Effectiveness cbt (cognitive behavior therapy) To increase academic self efficacy 6 th elementary school children

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Abstract

Children often react negatively to the psychological state of being uncomfortable. Academic problems is a condition that is not due to mental disorders, such as learning disorders or disorders of communication, but can be caused by a variety of contributing factors and can occur at any time during the child's school years. A mechanism that often face problems in children in various developmental tasks usually reflected in their academic and social success in school.[1] Academic self-efficacy has enormous influence on the self-confidence and hope results [2], which will lead to behavioral and perseverance. Individuals who have low academic self-efficacy tend to shy achieve certain tasks that are considered difficult, because they do not believe can successfully complete academic tasks, use a little time to overcome challenges, not creative, poor ideas in solving problems, not resilient and fear of failure. This study aims to reduce problems related academic self-efficacy of children. Data on children who experience academic problems is obtained through observation and interviews, which were adapted to the characteristics of the DSM-IV TR. The subjects in this study is one child who experience academic problems because of low self-efficacy. Intervention is given as 6 sessions in order to enhance the child's self efficacy is better than ever. The results showed that by improving self-efficacy, academic achievement of children increases.

Keywords: Cognitive Behavior Therapy, Academic Self Efficacy

1. Introduction

Children often react negatively to the psychological state of being uncomfortable. Because of the limitations on the ability to express feelings and unfavorable environmental conditions make children seem naughty, rebellious accompanied interaction with the environment and poor academic performance. This behavior is developed because of anxiety due to a negative reaction to the environment as well as the label given to children. Gradually, the child loses motivation to show the best potential for himself and considers himself deserved that label and this will affect the development of the next stage. Academic problems is a condition that is not due to mental disorders, such as learning disabilities or communication disorders or if because of a mental disorder is severe enough to require separate clinical attention[1].

Academic self-efficacy has enormous influence on the self-confidence and hope results [2], which will lead to behavior (performance) and persistence. Individuals who have low academic self-efficacy tend to shy achieve certain tasks that are considered difficult, because they do not believe can successfully complete academic assignments, take some time to overcome the challenges, uncreative and poor ideas in solving problems, and are not resilient and fear of failure. While individuals who believed in his abilities, are more likely to contribute to the
academic tasks. Individuals who are high academic self-efficacy is sure they can successfully complete academic assignments.

Research Caprara et al (2011) explain that the characteristics of personality (openness and awareness) and self efficacy beliefs as an important predictor of academic achievement of junior high school students. In the context of lower education is also revealed by the research suggested by Liew and his friends on a longitudinal study in the United States for primary school students indicate that the efficacy of self-aka-demik effect on reading and math (Liew, Mc Tigue, Barrois and Hughes, 2008).

Self efficacy is low, can be improved through counseling by modifying behavior by teaching the person's cognitive how to identify cognitive ambiguous and do not work through the process evaluation, by identifying, observing and monitoring of the road thoughts and assumptions, notably "automatic thoughts his way". Beck therapy does not give a label to clients on an irrational belief, but said that this time the client was making inaccurate conclusions. Moreover, from the CBT Beck implement collaborative counseling. So it is appropriate to apply the 6 grade students who are at the pre-teenage phase.[3]

Cognitive behavioral therapy approach (Cognitive Behavior Therapy/CBT) specifically includes intervention strategy consists of various kinds. CBT reflects complex and integrative nature and include topics such as habituation, modeling, cognitive restructuring, verbal persuasion, problem solving and the development of coping strategies, mastery, and a sense of self-control [4], used in this study to improve academic self-efficacy.

1.1. Research Design

This study uses a single case study design or small N –design. Single case study can be applied to research that is behavioral analysis (Goodwin, 2005; Yin, 2003). The design elements used in this research is ABA’ design. A design of this study is the baseline phase or phases before treatment, while B is the phase of therapy, and A’ which is the second follow-up. According Kazdin (1998) ABA design’ is a simple design to conduct a case study, where A is the phase before treatment, B is the phase of therapy or intervention and continued with follow-up phase A’.

This study uses a case study of experimental or more frequently as the case study. This is based on the treatment or therapy will be given of the researchers do not fully carried out as a purely experimental, as was done in the case study experimentally. Research by the single case study are commonly used to test the success of an intervention or change. (Kazdin, 1998).

2. Material and Methods

2.1. Structure

2.1.1 Research Subject

The research subject is a boy, 12 years old who will face national examination and always has poor grade of academic. He has belief that he was stupid like the environment (parent, great family and teachers) said and labeled him “bodo” (stupid).
2.1.2 Variables and Data Collection Instrument

The research instrument used in this study is the psychological tests, interviews and observation of the initial state, during the intervention, and after following interventions aimed to know the variables of the study. Variables to be seen or examined in this study is the independent variable: cognitive behavior therapy, dependent variable: academic self efficacy. Aspects measured were changes in behavioral symptoms in subject related academic self-efficacy. In measuring changes in subject's behavior researchers used self-report, which is given to parents and teachers by noting the frequency of the appearance of the positive attitude of subject everyday.

2.1.3 Research Procedure

The study began by determining and selecting subject. According to the characteristics of the study, subject is a child who has low academic self efficacy. Before the intervention sessions, conducted interviews and observation (baseline) in advance for three days. Researchers conducted during the 6 week intervention process consisting of six sessions , with the first meetings once in a week with a duration of 60-90 minutes at each session. It is to make the time effective, considering the much activity of subject before the exam.

At this stage of the implementation of the intervention, at each session is given in sequence according to the design of interventions. At the end of each session is given as a homework exercise and application of knowledge that has been gained during a therapy session. In addition chores also play a role, as a measure of evaluation of a therapy session. The implementation will be made later when the rules agreed upon with the subject of research for the smooth process of therapy.

And then, intervention phase evaluation of the overall results chores given during the intervention process. It aims to determine the state of the application or the subject after intervention was stopped. Whereas at this stage of the follow-up will be carried out two weeks after discontinuation of post intervention. It aims to determine the subject 's behavior changes after application of cognitive behavior therapy. Method is done by comparing the interview and also back home assignment evaluation at each session during the intervention.

2.1.4 Data Analysis Method

Researcher evaluates the changes that occurred during the administration of behavior cognitive therapy, after the data is collected, the data is then processed and analyzed in descriptive form with the aim to obtain a picture that can be used to clarify the intervention results in a certain period. Implementation of the measure within a certain time which was written and illustrated in graph form. Data analysis begins by examining all the data that has been obtained from self-report.

Regarding the analysis and this chart, Sunanto, Takeuchi, Nakata [5] states that " in the study a single subject of much present data in the form of graphs, especially graph line ". Graph play a major role in analyzing data as help organize the data throughout the data collection process which will make it easier to evaluate and provide summary quantitative data and to describe the target behavior that will help in the process of analyzing the relationship between independent and dependent variables.
The use of this graph is expected to further clarify the picture and the implementation and execution of data measurement experiments conducted over several sessions. In a single case study there is a line that shows the change in conditions from the baseline phase to the intervention or from one intervention to another intervention [5].

3. Results and Discussion

3.1 Academic Problems

In DSM IV, academic problems is a condition that is not because of mental disorders, such as learning disorders, communication disorders or if for mental disorder, is bad enough so that need a clinical attention. So a child or teenager with normal intelligence and learning disorders or free of communication disorders but failing at school or work may entry this category [1].

Academic achievement can be disturbed by several factors, such as anxiety and family and school environmental. Criticism and ridicule from the family and school environment can also lead to loss of confidence, indifference and futility of the students. [1]

3.2 Academic Self – Efficacy

Nilsen (2009) says that "self-efficacy is the belief that one has the ability to perform". Sullivan and Mahalik (2000 : 54) defines self-efficacy as "considered a cognitive structure created by cumulative learning experiences that leads to the belief or expectation that one can successfully perform a specific task or activity. Self-efficacy has two constructs [2], namely: (1) Self Confidence (efficacy-belief) associated with the belief that individuals have the ability to perform actions that are expected in achieving a feat. (2) Hope for results (outcomes expectations) are estimates themselves that behavior conducted themselves will achieve results certain.

Statement of the student's behavior can be seen in : (1) performance, and (2) perseverance (persistence). With that statements such behavior can be described constructs of academic self – efficacy. Self-efficacy, or belief that self habits can be obtained, modified, upgraded or downgraded, through one or a combination of four sources, namely experience related to the success or failure of mastering something achievements (performance accomplishment), experience for observing the behavior of others (vicarious learning), encouragement or motivation convincing than others (verbal persuasion) and the level of emotional tension in the face of situations that full of challenges and obstacles (Emotional arousal / Physiological States).

Obtained through the social model, efficacy will be increased when clicking experience observe the behavior of others (vicarious experience) that successful, otherwise efficacy will decrease if watching people (models) all his capacity roughly equal to itself failed. In organizing vicarious learning, this operational disclosed in expectation source conversion strategy, induced through two (2) ways, namely; (1) live modeling, and (2) symbolic modeling. Modeling provide for social standards to assess the ability of self. Individuals will learn from the models of the way of thinking, expression, observing strategies and skills that will lead to increasing self-efficacy.

Self-efficacy can also be obtained, amplified or attenuated through social persuasion. The impact of the resource is limited, but on the condition right persuasion of others can affect self-efficacy. Emotional state which follow an activity would affect efficacy in field activities. Strong emotion, fear, anxiety, stress, can cut down the self-efficacy. But it could happen, an increase of emotions (which is not excessive) can increase self-efficacy. Changes in behavior will occur if the source of its efficacy expectations change[6]
3.3 Cognitive Behaviour Therapy

CBT was developed based on behavioral and cognitive approach, so in application, CBT involves a number of techniques and cognitive behavioral interventions [7]. Based on behavioral approaches, what someone’s did would affect the feelings and thoughts.

Sometimes a person does not realize that he has a thought or belief is wrong, which is also known as cognitive distortions. Cognitive distortion is a problem because in addition to inaccurate also cause negative emotions or behavior to avoid situations that become a problem. [8].

Cognitive contents of CBT tried to create a feeling (Feeling / F) the new through the intervention denied /doubtful (Disputing intervention) to the belief (Belief/ B) . Beck based his theory on rationality which states that the way people feel (B) and behave (C) is determined by the way they prepare experience (A). The target of this approach is to help clients identify, observe and monitor the way of thinking (especially "the automatic thoughts") distorted and replace with a realistic and accurate conclusions [3].

3.4 Strategy of CBT

Beck suggests CBT counseling process that requires time-limited, that is 6 to 14 times session. In this connection time designed is 6 meetings, not including preparations non counseling. Based on this, was composed the formulation steps counseling CBT as follows:

a. **Assessment and Key Issues** approach and all disagreements to building the therapeutic powers. Furthermore, determining diagnosa problems (with the data amplifier-early there was information from counselors school and pre-test academic self efficacy).

b. **Looking for the roots of problems** sourced from inaccurate conclusion with right identification and evaluating to find the dysfunctional major belief that causing low academic self efficacy.

c. **Develop a plan of intervention** (collaboration counselor and counselee) by giving the consequences the positive-negative consequences to of counselee.

d. **Reconceptualization**, by redesigned in forming accurate conclusions, and raised in the behavior of model.

e. **Intervention through modeling behavior** in order to modify the counselee’s beliefs. In the event there is a process cognitive, namely attention and retention.

f. **Termination of therapy** by assessing the effectiveness aid process, and clicking end process support, either temporary or permanent.

3.4 The Linkage between CBT and Academic Self -Efficacy

CBT does not provide conclusions that clients are ‘problematic’ is irrational individuals who will make the client more hit, but clients only has "inaccurate conclusions". Therefore, the provision of services more emphasis on accurate and questioned whether conclusions were made so that the client becomes aware of and can deal with the problem more effectively. For the implementation is done through modeling .

Counselling which is cognitive behavioral oriented is selected because it has been widely used to intervene in various psychiatric and psychological problems [3]. While the low
academic self efficacy is one behavioral disorders (cognitive behavior). Meanwhile, one problem academic is how to improve students' low academic self- efficacy. This problem is generally the solution could be through intervention involves cognitive behavioral processes in order to change behavior and cognitive.

According to Beck (Hearts Corey Beck , 1996: 337), the essential is to focus on the reactions of client cognitive content, the goal is to change client the way of thinking. The client low assessment regarding cognitive ability is the form of low academic self efficacy.

4. References