a positive attitude/confidence in an individual's abilities that is able to develop positive assessments of both oneself and the environment so that they can be optimistic, objective, responsible and think rationally in dealing with the situation at hand (Yulianto et al., 2020). Having high self-confidence in students can help achieve better achievements and learning outcomes. High self-confidence plays a key role in improving students' quality of life, developing healthy social relationships, and achieving success in various aspects of life. However, each

student has a different sense of self-confidence, some have high self-confidence and some have low self-confidence.

In the context of education, low self-confidence in students can have a negative impact on their academic achievement, involvement in school activities, and psychological well-being. Students with low self-confidence tend to feel unable to face challenges, experience excessive anxiety, and lack confidence in their own abilities (Raka et al., 2019).

Efforts to improve students' self-confidence can be done through individual counseling. Individual counseling is one of the counseling guidance services that can help students in directing themselves in carrying out their development tasks and overcoming problems that arise in their lives (Riries Nahdliyatul Awaliyah et al., 2014).

One of the counseling approaches that is preferred in increasing self-confidence through counseling is Cognitive Behavior Therapy (CBT). The cognitive behavior therapy (CBT) counseling approach focuses on changing wrong ways of thinking and modifying cognitive systems so that individuals are more effective. Many studies have shown that CBT has been proven effective in producing improvements/changes. In the context of individual counseling, CBT can help students identify negative thought patterns that affect their self-confidence, replace them with positive thought patterns, and change unsupportive behaviors (Wahyuni et al., 2019).

Based on the results of initial research through interviews conducted by researchers with several grade XI students at SMA Negeri 2 Bontang, it was found that during learning there was a student who often did not attend school. This was after researchers conducted further and in-depth interviews with the student concerned, the student admitted that since elementary school to junior high school he had received bullying (verbal) from his classmates. However, the bullying he experienced in junior high school was the beginning of the problems he experienced.

As a result of the bullying he experienced, the student in question experienced a decrease in his self-confidence. Every time it was his turn to go to the front to do a presentation, he always felt afraid. This is what made him prefer not to go to school because he avoided presentation activities because he felt insecure when he had to appear in public.

Based on the problem phenomenon above, the researcher is interested in conducting a study entitled "Individual Cognitive Behavioral Therapy (CBT) Counseling to Increase Self-Confidence in Grade XI Students at SMA Negeri 2 Bontang in the 2024/2025 Academic Year". The findings of this study are expected to be an important contribution to the school in helping to solve student problems. In addition, these findings are expected to provide additional insights and a strong foundation for further research.

## METODE

This study uses an experimental method with a quantitative approach. This study is intended to determine the effect of a treatment (independent variable) on the results (dependent variable). The approach used in this study is a quantitative approach whose data presentation is in the form of numbers and its analysis uses statistics. Reliability and validity are absolute requirements that must be met in this study.

In this study there are two variables, namely the independent variable (X) Individual Counseling Cognitive Behavior Therapy (CBT) and the dependent variable (Y) Self-confidence. This study was used to determine the effectiveness or ineffectiveness of individual counseling CBT to improve self-confidence in class XI students of SMA Negeri 2 Bontang.

The type of design used in this study is Single-Subject Experimental Design using the AB design type. According to Hasselt (Sunanto et al., 2014) the A-B design is the basic structure of single-subject research. This design procedure is arranged on the basis of what is called baseline logic. With a simple explanation, baseline logic shows a repetition of behavioral measurements in at least two conditions, namely baseline conditions (A) and intervention conditions (B). The main procedure in the AB design includes measuring target behavior in the baseline phase and after the

trend and data level are stable, then the intervention is given. If there is a change in target behavior in the intervention phase after being compared with the baseline, it is assumed that the change is due to the influence of the independent variable or intervention

## HASIL DAN PEMBAHASAN

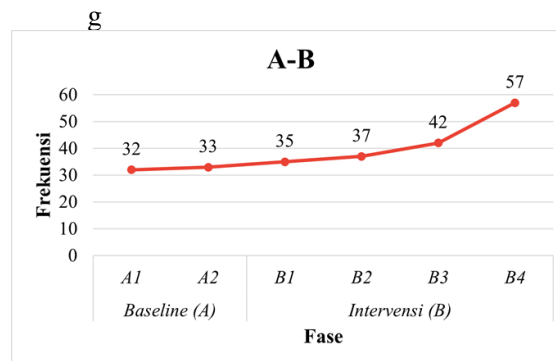
### Hasil

Based on the overall results of the explanation that have been presented previously, to find out the development of all the results of this research, both at the Baseline (A) and Intervention (B) stages, they will be presented in the following tables and graphs:

Table 1  
 Perbandingan Hasil Skor A-B

| SUBJEK | SKOR ANGKET KEPERCAYAAN DIRI |    |            |    |    |    |
|--------|------------------------------|----|------------|----|----|----|
|        | BASELINE                     |    | INTERVENSI |    |    |    |
| BA     | 32                           | 33 | 35         | 37 | 42 | 57 |

Next, the research results will be presented in graphic form:



### Research Results Accumulation Graph





The data above is the accumulation of scores achieved by the subjects. The data obtained shows that the comparison of the baseline phase, the scores obtained by the subjects increased after being given intervention or treatment. This data shows that there is a positive change. This positive change is indicated by the increasing score. An increasing score will indicate an increasing level of self-confidence in the subject.

There are important components that must be analyzed in conditions and between conditions and condition analysis. Based on the results that have been presented, the analysis in conditions and between conditions is as follows:

1. Analysis In Conditions

All components that have been calculated can be summarized as in Table 1.2.

Table 2  
 Summary of Analysis Results in Subject Conditions

| No. | Kondisi                     | A   | B   |
|-----|-----------------------------|---|---|
| 1.  | Perubahan Kondisi           | 3   | 4   |
| 2.  | Kecenderungan Arah          |  |  |
| 3.  | Kecenderungan Stabilitas    | Stabil<br>(100%)  | Variabel<br>(50%)   |
| 4.  | Kecenderungan Jejak         |  |  |
| 5.  | Level Stabilitas dan Rentan | Stabil<br>32-33   | Stabil<br>37-57   |
| 6.  | Perubahan Level             | 33-32<br>(+1)   | 35-57<br>(+22)  |

2. Inter-condition Analysis

a) Number Of Variables

The variable changed in this study is the increase in the level of self-confidence which can be seen through the increase in the score obtained from the self-confidence scale by the subject. The number of variables changed in this study is only 1.

b) Change Of Direction Tren

Determining changes in directional tendencies in inter-condition analysis by taking data from the analysis within conditions. From the available data, individual counseling with a cognitive behavioral therapy approach can provide a good (+) impact on self-confidence in the subject.

c) Change In Stability Tendency

Determining changes in the tendency of analysis stability between conditions can be done by looking at data on the tendency of stability of the baseline phase and analysis intervention in conditions. In this study, the changes that occurred were good, namely stable to variables.

d) Level Change

The data points for the last session of the baseline phase were 33, and the first session of the intervention was 35. Then it was divided to obtain 2, because this change increased which indicates improvement, so if it improves, a (+) sign is given which means there is an increase.

e) Overlap Percentage

Determining overlap data by comparing the baseline phase and intervention phase by calculating the number of data points in the intervention phase that are in the baseline phase range. The results of the overlap percentage calculation in this study showed a result of 0%

The following table will present a summary of the results of the analysis between the conditions of the research subjects:

Table 3  
 Summary of Results of Analysis Between Subject Conditions

| No. | Kondisi                                  | B:A  |
|-----|--|--|
| 1.  | Jumlah Variabel yang diubah              | 1  |
| 2.  | Perubahan Kecenderungan Arah dan Efeknya |  |
| 3.  | Perubahan dan Kecenderungan Stabilitas   | Stabil ke Variabel   |
| 4.  | Perubahan Level                          | (35 – 33)<br>(+2)  |
| 5.  | Presentase Overlap                       | 0%   |

### Pembahasan

In this study, when the researcher had conducted a self-confidence scale questionnaire, the subject told how the subject felt not confident enough. Subject BA got a questionnaire score that showed low self-confidence before being given treatment, BA became one of the victims of bullying since he was in elementary school. BA began to lose confidence in appearing in front of many people since receiving bad treatment from his classmates in junior high school, especially when BA went to the front of the presentation such as being ostracized, teased, belittled and laughed at, what BA experienced at that time was when he was bullied, BA felt afraid of the bad opinions that other people would say about him. Since that incident, subject BA avoided presentation activities by not going to school. Subject BA also felt insecure when he had to be in front of many people or crowds.

The first step of the researcher is to ensure the level of self-confidence experienced by the subject by giving a questionnaire or survey as an instrument of this study. The first questionnaire is called the baseline phase, this questionnaire is repeated 2 times. From the results of this baseline phase, the subject's level of self-confidence is in the low assessment category by looking at the score obtained by the subject. Subject BA obtained a score of 32 and 33 with a tendency to increase.

In the next process after the baseline phase, the researcher provides treatment called the intervention phase. In the intervention phase, it is also repeated 4 times. In the intervention phase, the researcher provides treatment in the form of individual counseling services with a cognitive behavior therapy (CBT) approach. Because the CBT approach can help students identify positive thought patterns and change behaviors that do not support (Wahyuni et al., 2019). In the counseling service activities provided, there are several stages, namely the initial stage, the transition stage, the core stage and the closing stage. From the results of the analysis obtained, the subjects showed a significant increase, which means that it improved compared to the baseline phase and in the intervention phase the subjects were at a low level of self-confidence. Judging from the BA subjects, they produced scores of 35, 37, 42, 57 with a mean value of 42.7 and a tendency towards an increase, meaning it improved and had a percentage result of 50%. This increase shows that individual counseling services with a CBT approach carried out on the subjects made the subjects calm and more able to show their self-confidence.

The success criteria for implementing individual cognitive behavioral therapy (CBT) counseling services to improve self-confidence is the small percentage of overlapping data.

Because according to Juan Sunanto (in Ahadi, 2020), "the smaller the percentage of overlap, the better the effect of the intervention on the target behavior". Because low overlapping data indicates a better effect of the intervention or treatment on the target and vice versa. The results of this study indicate that the BA subject obtained a small percentage of overlap, namely 0%, changes in the tendency of direction and effect of the subject showed an increase which means improving and the tendency of stability of the two subjects showed a stable variable. This achievement can strengthen the hypothesis that individual cognitive behavioral therapy (CBT) counseling is effective in increasing self-confidence in grade XI students.

## PENUTUP

The level of self-confidence experienced by the subject is relatively low. Subject BA, in the baseline phase or condition before being given treatment, the score obtained by BA was 32 and 33 with an average of 32.5. From the results of these scores, BA is classified as having low self-confidence. After being given treatment, namely individual counseling services with a cognitive behavioral therapy approach, there was an increase in the average intervention phase higher than the baseline phase. In the intervention phase, subject BA got an average score of 42.7, which indicates that the level of self-confidence is at a high level. This score indicates that the level of self-confidence of the subject has increased. This means that individual counseling services with cognitive behavioral therapy can increase the level of self-confidence in students. Judging from the low overlapping percentage, the subject got a result of 0%, changes in the direction and effect of the subject showed an increase which means it improved and the tendency of the subject's stability showed a stable variable. So it can be concluded that the implementation of individual counseling services is effective in increasing the self-confidence of class XI students at SMA Negeri 2 Bontang.

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