

Islamic Cognitive Behavior Therapy to Improve Student Self-Compassion

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ABSTRACT

This study aims to test the effectiveness of group counseling with Islamic cognitive behavior therapy to improve student's self-compassion. The study used a narrative research method with interviews and documentation. The process collaborates with library study research because the research data has not been fulfilled validity, and researchers have problem's taking research subjects. The data collection was done by using an open questionnaire with a self-compassion scale to analyze students who fix low-level problems of self-compassion and interviews as the primary tool. The resulting research shows that group counseling with the Islamic cognitive behavior therapy approach with behavior rehearsal and reinforcement is effective in improving student's self-compassion.

Keywords: self compassion, group counselling, islamic cognitive behavior therapy

1. INTRODUCTION

Life as a teenager is a critical period in terms of achievement and adjustment in his life. Adolescence is a transitional period in the life span of humans from infancy to adulthood, which is seen by changes in physical, psychological, and psychosocial aspects. Sometimes social and academic pressure requires adolescents to have roles that involve more significant responsibility. Teenagers have a view of something based on success, failure, and the impact experienced. One adjustment in adolescence is by increasing self-compassion. Self-compassion is used to direct negative emotions that occur in a person towards positive emotions and strengthen one's psychological development.

Neff [1] self-compassion is the ability of an individual's mind, which is expressed in the form of adaptation and self-relations that involves growing awareness from individual problems. Self-compassion functions to overcome issues or sufferings experienced by individuals, as well as to solve problems. Self-compassion aims to resolve the mind of the problems experienced by individuals and provide new thoughts for not thinking about problems that occur excessively by way of being open to one another.

The components of positive self-compassion are self-kindness, common humanity, mindfulness function to increase the goodness or concern for oneself in overcoming difficulties or disturbances of individual thoughts such as high motivation, not despair, sense of

anxiety for himself, and other positive things. Instead, the harmful self-compassion component can reduce the goodness or concern for oneself and lead to mental illnesses such as depression, anxiety, self-hatred, and other negatives. Therefore, self-adjustment feels good when self-goodness and caring increase (self-compassion) [2].

To increase compassion for adolescents in school is the most essential part of the problem-solving process. Because education in Indonesia is an essential component that determines the learning process to educate the nation's generation. Self-compassion on students also has complex problems, including anxiety in the learning process or things that are psychologically influenced by students. Zhang, Lou, Che, and Dwan [3] similarly found that for students studying for a high stakes academic exam, trait self-compassion was associated with increases in positive affect and decreases in negative affect and stress, and the relationship between academic stress and negative affect was mediated by self-compassion.

The study also explains that subjective well-being is only partially a function of environmental conditions. There may be personality characteristics or a resilient tendency to experience high levels of well-being, even under unfavorable circumstances. Adult attachment can contribute to this fierce disposition. This study examines whether the relationship between attachment anxiety and subjective well-being is mediated by the concept of self-compassion [4].

Since self-compassion is a new and fresh concept, it can grow in various fields of researches and interventions. It seems that self-compassion has benefits for education and schooling as well. Self-compassion is a positive human force that can create positive qualities such as kindness, compassion, equanimity, and a sense of coherence with the others. Learning such features for a nursing student is a significant part of his future career, which enables him to enter this profession [5].

The importance of self-compassion is improved for students with counseling services as well as being able to reinforce kindness or self-care by strengthening self-motivation to overcome problems experienced by individuals, especially students' questions regarding religious and academic intellectuals. Therefore, if ignored issues in adolescents, then experience more complex issues.

Guidance and Counseling teachers are responsible and play a role in improving the quality of services in schools and Islamic boarding schools. Guidance and counseling services as an important one part of carrying out, having duties, and responsibility in guiding student development, including developing the concept of student compassion. When used with group counseling services as well, individuals will achieve goals and relate to others in innovative and productive ways. This service is dynamic because it takes advantage of group dynamics to help solve counselee problems in group situations [6].

Religious commitment to counseling services is included in the top three of Islam Teachings: Faith (faith), Islam (surrender to Allah), and Ahsan (a state obeyed by Allah). The Islamic counseling model that aims to strengthen students' religious commitment must be applied immediately because the preliminary study revealed some of the students' religious commitment did not strong enough, the symptoms of their behavior and thinking tend not to comply with Islamic norms between their associations and their conceptions of God's truth[7]. Counseling services can be done to improve students' self-compassion through cognitive behavior therapy. This therapy is centered on the awareness of thoughts and emotions that experience problems such as depression, stress, and unusually low levels of student self-compassion.

The goal of therapy is for continuous improvement in the patient's mood and behavior. The therapeutic process is carried out at a deeper level of awareness of the emotions and thoughts that are raised about the fundamental beliefs of themselves, their world, and others, as for the therapy using the Islamic counseling model to strengthen the provision of solutions such as Islamic motivational therapy and therapies with Islamic media. The research studies that use counseling services with Islamic media can provide solutions compulsorily with the involvement and commitment of all parties involved in individual development, especially family, school, and community[8].

2. METHOD

The research was conducted using a qualitative narrative method approach. The qualitative approach emphasizes the narrative data in the counseling process. Data analysis uses the triangulation method. In this research, a qualitative approach is aimed to find out the big picture of the problematics of student learning process anxiety and the occurrence of low self-compassion.

Narrative research has claimed to be the best qualitative approach for capturing detailed stories about the life experiences of either single individuals or small groups. Researchers collect various types of accounts. Information is gathered about the context of the story to place individual stories within personal experiences (home, work, and school), in culture (ethnicity and race), and in history (time and place). The researcher then analyzed and reconstructed the transformed data and formed it into a framework in chronological order. Therefore, this study is effectively used in the counseling service process that occurs in students [9].

This research also collaborates with library studies or analysis documents to support data in the form of literature, books, magazines, research articles on the theory of the development of approaches to counseling services (Islamic cognitive behavior therapy) with arguments on problematics in students (self-compassion). Krippendorff [9], the advantage of this method is that it is non-intrusive. The presence of an observer does not affect what is being observed. You do not need to register for collaborative subjects or get permission to study. Another advantage of content analytics is that they are easy to replicate.

The research was conducted at Madrasah Aliyah Negeri 3, Jombang. The research subjects took six students with low self-compassion categories by analyzing the data, namely distributing questionnaires openly to class XI IPS 1 and 4, which might be 60 students.

The stages of implementing Islamic behavior therapy by using group counseling services to increase student compassion include in this study refer to Peter & Randi [10] as follows:

1. First stage: assessment and diagnosis. Assessment and diagnosis at an early stage aim to obtain data about Student conditions to be faced and anticipated possible mishandling in the counseling process.
2. The second stage: identifying the medium-low category of students. Before students are assisted, the counselor first analyzes by conducting a needs questionnaire and in-depth interviews about student life. Counselors also need students to notify the school counselor directly and provide strengthening exercises about the development of students.
3. The third stage: monitor and carry out student activities in groups. In the third stage, students carry out activities in groups with experienced students who are considered similar. Group members form

interpersonal communication with other members and carry out other activities such as behavioral training, giving group assignments, reinforcing group members, and feedback.

4. The fourth stage: providing feedback to students and giving them the motivation to follow counseling to the end. On the fourth stage, school counselors explain to students about group development after undergoing the stages of group activities. The school counselor provides feedback about things that happen during counseling so that students can understand the experience and realize what they feel is lacking in students and how to solve them?
5. The fifth stage: Student's thought intervention becomes positive thinking. In the fifth stage, negative thoughts about students who have accumulated in the group activities and provide reinforcement of behavior in students to increase self-compassion.

Activities carried out in two weeks, divided into six sessions, where each session is 40-45 minutes. This activity is carried out using online media (zoom meetings, google meetings, etc.) to assist the process of group activities in the event of an adverse event.

3. RESULTS AND DISCUSSION

Neff [11] Self-compassion can solve problems for counselees such as self-criticism, depression, loss, rumination, self-determination, interpersonal cognition distortion, and problems about human behavior by providing training and others related to psychology.

Waskito [12] The application of increased self-compassion in guidance and counseling services is also able to provide cognitive development and performance skills for adolescents to be more focused, be ready in all situations with a clear perspective, use their knowledge effectively, and pay attention to the goodness of themselves and others. As for self-compassion, it is also able to develop individual behavior optimally by providing individual and group emotional training as well as a strengthening process to overcome problems with frequent self-righteousness and care for individuals as well.

The research study from Ghorbani [13] that self-compassion as a basic need to reduce self-negativity such as depression and anxiety that continues to emerge and can adjust the psychological from integrated self-knowledge and make it more predictive with the increase in self-compassion.

Meanwhile, another study from Shimizu, Niya, and Shigematsu [14] conducted a learning processor performance in a sample of Japanese participants who took a cognitive test. The increase in learning scores was stronger than performance goals, especially for individuals who based their self-esteem on the competition with others and who had low affection. Therefore, self-compassion is able to produce an increase in the ability of individual behavior in overcoming problems experienced by means of an

attitude of kindness and concern for oneself, especially the learning process for students and the condition of student independence.

The process carried out with a counselor is able to have a positive impact by increasing self-compassion for students around Islamic boarding schools. Before the service process is carried out, the research data analysis process is carried out by distributing questionnaires to determine the level of self-compassion in MAN 3 Jombang. The results show that the low level of self-compassion is 8% (6 students) of 50 students from the population in class XI IPS 1 and 4. While the moderate category gets 80% (36 students), and the high self-compassion category gets 12% (12 students). Even though the data on the low level of self-compassion are relatively small, the counselor is still able to solve the problem in depth.

In starting group counseling services, the first step is the communication interaction process which is the initial process to harmonize communication comfortably and safely in providing a topic given from the group leader or counselor. While this process provides a rule for each group to understand activities for the welfare of group members. This process shows that the factors that influence the low level of self-compassion include anxiety in the learning process in schools and dormitories, which is an obligation for students who follow student's careers in Islamic boarding schools. As for other factors, it shows the lack of motivation in the learning process due to the independence of these students.

At the working stage in group counseling services, the counselor begins to use cognitive behavior approach techniques to exercise and strengthen positive emotions gradually with live modeling such as experience solutions from group members or giving presenters about how to reinforce positive emotions regularly and do it in his life. As for other techniques by providing motivation with Islamic study media such as giving meaning to the Al-Qur'an and Hadist about being positive and sharing the goodness of fellow members or themselves.

And the results of activities carried out with students who experience moderate-low levels of self-affection show significant success in the form of individual attitudes, the learning process, and the ability to good and care for individuals. The group counseling process is still being carried out in stages.

4. CONCLUSION

Based on research data from the results of the group counseling service process and the addition of other study data. Thus, Islamic cognitive behavior therapy techniques are effective for improving self-compassion of class XI students of MAN 3 Jombang for the 2019/2020 school year.

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