

Cognitive Counseling with Reframing Techniques to Intervene in Self Aggression

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Abstract: This study aims to determine the effectiveness of cognitive counseling with reframing techniques to intervene in self-aggression. The experimental design used was Pretest Post-test Control Group Design. The sample of this study was high-school students in Singaraja City who were taken randomly by 50 respondents. Data collection used the Self Aggression questionnaire instrument. Hypothesis testing is done using the t-test. The results obtained from these tests indicate that cognitive counseling with reframing techniques is effective for intervening in self-aggression. Cognitive counseling with reframing technique is an effective counseling service to assist in dealing with problems faced by adolescents, especially intervening in self-aggression behavior.

Keywords: cognitive counseling, reframing techniques, self-aggression

I. INTRODUCTION

The self-aggression of millennial teenagers in life at school and outside school has different characteristics. Self-aggression is actually not just a matter of violence such as a mere brawl, but many self-aggression that start from aggression in the form of words or ridicule that is done either directly or through social media such as Facebook, Twitter, WhatsApp, etc., which ended in acts of physical aggression in the form of beatings, stabbing, fights, which led to criminal acts.

The self-aggression is divided into three classifications, namely: (1) physical and verbal, (2) active and passive, (3) direct and indirect. The occurrence of aggressive actions is because someone cannot control the emotions that are in him [1]. An aggressive attitude triggered by anger and revenge will be very easy to emerge. Therefore, it is important for adolescents to be able to understand, and intervene in self-aggression that exists in each of them.

II. LITERATURE

A. Self-aggression

According to Dharsana Self, aggression is the attacking behavior of others, including attacking conflicting points of view, telling people ugliness and ridiculing or laughing at people [1]. Then according to Schneider Self aggression is the behavior of emitting an overflow of emotions as a reaction to the failure of individuals who are shown in the form of destruction of people or objects with intentional elements expressed in words and behaving [2].

The formation of self-aggression involves many factors. The discussion of the factors that cause the emergence or formation of self-aggression is also very dependent on the side of the approach used. There are at least four main approaches to understanding some of the causes of the emergence of self-aggression, namely: (1) The biological approach to the formation of self-aggression is related to the condition of the hormone testosterone in the individual [3], another view also believes that self-aggression can be caused by anatomical abnormalities, such as abnormalities in the brain's nerve tissue [4]; (2) the psychological approach of self-aggression from the side of the human soul by considering the social elements that surround the individual psychoanalytic perspective as explained by Freud that in human beings always have subconscious potential, which is an impulse to self-destruct [5]; (3) the situational approach to the formation of self-aggression involves external factors as a determinant in the formation of aggression [6]; (4) the socio-ecological approach to the formation of self-aggression and the personality of the individual is strongly influenced by the environment in which he lives and social factors within the family. Child behavior is not in accordance with the wishes of parents can also cause children to be aggressive because indirectly parents have taught that if in life, there are other individuals who are different from their desires it needs to be resolved by violence [7].

B. Reframing Technique Cognitive Counseling

Cognitive Counseling is a counseling theory that emphasizes the mind. Cognitive human beings are basically

formed and determined by the environment, and all their behavior is learned or obtained because of the process of practice and thought [8]. The purpose of cognitive counseling is to help solve counselee problems that they have highlighted to change. Counseling aims to re-energize the reality test system to deal with dysfunctional interpretations. The counselee is taught to correct the cognitive processes that are wrong and strengthen the assumptions that allow him to deal with the problem [2].

The steps of cognitive counseling proposed by Cormier and Cormier, which are then summarized by Dharsana include: (1) the counselor provides clarification and detection of data in the form of the counselee’s initial statement, (2) helps the counselee in choosing a combination of mind changing techniques to use, (3) the counselor involves the counselee in procedural considerations that can strengthen the sincerity of the counselee to use choices consistently, and (4) the counselor provides support so that the counselee can give a positive statement of self, a statement in a positive environment and detect positive statements about the problem [8].

Re-framing the mind (reframed of mind) is used to help the counselee limit the overt and covert mind statements that are less meaningful in the counselee’s mind through the consequences, they produce themselves. The underlying assumption is the framing of the mind parallel to the reframed which is administered or assisted by the counselor. In other words, the reframed presented itself, like the reframed administered from the outside, is perceived by its urgent function of meaningful thoughts. Reframing meaning is a way of seeing problems from various sides that are built by the counselee themselves for interaction with the environment. Cormier & Cormier emphasizes that reframing can use and implement itself independently with minimal assistance from outside counselors [9].

Cormier & Cormier proposed signs to help clients determine some references to the meaning of mind statements that can be used effectively: (1) reframed should be individual; (2) should use reframed that are still easily obtained and comfortable to use; (3) use a number of positive frames and continue reframed them to see how wide the frames are still there; (4) choose the continuous reframed type’s both covert and overt statements; (5) use frames that do not express another derision; and (6) balancing frames that are less meaningful to frames that are more meaningful [9].

III. METHOD

The type of research used in this research is the design of the pretest-posttest control group design this is because the researcher treated the group and carried out prestige before the treatment was given. The sample of this study was 50 high-school students in Singaraja City, which were randomly selected from six classes of population members. From the initial data obtained, some students showed high Self Aggression, so the researchers tried to intervene in the self-aggression of students by applying cognitive counseling with reframing techniques. To collect data about students’ self-aggression and to obtain accurate data, this study uses several data collection techniques along with each data collection device, namely questionnaires as primary data instruments, while interviews, observations and diaries as instruments for secondary data collection.

IV. RESULTS AND DISCUSSION

The data used in this study were obtained from the data from the distribution of self-aggression questionnaires in the experimental group and the control group by taking the pre-test and post-test stages. Then the pre-test and post-test data from the results of the questionnaire were analysed by t-test to look for differences between experimental post-test and control post-test. The calculation process of the t-test in this study uses the JASP 10.0 application (Table 1).

**Table 1
Calculation of Independent Samples T-Test**

Independent Samples T-Test				
	t	df	p	Cohen’s d
Posttest	15.206	49.00	<.001	4.266

Note. Student’s t-test.
* Levene’s test is significant (p < .05), suggesting a violation of the equal variance assumption

To measure the difference between the control group data and the experimental group in this study used the t-test. Based on the t-test carried out by the researcher, it was obtained t-count of 15,206 with a significance of < 0.01. By entering the t-count that has been obtained from the calculation of the t-test before the researcher calculates the effectiveness test with the following formula:

$$Es = t \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

$$Es = t \sqrt{\frac{1}{24} + \frac{1}{27}}$$

$$Es = 15.20.0.038$$

$$Es = 0.57$$

Based on the results of the calculation obtained numbers for testing the effectiveness of 0.57. Thus in research, cognitive counseling with reframing techniques is effective in intervening in self-aggression.

V. CONCLUSION

The results of this study indicate that the Self Aggression of adolescents who take cognitive counseling with reframing techniques can be intervened significantly. Based on the statement it can be said that cognitive counseling with appropriate reframing techniques is applied by counselors to intervene in self-aggression. Cognitive counseling with reframing technique is an effective counseling service to help adolescents in dealing with problems faced especially self-aggression.

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