



The Effect of Cognitive Behavioristic Counseling With Modeling Techniques on Students' Self-Confidence and Learning Discipline Viewed from Family Socio-Economic Status

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ABSTRACT

This study aims to investigate the effect of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status. This study was a quantitative study followed by 54 students in Singaraja, Bali. Through experiment design, this study found that students in experiment group showed better self-confidence ($M=3.22$ $SD=.139$) compared to those in control group ($M=2.96$ $SD=.174$). It also happens in learning discipline. Students' score of learning discipline in experiment group ($M=3.27$ $SD=.257$) is higher than control group ($M=3.07$ $SD=.221$). This indicates that there is a significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence viewed from family socio-economic status. For the learning discipline variable, the sig. value was .028 which is also indication that there is a significant influence of cognitive behavioristic counseling with modeling techniques on students' learning discipline viewed from family socio-economic status. The results of the multivariate also confirm a significance figure = 0.006 with an F-Wilk's Lambda value = .815 indicating a simultaneous significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status.

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1. INTRODUCTION

Students have certain needs during their learning process. These needs may include a conducive reading atmosphere, good food, playing fields, provision of books and other materials and attendance at the best school available. Fulfilling students' need will make a positive contribution to their academic achievement (Barry, 2006). However, meeting these needs certainly depends on the economic status of the student's family. Families who have a good social-economic status will certainly pay good attention to meeting their daily needs and will think about their children's future (Roberts et al., 2019). Parents can use their wealth to invest in their children's competencies, for example private tutoring, paying school fees, or financing additional education (Lathapipat, 2013).

Several studies have confirmed how family socio-economic status influences students' learning process. Students with low social status tends to have low self-confidence (Oh, 2021). Self-confidence is a very important aspect of personality in a student's life. Students who are confident believe in their own abilities and have realistic expectations, even when their hopes do not come true, they still think positively and can accept it (Daud et al., 2020; Hidayati et al., 2023). Students with strong self-confidence will not view their weaknesses and limitations as obstacles, but rather as stepping stones to achieve success (Tiara & Firman, 2019). On the other hand, students with low self-confidence will project self-doubt, emptiness and hopelessness in facing the demands and challenges of life.

Students with low self-confidence tend to show low learning discipline. This happens because students believe that whether they have a disciplined attitude or not will not affect their learning outcomes (Akbari & Sahibzada, 2020; Wijaya & Sandi, 2020). In fact, learning discipline is very influential on the success of the

learning carried out. Discipline includes every kind of influence shown to help students so that they can understand and adapt to the demands of their environment and resolve challenges during the learning process (Ilyasin, 2019). Students with high discipline are able to find solutions to the problems they face and have a strong mentality to face all learning difficulties.

Regarding the issue of student self-confidence and learning discipline, teachers need to pay more attention so that these issues do not interfere with the student learning process and students can reach their maximum potential. Teachers not only act as educators but can also take on the role of counselors. Teachers as counselors have a role in encouraging individual development, solving and encouraging the achievement of individual well-being physically, psychologically, intellectually, emotionally or spiritually (Greene, 2005; Sundar & Mesalia, 2023). One form of counseling that can be adapted by teachers to help students is cognitive behavioristic-based counseling.

The cognitive-behavioral model or also known as the cognitive-behavioral model of counseling is a combined counseling model of the cognitive approach and the behavioristic approach which aims to invite clients to fight negative emotions and behavior that are contrary to their beliefs and is often interpreted as a short treatment approach (Olsson et al., 2021). This approach is used in counseling to direct better behavior and cognition. In line with this, cognitive behaviorism is a form of counseling to get better by changing thought and behavior patterns (Beck, 2011). The cognitive-behavioral counseling model provides many techniques that can be used by teachers based on the conditions of the students they treat. One of several behavioral counseling techniques is the modeling technique. Bandura (1985) states that what is meant by modeling is a technique in counseling that uses a learning process through observing models and changes in behavior that occur due to imitation. Rosjidan (1988) states that the application of modeling techniques refers to the process where individual or group behavior (example) acts as a stimulus that influences the thoughts, attitudes and behavior of the observer (counselee).

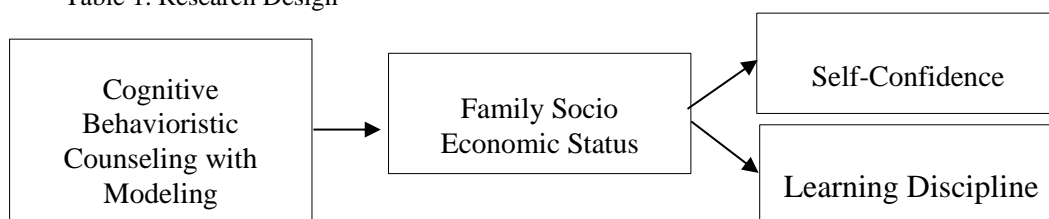
Studies had identified the benefits of applying cognitive behavioristic towards students' self-confidence and learning disciplines. Chandra et al., (2019) found that behavioral cognitive counseling with self-instruction techniques was effective in increasing students' self-confidence. A study by Apriliana and Suranata (2020) conducted in vocational setting showed that group counseling with cognitive behavioral approach is effective to increase self-confident. Salameh (2019) examined the effectiveness of a behavioristic counseling program in modifying student discipline. The study shows that there is a statistically significant difference in reducing the level of negative behavior of indiscipline in learning. However, the research conducted is still limited to counseling variables as solely variable that can influence students' self-confidence and learning discipline. Education process certainly involves the family. Family support in the form of social and economic support also contributes to the success of students' education. Therefore, to fulfill the existing gap, the current study aimed at investigating the influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status.

2. METHODS

Research Design

The current study was experimental design with a posttest only control group design. The research design and variable constellation are presented in Table 1

Table 1. Research Design



In this study, self-confidence and learning discipline are the dependent variables, cognitive behavioristic counseling with modeling techniques are the independent variables and family socio-economic status is the moderator variable. The study was conducted approximately six months from September 2023 – March 2024.

Research Sample

This research involved 54 middle school students in Singaraja, Bali, Indonesia. They were chosen purposively by looking at the even distribution of family socio-economic status. The characteristics of the sample is illustrated in Table 2.

Table 2.

Sample's Characteristics

Age	36 students (14 years)
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Gender	18 students (15 years) 31 females 23 males
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Research Instruments

In searching for data, this research used questionnaire. There are three questionnaires distributed to students, namely questionnaires for self-confidence, study discipline and family socio-economic status. The instruments measure the students' self-confidence and learning discipline before and after intervention and also students' family socio-economic status. The blueprint of the questionnaires is presented in Table 3.

Table 3.

Blueprint of Questionnaires

Questionnaire	Aspects	Indicators
Self-Confidence	Optimistic	1. Ability to complete the tasks given
		2. Ability to overcome obstacles of the task faced
		3. Ability to choose the right way to complete a task
		4. Strong belief in own potential in completing tasks
	Objective	5. Viewing tasks as targets to achieve goals
		6. Viewing tasks as targets to be better person
		7. Have a commitment to completing tasks well
	Responsible	8. Complete tasks on time
		9. Complete the task well and correctly according to the teacher's instructions
		10. Complete the task without cheating or plagiarizing
Learning Discipline	Self-regulation	1. Independence
		2. Initiation in learning
	Self-control	3. Obedient to laws, orders and regulations that apply in learning
		4. Implement the rules consistently in learning
	Self-adjustment	5. Responsible for own actions in learning
		6. Adhere to all plans that have been made for studying
		7. Understand the behavior of others and adapt behavior to support successful learning
		8. Make adaptations to support learning success
Family Socio-Economic Status	Level of education	1. Parents' education
		2. The importance of raising knowledge, understanding and morals from parents
	Employment and Income	3. Parents' job
		4. Parents' income
		5. Parents' additional income
	Expenditures and Meeting Family Needs	6. The gap between family income and expenses
		7. Fulfillment of family needs from income
		8. Fulfillment of learning facilities

From those indicators, 50 statements were developed in five-scale questionnaire. The questionnaire items have been tested for validity through content and construct validity and have been piloted to test the reliability. The results of validity check exceeded 0.70 which indicate strong validity. Further reliability check through Cronbach alpha confirms score of 0.81 for Self-Confidence questionnaire, 0.85 for learning discipline questionnaire, and 0.92 for family socio-economic status questionnaire.

Data Analysis

Data on self-confidence, learning discipline and family socio-economic were analyzed descriptively and inferentially. Descriptive analysis was carried out with the aim of providing an overview of the research data that has been collected. Meanwhile, inferential statistics of multi variate analysis of variance (MANOVA) was also conducted to identify the significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status.

Hypothesis

H1: There is a significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence viewed from family socio-economic status (Sig. < 0.05)

H2: There is a significant influence of cognitive behavioristic counseling with modeling techniques on students' learning discipline viewed from family socio-economic status (Sig. < 0.05)

H3: There is a simultaneous significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status (Sig. < 0.05)

3. RESULTS AND DISCUSSION

3.1. Results

Data Description

Data self-confidence and learning discipline were analyzed descriptively. The results are presented in Table 4.

Table 4.

Descriptive Analysis Results

	Group	Mean	Std. Deviation	N
Self-Confidence	Experiment	3.2204	.13955	27
	Control	2.9611	.17450	27
	Total	3.0907	.20399	54
Learning Discipline	Experiment	3.2748	.25787	27
	Control	3.0722	.22102	27
	Total	3.1735	.25892	54

From the descriptive analysis, students in experiment group showed better self-confidence (M=3.22 SD=.139) compared to those in control group (M=2.96 SD=.174). It also happens in learning discipline. Students' score of learning discipline in experiment group (M=3.27 SD=.257) is higher than control group (M=3.07 SD=.221). We also conducted analysis to identify whether there is a significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status as shown in Table 5.

Table 5.

Test Between Subject Effects

Source	Dependent Variable	Mean Square	F	Sig.
Family_Socio_Economic_Status	Self-Confidence	.111	.768	.034
Family_Socio_Economic_Status	Learning Discipline	.272	.088	.028

From Table 5, it was found that the value of Sig. for self-confidence variable was .034 which is lower than .05. This indicates that there is a significant influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence viewed from family socio-economic status. For the learning discipline variable, the sig. value was .028 which is also indication that there is a significant influence of cognitive behavioristic counseling with modeling techniques on students' learning discipline viewed from family socio-economic status. Based on the regression analysis, Hypothesis 1 dan 2 are accepted.

To answer the third research question regarding simultaneous influence of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status, multivariate test was conducted. The results are presented in Table 6.

Table 6.

Multivariate Test

Effect		Value	F	Sig.
Family_Socio_Economic_Stat us	Pillai's Trace	.185	5.664 ^b	.006
	Wilks' Lambda	.815	5.664 ^b	.006
	Hotelling's Trace	.227	5.664 ^b	.006
	Roy's Largest Root	.227	5.664 ^b	.006

The results of the multivariate test regarding self-confidence and learning discipline simultaneously between students who received behavioral cognitive counseling with modeling techniques and students who received dummy treatment with family socio economic status as the moderator variable showed a significance figure = 0.006 with an F-Wilk's Lambda value = .815. This significance figure is below the specified significance level. This means, there is a simultaneous significant influence of cognitive behavioristic counseling with modeling

techniques on students' self-confidence and learning discipline viewed from family socio-economic status. Therefore, hypothesis 3 is accepted.

3.2. Discussion

The current study investigated the effect of cognitive behavioristic counseling with modeling techniques on students' self-confidence and learning discipline viewed from family socio-economic status. Through posttest only control group experiment design, the study identified three important findings. 1) cognitive behavioristic counseling with modeling techniques significantly influenced students' self-confidence viewed from family socio-economic status (Sig. 0.034), 2) cognitive behavioristic counseling with modeling techniques significantly influenced students' learning discipline viewed from family socio-economic status (Sig. <0.028), 3) simultaneously, cognitive behavioristic counseling with modeling techniques significantly influenced students' self-confidence and learning discipline viewed from family socio-economic status (Sig. <0.006).

Students' self-confidence will be a driving factor in them to achieve the desired life balance. Akbari and Sahibzada (2020) mentioned students who have low self-confidence can be seen from their passive attitude, not daring to appear in public, pessimistic about their own work, and being reluctant to do something new. In contrary, Kappes et al., (2020) stated that with high self-confidence, students are able to try to fulfill their needs and complete every task given. Developing students' self-confidence requires a supportive process and atmosphere to encourage them to continue to develop Self-Confidence. The explanation above is in accordance with the theoretical assumption of Cognitive Behavioral Therapy (CBT) counseling that human internal communication can be accessed through the introspection process, that by using a cognitive approach in counseling, individuals will be helped to change their beliefs and feelings about themselves more positively by changing their understanding and thinking, about himself collaboratively and with a therapeutic feel (Atayi et al., 2018).

In this study, students who received cognitive behavioral counseling with modelling technique showed higher score of self-confidence compared to those in control group. The results of regression analysis further confirmed that the difference of self-confidence between experiment and control group was significant. A similar results were found in a study by Nurhidayah et al., (2022). They identified that cognitive behavioral therapy (CBT) group counseling with symbolic modeling and role play techniques was effective in increasing students' self-confidence. In addition, this research also looks at how the economic status of students' families can be a factor that interferes with students' self-confidence. Studies had identified how socio-economic status would influence students' self-confidence., Venkata et al., (2019) found that upper class socio- economic students are having higher level of self-confidence than lower and middle class socio-economic status students.

Students' learning discipline is also an important asset for success. Students with high discipline show the intention to learn and are responsible in carrying out the tasks given. Meanwhile, students with low learning discipline tend to show behavior such as arriving late to school, not submitting assignments in time and always relying on other people's abilities. Students' low learning discipline which can be categorized to a negative behavior, certainly requires intervention from teachers and parents (Ismail et al., 2013). In this research, it was found that students who received cognitive behavioristic counseling with modeling techniques showed better learning disciplines. Salameh (2019) also found the same research results where the group of students who received CBT treatment showed better disciplinary behavior than the group of students who did not receive CBT. Wahyudi and Casmini (2021) also found the same thing where CBT can improve students' learning discipline. Students show increased discipline in learning activities in the classroom, such as listening to the teacher during lessons, not being busy alone, having a neat appearance, and responding well when the teacher explains.

4. CONCLUSIONS AND SUGGESTIONS

The research findings underscore the significant role of Cognitive Behavioral Therapy (CBT) and family socio-economic status in enhancing students' self-confidence and learning discipline. These two factors are not isolated but work synergistically in promoting a positive academic environment for students. CBT, with its focus on modifying negative thought patterns, helps students build the mental resilience needed to tackle challenges, leading to greater self-confidence. On the other hand, the socio-economic status of the family provides the necessary resources and emotional stability that are crucial in supporting a student's learning journey.

Furthermore, the study emphasizes the vital roles that teachers and parents play in the holistic development of students. Teachers are not just instructors, but also counselors who can guide students in overcoming psychological barriers, thereby helping to build self-esteem and discipline. Parents, as primary caregivers, contribute not only by offering moral support but also by providing material resources that alleviate stressors related to financial constraints. When both parties—teachers and parents—collaborate effectively, they

create an environment that nurtures student growth, ensuring that students can reach their full potential academically and personally.

In summary, the research highlights the need for a collaborative approach involving both the educational system and the family unit. Teachers and parents must recognize their complementary roles and work together to create an optimal support system for students. This collaboration is essential for fostering self-confidence, enhancing discipline, and ultimately, helping students succeed during their academic journey and beyond.

In light of the research findings, several suggestions can be made to further enhance the support system for students, particularly in the areas of self-confidence and learning discipline:

1. **Integrating CBT Techniques into School Programs:** Schools should consider incorporating Cognitive Behavioral Therapy (CBT) techniques into their counseling programs. This could include workshops, group therapy sessions, or one-on-one counseling that helps students address negative thought patterns, manage stress, and build resilience. By embedding these practices into the school environment, students can develop better coping strategies, leading to increased self-confidence and more consistent learning discipline.
2. **Strengthening Teacher-Student Relationships:** Teachers should be trained not only as educators but also as mentors and counselors. Establishing strong, supportive relationships with students can help teachers better identify individual challenges, both academic and psychological. By providing emotional support and offering personalized guidance, teachers can empower students to overcome self-doubt and improve their learning discipline.
3. **Promoting Parental Involvement in Education:** Schools should encourage more active parental involvement in their children's education. This can be done through regular communication between teachers and parents, workshops for parents on supporting their children's academic and emotional needs, and fostering an open dialogue about socio-economic challenges that may affect learning. Parents can be educated on how to provide both moral and material support, reinforcing the importance of a balanced home environment.
4. **Creating a Holistic Support System:** A collaborative approach between teachers, parents, and other stakeholders such as school counselors or community organizations is essential. Schools could create holistic support systems where all parties work together to address not only academic needs but also psychological, emotional, and social aspects of student development. This could involve forming partnerships with local community centers or NGOs to provide additional resources for students facing socio-economic challenges.
5. **Fostering a Growth Mindset:** Encouraging a growth mindset—where students believe their abilities can improve through effort and persistence—should be a core focus of both teaching strategies and family support. Teachers can promote this mindset in the classroom, while parents can reinforce it at home. When students understand that mistakes are part of the learning process and that they have control over their growth, they are more likely to develop greater self-confidence and maintain discipline in their studies.
6. **Addressing Socio-Economic Barriers:** Schools and parents should be aware of the socio-economic challenges that can impede a student's ability to focus on studies. Schools could provide resources such as scholarship programs, affordable study materials, or access to counseling services for students from low socio-economic backgrounds. Additionally, parents can be encouraged to explore community-based support programs to ease financial pressures and create a more conducive learning environment at home.

By implementing these suggestions, schools and families can create a more robust support system that not only enhances students' academic performance but also fosters their emotional and psychological well-being. This holistic approach will ultimately lead to students who are more confident, disciplined, and equipped to navigate their educational journeys successfully.

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