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A Group Counselling Using the Reframing Technique to Improve Academic Self-Awareness of High School Students

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ABSTRACT

Academic self-awareness in learning is the awareness of students at schools to adjust, understand and control themselves according to the rules that apply at schools. Not only learning and increasing knowledge, but students must also be able to control themselves well according to expectations and purpose. This type of research is Quasi-Experimental Design research with a Pre-test Post-test Control Group Design research model. The population in this study was class XI Senior High School. The research sample consisted of 10 people divided into an experimental group and a control group of 5, each. Data was collected through an academic self-awareness questionnaire developed by researchers with 49 items based on aspects of emotional awareness, accurate self-assessment, and self-confidence. This study aims to measure the effect of the treatment given on the dependent variable (bound). Data processing and data analysis techniques are using Statistical Product and Service Solution (SPSS) version 21. Based on the results of statistical data analysis of the paired sample t-test, asymp. Sig (2-tailed) of 0.002 result was obtained. Because the value of asymp. Sig (2-tailed) is less than 0.05, then H1 is accepted, and Ho is rejected, therefore, a group counselling is an effective reframing technique to increase academic self-awareness of students.

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INTRODUCTION

Based on the survey results of the World Development Report, the development of education quality in Indonesia was the second lowest in the world, i.e., number 39 from 41 countries (World Bank, 2017). Moreover, the survey of students' capability, released by Program for International Student Assessment (PISA) in December 2019 in Paris, Indonesia was at the 72nd from 77 countries below Malaysia and Brunei Darussalam (Schleicher, 2019). It can be said that the education quality in Indonesia is still left behind other countries.

The UNESCO's data in Global Education Monitoring (GEM) Report 2016 stated that the quality of education in Indonesia was at the 10th rank from 14 developing countries. Meanwhile, the teachers' quality was at the 14th rank of 14 countries in the developing countries (Benavot, 2017). Not surprisingly if the fact shows that 75% schools in Indonesia unfulfilled of the minimum standard services of education (Ufaira and Hendriani, 2020; Bagou & Suking, 2020).

Education Index data from the Human Development Reports (2017) stated that Indonesia was at the 7th rank in ASEAN with score of 0.622. Meanwhile, Singapore had the highest score of 0.832, followed by with a score of 0.719, Brunei Darussalam 0.704, Thailand, and Philippines both had score of 0.661 (Grisolia et al., 2022). Hyun et al. (2020) wrote that the level of education is linear with the quality of human resource. It tells us that the lower index of education makes

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the competitiveness of a nation weak. Pambudi and Harjanto (2020) stated that education is very important in the globalization era, in which it is one of the basic needs since education can improve the quality of life. Education is also one of the factors for the development of a country since the high level of education of citizens in a country can create qualified human resources in which they can participate in the development of the country (Knowles et al., 2020; Weiss, 2017).

One of the educational activities is conducting educational processes. Winkel (2021) explained that learning is a mental activity which happens as active interaction in an environment that cause changes in understanding, skills, and valued attitude. The success of learning is influenced by some indicators. Djamarah and Zain (2006) and Riley & Nuttall (2017) wrote that the indicators of success learning were: (1) absorption of students in understanding learning subjects to achieve satisfaction achievements, and (2) the students' behavior that is in accordance with the achievements of learning goals or special instructional goals (*Tujuan Instruksional Khusus/ TIK*).

Chircu (2014) do the research related to career counselling needs in a technical university. She found the difference in needs for students of different levels. She believes that services for career and orientation counseling services in the technical university system will have effect when the target group, the students, were known well. The counselling programs are in accordance with the observed needs such that the students would like to joint these programs. The counselling services can be given in any type of counselling services like individual, workshops, training, or group counseling.

As stated above, counselling can be conducted individually or in groups. However, the choice of those types is under responsibility of the counsellors and off course it based on the assessment to the client needs. The results of the assessment is offered to the client to choose (Neukrug, 2016).

Sevinc et al. (2012) stated that the most important part of the guidance and counselling services is to provide students with personality services in which they are telling us whether the school give students only academic services. By providing consulting services, it is assuring the students to be aware of the importance of developing healthy relationships with other people in the communities.

Herawati (2020) stated the success of students in learning can be assessed from: (1) students' habits, (2) skills, (3) accumulation of perceptions, (4) association and rote, (5) understanding to concepts, (6) attitude, (7) values, and (8) morals and religion. This success can be achieved if the students are active in participating of learning processes at schools and they are focus on learning (Ifenthaler & Yau, 2020). Active in learning processes means that students are active in asking their teachers and friends about learning materials, they are happy during classes, they do their assignment from their teachers, they are focused and try to answer questions, etc. (Brouwer et al., 2020). However, there are some negative things that influence the activity of students in learning processes such as less motivation to learn, low interest in learning, and less self-awareness (Van der Zanden et al., 2018; Maatta & Uusiautti, 2017; Ketonen et al., 2016).

According to Goleman (2001) self-awareness is an ability of one to know and sort feelings, to understand felt emotion, and understand its influence on performance. Self-awareness is an ability to know and understand strength, weaknesses, needs, values, mood, self-encouragement, and its impacts to others (Rochat, 2003; Birdsall, 2014).

Self-awareness is a basic of emotional intelligence that is determining the potential of one to have practical skills (Gill et al., 2015). The ability to trace emotion is very important for psychological outlook and self-awareness (Fletcher and Bailey, 2003; Serrat & Serrat, 2017). (Martin, 2004) stated that self-awareness is the basic for most elements of emotional intelligence. Persons who are more confidence in their emotions, they are pilots who will be alive since they have bigger sensitivity, more sensitive to real emotion.

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Based on all opinions, it can be concluded that self-awareness is the ability of one to feel about her or himself based on his or her activities and understand her or himself in accordance with developing her or his strong identity to be discovered to others, her or his strength and weaknesses such that it can be used to develop her or his potential optimally.

Academic self-awareness in learning is awareness of students at schools such that the students adjust, understand, and control themselves in accordance with the schools' regulations They are not only learn, embed, and doing self-control in accordance with their wish and aims. Academic self-awareness has some aspects, i.e., emotional awareness, accurate self-assessment, and self-confidence (Exner,2010).

Academic self-awareness is comprising of positive academic self-awareness and negative academic self-awareness (Geary & Xu, 2022). Indicators of students who have a positive academic self-awareness are: (1) know their emotions, (2) understand the relationship among emotion, mind, and action, (3) use their pride as a guide in decision making and achieve their aims, (4) having self-awareness to their strength and weaknesses, (5) able to reflect themselves by learning and getting experience, (6) open to feedback, new perspectives, sustainable learning and self-development, (7) able to express humour and self-opinion, (8) able to express their self-confidence, (9) able to express their opinion and take risk for good things, (10) able to take right decision under pressure (Mohanna and Talepasand, 2016; Demetriou et al., 2020).

One of problems of the low academic self-awareness had been found in a high school in Jombang Regency. The students in this school have not any self-awareness to study well or fully engage in study. Based on the observation report, it was found that some students who have low academic self-awareness tend to go out from classes, not focus during class, forget their homework, violate to schools' rules, and going out of the school without permission.

To improve the low academic self-awareness of students can be done by focusing on the students' cognitive through a group counselling with a reframing technique. The reframing technique is one of techniques in counselling i.e., the cognitive behavioural therapy. The cognitive behavioural therapy is a counselling which compounding behavioural therapy and cognitive therapy based on the assumption that human behaviour is influenced by mind, feeling, psychological processes, physiological, and their consequences to behaviour (Barnett et al., 2014; Muse & McManus, 2013).

The reframing technique is a technique that focuses on identification and changing negative thought or self-statement and unrealistic belief of the counsels (Habsy, 2022). It is expected that students can change their negative perspective to be the positive one and able to improve their academic self-awareness. Changing perspective is not a new thing and it has happened in everyday life, include to change negative thinking to become the positive one. Focus on good things, take advantages, and drawing lessons are some techniques to change negative thinking (Zulfiana et al., 2020; Case et al., 2023; Venner & Cinquini, 2022).

Dharsana et al. (2019) wrote that the purpose of the reframing technique is to help an individual to take different perspective to the positive way of a negative incident. The basic assumption in this technique is belief, mind, and perception of an individual can create difficulties in emotional of wrong emotion. The re-adjustment is intending to open self-mind and enlarge self-image with a constructive way such that one can understand different situation from what he or she usually facing. One must change a negative emotion into a positive perception such that he or she can react positively. Moreover, it can give a different perspective, new and positive (Mishra et al., 2021; Barnett et al., 2014).

The results of research by Karamoy et al. (2018) showed that the reframing technique is effective in improving the academic self-awareness of students. It was proven in research by Huda et al. (2022) that this technique can reduce the aggressive behavior of students. Mujahid et al. (2021) proved that this technique was effective in scare reduction of students to the school counsellors.

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All explanation above is the reason for the conduction this research to explore the effectivity of the reframing technique in improving academic self-awareness of a high school students. The researcher believe that a good and positive self-discipline will obtain good achievement. Moreover, the results of this research can be used as a guideline in improving academic self-perception of students to guide them to be successful in the future, having qualified generation and confidence to their ability by having a positive self-awareness and doing self-learning. Therefore, the problem statement in this research is what is the effectivity of a group counselling using the reframing technique in improving the academic self-awareness of a high school students?

RESEARCH METHOD

Quasi Experiment Design with Pre-test Post-test Control Group Design. The population of the research is high school students of grade XI. The sample of the research are 10 students in which they are divided into 2 groups, i.e., 5 persons in the experiment group and 5 persons in the control group. The steps of doing the reframing method, abstracted from Cormier and Cormier (1985), are (i) thinking rationally, in which the counsellor gives emphasize to the counselees to be certain that they can change the negative perception into the positive one; (ii) identifying the counselee's feeling and perception, in which the counsellor try to dig the problems of the counselees related to their negative feeling and perception; (iii) thinking about perception that create problems, in which the counsellor asks the counselees to think backward of any wrong perception such that they had problems; (iv) identifying alternative perceptions, in which the counsellors give some positive perception in accordance with the counselees' problems; (v) modifying perception, in which the counsellor helps the counselees to change their negative into the positive one by themselves; (vi) homework for counselees, in which the counselees are given some tasks related to changing their perception by themselves that is done at home in daily lives. All steps are conducted in a group discussion together with several counselees and one or more counsellors. The scheme of the process is depicted in Figure 1. The data is collected by using questionnaires. The questionnaire is about academic self-awareness, which is developed by the researchers with 49 items, comprises of emotional awareness, accurate self-assessment, and self-confidence aspects.

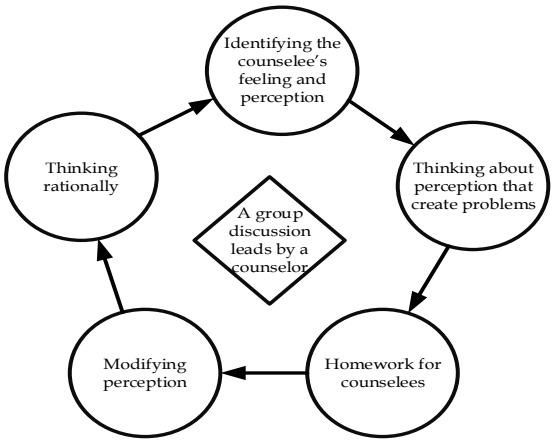

Figure 1. Depiction of a group discussion by a reframing method adapted from Cormier and Cormier (1985)

In general, the design of pre-test—post-test experiment in this research is shown in Figure 2 below.

R1	O1	X	O2
R2	O3	--	O4

Figure 2. Design of pre-test & post-test control group experiment

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Remarks:

R1	:	Placement of the experimental group, randomly.
O1	:	Pre-test that is conducted to the experimental group before intervention.
X	:	Intervention to the experimental group using a reframing technique
O2	:	Post-test that is conducted to the experimental group after intervention
R2	:	Placement of the control group, randomly.
O3	:	Pre-test that is conducted to the control group
--	:	The control group in intervened not using the reframing technique
O4	:	Post-test that is conducted to the control group after intervention

The experiment in this research involves two groups, i.e., an experiment group and a control group. A random assignment technique is used to select students who are included in the experiment group or the control group, randomly. Selected students in both groups are given a pre-test by using an academic self-awareness inventory such that the researchers know the profile of the students.

The next step is Intervention to the experimental group using a reframing technique. The control group is intervened not using the reframing technique. The last step of the research, a post-test using the similar academic self-awareness inventory, to the experiment group and the control group as well, is conducted to compare the effectiveness of the technique. The questions' numbers are scrambled to ensure the validity of the test. If the difference in marks for the experiment group increase significantly compared to the one obtained by the control group, it can be guessed that the significant difference is due to the intervention by the reframing method. The scheme of this research is presented in Figure 3.

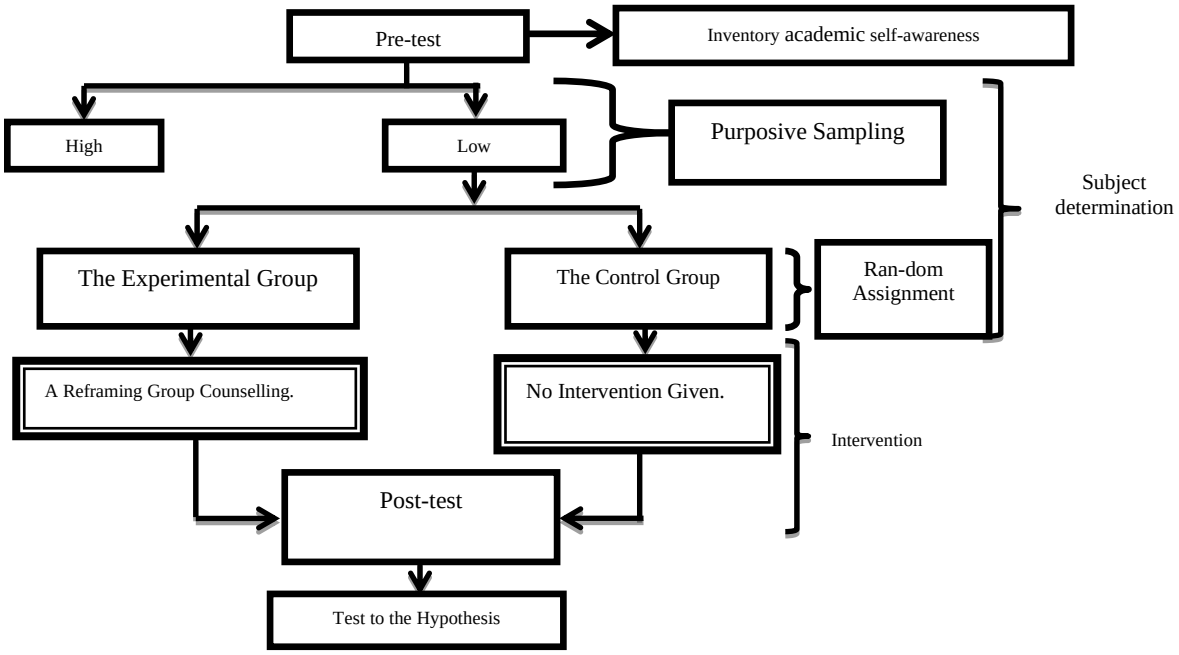

Figure 3. Research scheme

RESULTS AND DISCUSSION

Results

This research is using Quasi Experiment Design with Pre-test Post-test Control Group Design. The population of the research is high school students of grade XI. The sample of the research are 10 students in which they are divided into 2 groups, i.e., 5 persons in the experiment group and 5 persons in the control group. The steps of doing the reframing method, abstracted from Cormier and Cormier (1985), are (i) thinking rationally, in which the counsellor gives

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Table 1. Scoring of students from the experiment group

Counsels	Pre-test score	Criteria	Post-test score	Gain (d)	Criteria
AF	88	Low	121	33	Moderate
NDS	92	Low	135	43	Moderate
AZF	90	Low	149	59	High
LNR	77	Low	155	78	Moderate
SAR	95	Low	160	65	High

Intervention to the control group was conducted for 1 month. A pre-test and a post-test were given to the before and after the intervention the same as given to the experiment group. However, to avoid non-validity, the researchers scrambled the item in questionnaire at the post-test. The scores of pre-tests and post-test of the control group are presented in Table 2 and the graph is shown in Figure 2.

From those tables and figures, there is some increase in score of post-test compares to the pre-test, even though the increase is not significant.

Based on the problem statement of this research, there is a hypothesis that needs to be tested. The hypothesis is:

1. H_0: the group counselling using the reframing technique cannot improve the academic self-awareness of a high school students after the intervention.
2. H_1: the group counselling using the reframing technique can improve the academic self-awareness of a high school students after the intervention.

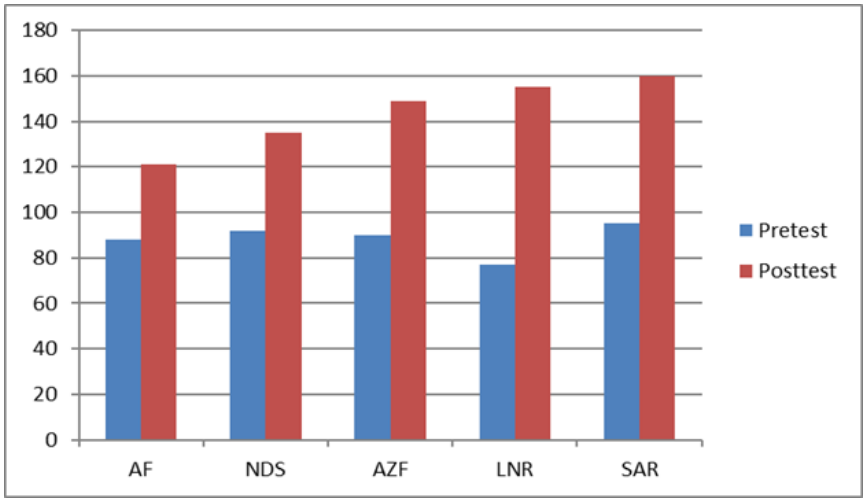

Figure 4. The graph of results as shown in Table 1.

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Table 2. Scoring of students from the control group

Counsels	*Pre-test score*	Criteria	*Post-test score*	Gain (d)	Criteris
MAZ	82	Low	105	23	Moderate
NN	78	Low	92	14	Low
LA	85	Low	88	3	Low
CA	84	Low	109	25	Moderate
KN	70	Low	81	11	Low

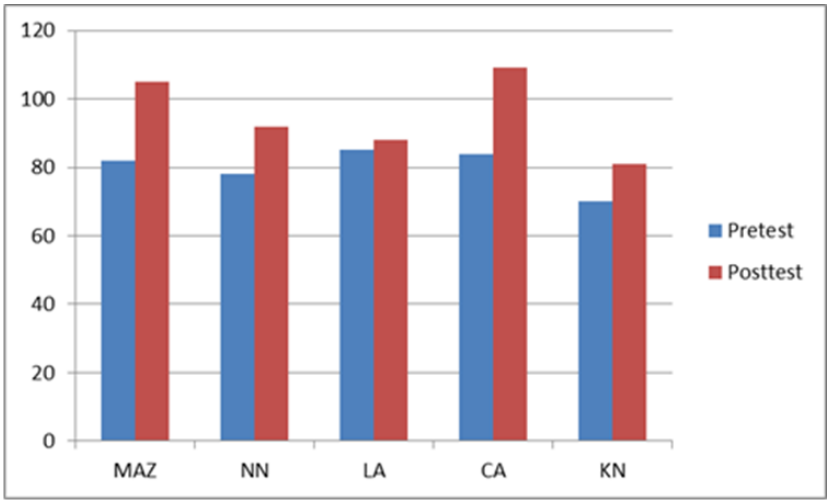

Figure 5. The graph of scoring from the control group

A paired sample T-test was used in this research. This test is a test for differencing in the mean of two paired independent samples. Combined data is the data of the second samples compared to the first samples whether there is some change of difference. In this case the same samples or objects are processed two times. In this test, there is an interval scale or ratio (in the SPSS it is called scale) and the test is conducted two times, before and after the intervention at the different time.

The decision in the paired sample t-test is taken based on the following conditions:

a. If the score of asyimp. Sig. (2-tailed) < 0.05, there is a significant difference.
b. If the score of asyimp. Sig. (2-tailed) > 0.05, there is no significant difference.

The data analysis is conducted by using the SPSS (Statistical Package for Social Science) version 21.0 for windows. The results are presented in Table 3.

From Table 3, significant level is 0.002 < 0.005. Therefore, H_0 is rejected and H_1 is accepted. There is a significant difference of the academic self-awareness of students before and after the treatment/ intervention using the reframing technique in a group counselling.

Table 3. Paired samples statistics and test

		Mean	N	Std. Deviation	Std. Error-Mean
Pair 1	Pre-test	88.4	5	6.877	3.076
	Post-test	144.0	5	15.906	7.113

	Mean	Std. Deviation	Std. Error mean	0.05% Confidence Int. off the Difference		t	df	Sig. (2 tailed)
				Lower	Upper			
Pair 1	Pre-test / Post-test	-5.56	17.827	-55.605	-55.595	-6.974	4	.002

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Discussion

This research is using a group counselling by a reframing technique to help high school students who have low academic self-awareness. The researchers rolled as counsellors and doing a group counselling or treatment by using as reframing technique. The subjects of the research were chosen using a purposive sampling technique by considering some specific criteria. The first step in the research is by doing a pre-test using questionnaire of academic self-awareness to the population. There is 10 students identified with low academic self-awareness. 10 students are then divided into two groups, i.e., a control group and an experiment group, in which 5 students in each group. The control group is treated by group counselling method as usual (without reframing technique) and the experiment group is treated by group counselling using the reframing technique. The results of the treatment show that there are some increasing in score or improving their academic self-awareness of all students in both groups before and after the treatment. However, the results of statistical analysis show that significant changes happen to student who are treated by the reframing technique compared to the group who are treated not using the reframing technique.

Thie result is in accordance with the result of a research by Virgiawan and Pratiwi (2013). In their research the reframing technique was able to improve the ability of positive thinking of the subjects. The average post-test score was 215.4 compared to the pre-test score of 195.4. The average difference in score was 20. The binomial test with N=5 and x=0, gave result of ρ = 0.031. With the α (error level) 5% was 0.05 then the result was 0.031 > 0.05. It showed that there was an improvement of score of the ability to do positive thinking of the subject before and after the application of the reframing technique for treatment or H_0 was rejected and H_1 was accepted. The reframing technique was able to improve the ability of students to ting positively.

The similar result was obtained by Suciati and Afifatus (2017). By using a group counselling with a reframing technique, they were able to reduce the fear feeling of students to school counsellors. With $z = -2.041$, $p < 0.05$ was rejected. It concluded that the group counselling using reframing technique can reduce the fear feeling of students to school counsellors.

Habibah (2019) did her research to reduce aggressive behaviour of students by using a group counselling with a reframing technique. The average score of tests before and after the treatment changed about 27 or 11%. It told us that the very aggressive behavior of students reduced to become moderate one. The treatment using group counselling with reframing techniques successfully reduces the aggressiveness of the students.

Based on the previous research, this research is conducted for investigating the effectiveness of the group counselling with reframing technique to improve the academic self-awareness of high school students. The treatment was conducted 4 times (meetings) in accordance with intervention procedure and steps 4 in a group counselling with reframing technique.

CONCLUSION

Based on the analysis it can be concluded that the group counselling with a reframing technique is able to improve the academic self-awareness of high school students, effectively. It is proven by a parametric statistical analysis using a paired sample t-test in which asymp. Sig (2-tailed) is 0.002. Since asymp. sig (2-tailed) is less than 0.05 then H_1 is accepted and H_0 is rejected.

The results show that the experiment group that is treated using the reframing technique achieves significant difference in their marks during pre-test and post-test. This technique can improve academic self-awareness of the high school students, effectively. Therefore, this reframing technique can be used as an alternative for improving the academic self-awareness.

A group counselling applied in this research is an effective and efficient way to treat students especially when the number of students need to be counselled is large and the number of counsellors is limited. The reframing technique used in this intervention gives a

significant change in students' self-awareness. They are reframed from the old self-awareness behaviour into the new one.

The students in the experiment's group have changed their cognitive aspects such that emotion-awareness, confession-awareness, and confidence-awareness. This technique can be applied not only to the high school students, but it can be applied to any education level students and any other psychological problems.

In this research, there are two conditions applied, as explained below. (1) This research compares two groups, i.e., an experiment group and a control group. The experiment group is counselled using a group counselling by a reframing technique where the control group is treated using other than the reframing group. (2) A pre-test post-test control group design is applied by conducting two measurements, i.e., pre-test to identify students who have low academic self-awareness (lazy) and the second test is a post-test to measure the change of the students' academic self-awareness after the treatment. Therefore, the success of the technique can be detected.

However, this research still has some lacks and limitation. This is conducted only to assess students in one class. It will be better if the research done to students from different classes and levels.

Some suggestions are given as follows:

1. For counsellors: (a) a group counselling with reframing technique can be applied by counsellors to improve academic self-awareness of high schools' students. The duration of the treatment is short, the application is simple, and the technique is easy to understand, (b) Counsellors can use this technique to solve cognitive problems of students.
2. Next research: (a) This research is using a group counselling with reframing technique, and it enrich the study on the group counselling. The next research will be useful if discuss the application of treatment using other relevant techniques. (b) This research is using a model of pre-test and post-test control group. It is suggested for the next research to use other research design to enrich the group counselling with reframing technique.

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