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The Effect of Group Guidance With Cognitive Therapy Techniques To Lower Social Phobia Anxiety

Latifah Ritonga¹, Alfin Siregar²¹Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, latifah0303203014@uinsu.ac.id²Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, alfinsiregar@uinsu.ac.idCorresponding Author: latifah0303203014@uinsu.ac.id¹

Abstract: Social phobia is an illogical concern for the negative view of the individual. People with social phobia consider that the individual who sees them judges him, therefore the individual tends to avoid social situations. Cognitive therapy techniques in group guidance are techniques contained in group guidance that aim to enable students to speak in front of many people; Students are also able to provide opinions, ideas, suggestions, responses, and feelings to the public. This study aims to determine the effectiveness of cognitive therapy techniques through group guidance services for social megataphobia in adolescents. This study uses a quantitative method with a pre-experiment design with a one-group pretest posttest design. The population of this study is class VII at Madrasah Tsanawiyah Private Islamiyah Hessa Air Genting as many as 56 people. The research sample was 8 people who had a high category of social phobia. Samples were taken using the purposive sampling technique. Data was collected through a questionnaire using a Likert scale. Data analysis used the Wilcoxon Signed Ranks Test with an asymp significance value, Sig (2-tailed) of 0.012 (\leq) from the predetermined significance level of 0.05. This means that cognitive therapy techniques through group guidance services are effective in preventing social phobia in adolescents.

Keyword: Cognitive Therapy, Group Tutoring, Social Phobia

INTRODUCTION

Adolescence is a time when social anxiety is often experienced, because in adolescence there is a high increase in social awareness. In adolescence, they also experience a high level of social anxiety due to a lot of pressure from various things related to their lives (Antika, 2023). Anxiety comes from Latin (anxius) and from German (anst), which is a word used to imagine a negative effect and physiological stimulus (Nietzel, 1998). Anxiety is a subjective experience of mental tension, adversity and stress and accompanying conflict or threat (Gufron, 2011). Anxiety is a certain state (state anxiety), which is facing various forms of circumstances (personality picture). This becomes a fairly stable trait or trait that focuses on

the individual or interprets a sedentary state in the individual or is innate in relation to such an individual (Lazarus, 1976).

Social anxiety is a state of feeling uncomfortable in the presence of others. It is characterized by the appearance of a feeling of shame, and is characterized by awkwardness or rigidity and tends to avoid interacting with people around them (Hedman et al., 2013). Social anxiety is excessive worry and fear, if you are with an unknown individual, you will feel anxious in a social situation because of fear, will receive comments or even judgments from individuals, but will feel good when you are alone. The aspects that cause anxiety include anxiety, excessive sweating, nervousness, and avoiding interacting with other people. (Sri Wahyuni, 2013). The criteria for individuals who experience social phobia are subjects who are chosen by men, avoiding eye contact with the interlocutor, stiff posture, talking too slowly, shaking and sweating the body, increased heart rate.

Social phobia is an irrational concern about negative judgments from individuals, social phobia is classified as the most common model of phobia, but the view of social phobia sufferers is less than maximum. The environment or individuals around people with social phobia, usually do not know and underestimate the symptoms of this phobia, individuals with social phobia are only considered to behave introverted or are considered to have a shy, quiet nature. While the truth is not like that, some people who experience social phobia are actually considered strange individuals (freak), shy and unable to socialize (Hanifa & Santoso, 2016). Individuals who suffer from social phobia will certainly experience many obstacles in every aspect of their lives. insecure begins to speak in public, is very critical of comments, feels uncomfortable wanting to make eye contact with newly known individuals, awkwardly reprimands or starts a conversation, is uncomfortable talking to newly known individuals, cannot cooperate with others (Marlinawati et al., 2019).

Group guidance is one of using group dynamics to discuss issues that are currently happening or are currently hanging, to discuss one's self-development. The purpose of this group guidance is to improve the ability to communicate in addition to developing social skills. The benefits of this group guidance are that we can understand ourselves, develop self-identity and can increase self-esteem, self-belief, and self-esteem to achieve a new grasp of ourselves and the surrounding environment (Harahap, 2021).

Cognitive Behavior Therapy is a combination of various actions that aim to change negative thoughts and behaviors that are expected to reduce the intensity of negative impacts and disturbing emotions (Sujiah et al., 2023). Cognitive therapy is just as effective as standard medications that can treat depression. Hankin (2005) Cognitive Therapy is commonly used in terms of reducing anxiety disorders, aggression, and improving the quality of people with mental disorders.

It can be concluded that social phobia is an unreasonable concern about the negative values of the individual, people with social phobia are aware that individuals who see it and judge themselves tend to stay away from social social situations, such as speaking in public, appearing on stage and also communicating with individuals for fear of making embarrassing things, people have great fear and worry in their social environment, This usually happens because the person has had a bad experience so that the individual has been traumatized.

Based on the results of observations that have been made at Madrasah Tsanawiyah Private Islamiyah Hessa Air Genting, there are individuals who suffer from social phobia. Individuals who suffer from social phobia are not prevalent female students and male students. Some of the criteria for students who experience social phobia are shy, quiet, and timid, timid when in a crowd and also afraid when told to appear in public, one of the students experienced social phobia in Kerenkan, he was a victim of bullying in elementary school so he had social problems when he was in Madrasah Tsanawiyah Private he was afraid to socialize and when his friends wanted to invite him to make friends he preferred to remain unfriended, Because he was afraid that the incident he experienced would be repeated.

Based on the above problems, the role of Counseling Guidance teachers is needed in supporting individuals to solve problems experienced by students by paying attention to student problems and more broadly handling student problems. Counseling guidance can make calls to students who experience sociophobia and provide counseling to students in the form of Group Guidance Services is one of the services that solve support to individuals. From the above explanation, the researcher aims to find out the social phobia behavior of students before and after being given treatment and to determine the effectiveness of cognitive therapy through group guidance services to prevent social phobia behavior at Madrasah Tsanawiyah Swasta Islamiyah Hessa Air Genting.

METHOD

This study uses quantitative research. Quantitative research is a research method that is based on positivistic things or what is commonly called concrete data, researcher data in the form of numerical units that will be measured using statistics as a calculation test tool, which is related to the problem being researched in order to produce a conclusion (Sugiyono, 2018). This study uses an experimental research method. The type of research used is pre-experimental. This experimental method is carried out to test whether it is effective or not variable. This study uses a pre-experiment pretest-posttest design.

The design of the pretest and posstest that the results of the treatment can be known more accurately because it can be compared with the situation before the treatment is given (Arikunto, 2010). This research was conducted at Madrasah Tsanawiyah Private Islamiyah Hessa Air Genting at first students showed social phobia with a high category of 63.2%. However, after conducting group guidance sessions with cognitive therapy techniques, students showed a decrease in social phobia with a moderate category of 52% while a low category of 40.8. The population in this study is 56 students in class VII. The sample of this study is 8 people. The sample collection technique used is the purposive sampling technique. Purposive sampling is a technique for determining samples with certain considerations (Sugiyono, 2016). The data collection technique used is a questionnaire. The researcher used a questionnaire by making his own questionnaire to show the scale of social phobia as many as 28 items, but after the validity test, it turned out that only 25 items were valid and 3 items were declared invalid. The results of the validity test admitted by the researcher showed that the average value of 25 valid items was 0.562 and it was known that the value of $N=56$ was 56 at a significance of 5% in the distribution of the value of the statistical table r , then the table r was 0.278 which the results of this validity test showed that the questionnaire had met the content validity standards well. Factor analysis confirms that the questionnaire has sufficient construct validity, with items grouped according to the underlying theory. A significant correlation with students' social phobia scores also indicates that the questionnaire has good criterion validity.

Questionnaire is a data collection technique that is carried out by providing several written questions to respondents to be answered (Sujarweni, 2020). The Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2019). Data collection was carried out in three steps, namely (1) pretest data collection, (2) implementation of cognitive therapy techniques through group guidance services, (3) posttest data collection. The data analysis technique that will be used is the Wilcoxon Signed Ranks Test with the support of SPSS statistical software.

RESULTS AND DISCUSSION

Results

The results of the research conducted on the pretest collected by the researcher through the social phobia scale in the students of Madrasah Tsanawiyah Private Islamiyah Hessa Air Genting can be obtained that the data of students is in the "high" category. Of

the 56 people who became the research population, there were 8 people who were included in the "high" category. The students consisted of 6 women and 2 men. The results of the pretest can be seen from the table below:

Table 1. Pretest. Frequency distribution of pretest social phobia categories

Category	Score	Percent	Frequency	Frequency
Very High	105-125	100	86-100%	0
Tall	85- 104	83.2	70-85%	8
Keep	65 -84	67.2	56-69%	0
Low	45-64	51.2	40-55%	0
Very Low	25-44	35.2	<39%	0
Sum			8	100

Based on the table above, it shows that before being given treatment in the form of group guidance services using cognitive therapy techniques. Students' social phobia is in the "high" category consisting of 8 students with a percentage of 100%. Furthermore, 8 students who have a high level of social phobia in the category will be provided with services.

The researcher will provide a service in the form of group guidance services using cognitive therapy techniques. The group guidance service will be carried out as many as 4 meetings. The purpose of implementing group guidance services is to prevent social phobia behavior in students. After carrying out group guidance services for 4 meetings, a posttest was then carried out which is expected to reduce the level of social phobia. The Posttest results can be seen from the table below:

Table 2. Posttest. Frequency distribution of posttest social phobia categories

Category	Score	Percent	Frequency	Frequency
Very High	105-125	100	86-100%	0
Tall	85-104	83	70-85%	0
Keep	65-84	67	56-69%	5
Low	45-64	51	40-55%	3
Very Low	25-44	35	< 39%	0
Sum			8	100

Based on the results of the data analysis above, it shows that there is a significant decrease in students' social phobia behavior after receiving group guidance services using cognitive therapy techniques. After receiving group guidance services using cognitive therapy techniques from as many as 8 people, there were 5 people in the "moderate" category with a percentage of 62.5% and 3 other people were in the "very low" category with a percentage of 37.5%. In the next stage, analysis is applied by utilizing the Wilcoxon Signed Ranks Test using SPSS.

Table 3 Wilcoxon Signed Ranks Test Results

Test Statistics^a

Posttest-Pretest

Z	-2.521 ^b
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Asymp. Sig. (2-tailed)

.012

Based on the Wilcoxon Signed Ranks Test above, the results of the based on netative ranks pretest posttest obtained an asymp, Sid (2-tailed) significance value of 0.012 (\leq) from the set significance level of 0.05. Thus it can be said that the alternative hypothesis (H_a) is acceptable. These results indicate that cognitive therapy techniques through group guidance services can effectively prevent social phobia behavior.

Discussion

Based on the results of the research, the researcher found that social phobia behavior is in the "high" category. There are several causes of adolescents experiencing social phobia such as lack of confidence, shyness and having unpleasant experiences in social situations such as being the target of bullying (Soedjatmiko et al., 2016) that the impact of bullying received by victims of bullying is getting various forms of obstacles which include a low psychological state (low psychological well-being) where individuals will feel anxious, fear, low self-esteem, and poor social adjustment such as fear of going to school and withdrawing from society.

Furthermore, there are some individuals who do not socialize in their environment due to unsupportive environmental factors because according to the parents of the students, there is juvenile delinquency. Willis (2012) that juvenile delinquency is the behavior of some teenagers that is contrary to the laws, religions, norms, that exist in society. So the student becomes an introvert in his environment, but because the student is used to not socializing in his environment, so that at school the student becomes anxious when in public just like people with social phobia experience. Students will find a social situation in their group and in the community if they have a strong sense of confidence and they also have a positive assessment of themselves (Wahyuni, 2013).

Social phobia is an irrational concern for negative judgments from other individuals. People with social phobia will be aware that individuals see it and judge themselves, so individuals avoid social situations. Kuswoyo (2019) that social phobia is a form of worry experienced by individuals when they are in a crowd of people, naturally individuals are social creatures who will relate to other individuals, namely social functions that are natural and unavoidable, but students who experience social phobia will not be comfortable when interacting with other people.

One of the obstacles that many people with social phobia feel is, individuals tend not to dare to speak in front of many people, appear on stage, work under supervision, because usually individuals who suffer from social phobia will tend to be quiet, shy, and also timid, the individual will feel afraid if they are in crowds and also in public places. Larasaty & Prasetyaningrum (2024) that people who experience social phobia will bring up symptoms such as restlessness, fear, cold lightness, irritability, difficulty concentrating, difficulty sleeping, fatigue, and heart palpitations, especially when they are directed to move forward or like things that are related to appearing in front of others.

We can observe individuals who experience social phobia in the individual's behavioral, cognitive, and effective responses. Stuart et al. (2006) that their behaviors include restlessness, when speaking quickly, tremors, withdrawing from interpersonal relationships, and often avoiding, from their cognition such as distraction, poor concentration, forgetfulness, confusion and decreased productivity, while in affective, people who experience social phobia will easily feel disturbed, impatient, restless and tense and nervous when talking to others as well as excessive worry and anxiety and shy.

Students who experience obstacles in their social activities will face various complications in carrying out daily activities, because students will have difficulty interacting

with friends at school and find it difficult to adapt to the surrounding environment, and individuals will also have difficulties in developing their potential. Moreover, it is found unilaterally that most people do not know if they have social phobia, not many people express the symptoms of their phobia and are considered commonplace, so the cure from the phobia is very minimal.

The role of counseling guidance teachers is needed in overcoming social phobia experienced by students at school. Counseling guidance teachers play a very important role in providing services to individuals so that students can develop perfectly. Therefore, it becomes a person who socializes in the surrounding environment. To overcome the problem of high social phobia, the researcher carried out a treatment in the form of group guidance services with cognitive therapy techniques in order to prevent social phobia behavior in students.

Group guidance is one of the group activities that prepares information to direct conferences so that group members become more social or to help group members to achieve common goals (Syafaruddin et al., 2019). In group guidance that will be discussed are problems experienced together both regarding personal, social, learning and career problems. Group guidance is to provide convenience in individual growth and development (Kartika & Siregar, 2023).

Cognitive therapy is a therapy that focuses on how to change negative thoughts or beliefs. Through an approach, rational-emotive behavioral therapy, Ellis shows people with social phobia that irrational needs for social acceptance and perfectionism produce unnecessary anxiety in social interactions. Cognitive therapy helps them to look at situations rationally. The counseling teacher will ask the student to prove his belief that when he is in a crowd he will be laughed at and ignored, but if that does not happen, then the student can change his irrational mind to rational. The counseling guidance teacher can give directions on how if the client will face something unexpected that he thought beforehand, so that the student can be more accepting without any fear of trauma.

Students' openness can be assisted by cognitive therapy techniques through group guidance services. Because this is based on the fact that the use of cognitive therapy techniques through group guidance services has various goals. The goal is that students can speak in front of a crowd; Students can also give opinions, ideas, suggestions, responses, and feelings to many individuals, learn to appreciate individual input, be able to control themselves and emotions, become familiar with each other, as well as discuss common problems or topics that are experienced or of mutual interest (Prayitno et al., 2017).

Thus, to overcome the problem of high social phobia among students, the researcher conducted a study by conducting a treatment to reduce the high level of social phobia by providing cognitive therapy techniques through group guidance services to prevent social phobia behavior in students. By using cognitive therapy techniques through group guidance services, it can help students who have a high level of social phobia to decrease, so that this group guidance service can be used to reduce the level of social phobia.

CONCLUSION

Based on the results of the study, it can be concluded that before being given treatment there were 8 people who were included in the category of having a "high" social phobia. A total of 5 people experienced a decrease in social phobia so that it entered the "medium" category and 3 other people also experienced a decrease in social phobia until it reached the "low" category. From the data analysis using the Wilcoxon Signed Ranks Test test above, the results of the based on netative ranks pretest posttest obtained an asymp significance value, Sid (2-tailed) of 0.012 (\leq) from the predetermined significance level of 0.05. Thus it can be said that the alternative hypothesis (H_a) is acceptable. This means that cognitive therapy techniques through group guidance services have been proven effective in preventing social phobia in adolescents.

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