

Cognitive-Behavioural Counseling with Modeling and Self-Management Techniques as Predictor Self-Affiliation

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ABSTRACT

This research aimed to investigate the difference of self-affiliation using modeling techniques and self-management strategies in the cognitive-behavioural counseling model of the gender perspective. The research method used in this research is quasi-experiment with Two Factor Design Research or often called 2 X 2 factorial design. The population of this study is all students of grade X Senior High School (Sekolah Menengah Atas / SMA) PGRI Kupang, Indonesia, which amounted to 423 students, with samples of 100 students. Every single group consists of 25 students, where each group is divided into male and female groups. The results showed that: (1) There were no differences in the student's self-affiliation based on modelling and self-management techniques; (2) There is no difference in the student's self-affiliation based on student gender; and (3) there is no interaction of modeling and self-management techniques with the gender of students in determining the needs of self-affiliation students.

Keywords: cognitive-behavioural counseling, modelling, self-management, self-affiliation

1. INTRODUCTION

The need to commune with others, loyal and obedient to friends, actively participating in family groups, doing something for friends, forming new friendships, is an essential aspect of self-affiliation someone [1]. Self-affiliation refers to the desire to experience the interpersonal satisfaction and warmth of the relationship between man [2]. Alternatively, in other words, self-affiliation is a person's need always to be able to cooperate and actively participate with others and the need for support and warmth in relationships with others who are allied, loyal and obedient to friends and easy to build friendships with new friends [3].

Affiliation needs are influenced by other factors that cause social gaps between one's students and other students. One factor of the cause is gender. Halpern [4] also argues that boys have a better ability while girls are more proficient in doing reading and writing tasks. Women are described as emotionally individual, caregiver, easy to surrender, communicative, easy to associate and weak, subjective, passive and easily influenced while males are described as rational,

independent, aggressive, dominant, performance-oriented, and active. Other factors that affect the parenting pattern and the five factors of personality, namely: extraversion; agreeableness; conscientiousness; neuroticism/emotional stability; and openness to experience [5]. While in line with the study, Oetami's research [6] on the orientation of adolescent happiness suggests that the events that make the happiest for boys are events related to achievement, spirituality, friends, and leisure, while for young women is a family-related, loving and loved event, as well as money. It is thus apparent that men and women have different physical and emotional development, each of them having their perception of the fulfilment of the need in themselves. It is no exception to the fulfilment of self-affiliation between men and women [7].

Based on researchers' observations in the students of the grade X SMA PGRI Kupang, researchers found several personalities demonstrated through the manner of behaving, acting, and thinking during the learning process in class. Of the two classes that researchers observe, it turns out many students who demonstrate the attitude of less get along like quarrel with others,

traitorous to friends, indifferent with the group without doing anything with his friends and also likes to find issues. But some students demonstrate easy-to-friend behaviour, active with group discussions, helping friends who are experiencing difficulties. Students also want to do something for their friends and too friendly with their friends in class so that the student is said to have self-affiliation. According to McClelland [8], Students like this will struggle vigorously for friendship, founder of cooperative situations than competitive situations and desire a relationship involving the degree of mutual understanding that high.

Specifically, researchers observe the symptoms of student behaviour related to self-affiliation, as students look to influence their friends to work on the task, and easily convince their friends to learn together and approach friends because they always learn together. Students are also easy to convince friends because of their versatility and also to gain the trust of their friends. Students also appear to have a good relationship with the school community, like to greet friends, easily invite their friends to play together, and then students quickly get along with their classmates and teachers so that students are easily trusted by the teacher. In this context students have a profound social and psychological awareness that then raises a strong urge of the importance of friendship [9], even according to [10], students who have the need to foster relationships with other individuals (affiliation) and be accepted by individuals in the surrounding environment are hypothesized as fundamental psychological needs, just like hunger and thirst for physical needs, so that the student will establishing and maintaining significant and positive interpersonal relationships.

Besides some students also demonstrate that behaviour rarely approaches their friends and challenging to get along. Students are too difficult to gain the trust of friends and their teachers. While the students' discussions also seemed difficult to influence and convince friends because much silence, outside class of students, was also awkward to approach his friend because it was difficult to reply to a smile from his friend. Students are too hard to believe teachers to be endowed with learning tasks, difficult to convince friends to do the task. On the other hand, some students demonstrate attitudes like students who are less able to get along like quarrel, traitorous to friends, indifferent without doing something with his friends and likes to find out because students look not concerned with the environment. Students demonstrate a reluctant and antipathy attitude to tell his personal experience in front of the crowd even during the study and dislike being the center of the attention of others. In this case, the students are more dominated by the lack of fulfilment of the affiliation needs because most female students tend to be passive, quiet, and blasé with the surrounding circumstances so as to approach their friends in class rarely, they tend to

prefer to be silent in class or outside of class without doing any activity. Based on the symptoms of the behaviour shown by the student above, it can be said that the student needs to meet the need for fellowship with others (self-affiliation).

Fulfilment of affiliation needs can be addressed through adequate and appropriate counseling techniques. Researchers will use modelling techniques because, with these techniques, students can see directly and learn the behaviours that must be transformed through real action that is owned by a person as a model. The modelling technique of changing old behaviour is by imitating the behaviour of models that are not accepted socially by the behaviour of the model is rewarded or punished [11]. Modelling techniques are also more than just matching the behaviour of others, but rather to present the information symbolically and to store it for future use [12]. The results proved that modelling techniques are one of the alternatives that can be chosen to be applied and continue to be developed to improve the character of student tolerance [13].

The second technique used in this research is self-management. Self-management is a process by which counselee directs behaviour change, using a strategy or combination strategy [14]. This technique relates to behaviour with others, be it behaviours that interfere with others and themselves, behaviours that often arise without predicted time of emergence so that control from others becomes less effective, goal behaviour verbal and related to self-evaluation and self-control, and responsibility for changes or maintenance of behaviour is the responsibility of counselee [15]. The research conducted by Kessler and Liddy [16] explained that the implications in practice through the use of self-management programs are promising in the handling of rehabilitation of goal setting, and problem-solving on the issue today. It is indicated under the very appropriate self-management technique to enhance the student's self-affiliation.

The giving of modelling and self-management strategy is done to compare and see how far the effectiveness of the researchers have given to self-affiliation students who are seen from students' gender perspectives. Since students of female and male children have different behaviours and emotions, each of them has their perception of fulfilling the need for fellowship and cooperation with others. Also, the way they meet the needs depends on the self-perception of something that affects the behaviour indicated. It is characterized by a percentage of the level of fulfilment needs between women and men. Do female students dominate the fulfilment of self-affiliation than in male students or even vice versa. Based on the exposure, though, as well as the facts occurring in the field, researchers raised the theme of self-affiliation that would be enhanced using modelling techniques and self-management strategies in

the Cognitive Behavioral counselling model. These two techniques or strategies will be tested to their effectiveness on self-affiliation that are reviewed from the student's gender. The purpose of this research is to investigate the difference of self-affiliation using modelling techniques and self-management strategies in the model of behavioral cognitive counseling from the gender perspective.

2. METHOD

This research is an experimental study, since not all of the experimental variables and conditions can be regulated and tightly controlled, so the research is attributed to pseudo-research (quasi-experiment). An experiment is a way of using variables tied with the setup guidelines in the form of experimental steps. The population of this study is all students of the grade X SMA PGRI Kupang, which amounted to 423 students, with samples of 100 students. Every single group consists of 25 students, where each group is divided into male and female groups.

The research uses two factor design or is often called 2 X 2 factorial design. Dantes [17], stating that in the 2 X 2 factorial design, the treatment is arranged so that each individual can be subject simultaneously in two different factors, which each focus consists of several levels. In the design of this study, the score used to know the self-affiliation of grade X students was the posttest score performed at the end of the experiment. The research plan is as follows:

- A1 : Group of students following cognitive-behavioural counseling with modelling techniques.
- A2 : Group of students following cognitive-behavioural counseling with self-management strategies.
- B : Group of male students.
- B2 : Group of female students
- A1B1 : A group of students who follow cognitive-behavioural counseling with modelling techniques and male gender.
- A1B2 : A group of students following cognitive-behavioural counseling with modelling techniques and female gender.
- A2B1 : A group of students following cognitive-behavioural counseling with self-management strategies and male genders.
- A2B2 : Groups of students following cognitive-behavioural counseling with self-management strategies and female gender.

The selection of the analysis design is adjusted to the expected data, namely the difference of self-affiliation as a result of treatment given. The dependent variables in this study are self-affiliation while the independent variable is the model of cognitive-behavioural counseling, which is distinguished into two groups,

namely model of cognitive-behavioural counseling with modelling technique (A1) and model of cognitive-behavioural counseling with self-management strategy (A2), and as a moderator variable is a gender (B), which is distinguished into two groups, namely males (B1) and females (B2). The hypothesis testing in the study was conducted using a two-way analysis of variance (ANAVA 2X2). To test, first analyze the data collected. There are three stages in analyzing this research data, namely: (a) data descriptions, (b) analysis requirement testing, and (c) hypothesis testing.

3. RESULT

The data obtained in this research is self-affiliation students of grade X SMA PGRI Kupang by using cognitive-behavioural counselling with modeling techniques and self-management strategies reviewed from the type of gender. The description of self-affiliation students can be seen in figure 1.



Figure 1 Description of Self-Affiliation Students Using Modelling and Self-Management Techniques from A Gender Perspective

Based on figure 1 found the results of self-affiliation students after receiving cognitive-behavioural counseling treatment with modeling and self-management techniques seen from the gender perspective with details of 25 male students and 25 female students to every technique, be it modeling and self-management, so that the number of 50 students for modeling techniques and 50 students for self-management with a total of 100 students involved in the study. The average value in modelling techniques for males is 135.76 and meet 134.32, while the standard deviation of males is 6,616 and females 10,423. The average value of the self-management technique for males is 138.04 and females 133.40, while the standard deviation of males is 8,463 and females 12,487. Distribution of self-affiliation frequencies to groups of students using modelling and self-management techniques can be seen through table 1.

From table 1, it is known that the self-affiliation students of grade X SMA PGRI Kupang after acquiring cognitive cognitive-behavioural counseling modeling techniques are in the category high to very high. Precisely, 36% of students have self-affiliation in very high categories, and at 64% in the high category. While table 1 above can be seen that 46% of students have self-

affiliation in the very high category, amounting to 52% in the high category, and 2% in the medium category.

The hypothesis testing is conducted with the first notice of the prerequisite test, namely the normality test and the data homogeneity. Both tests were conducted with the help of Statistical Packages for Social Sciences (SPSS) version 18. The following, the test results of normality in table 2 and the homogeneity in Table 3.

Table 1 Distribution Frequency Self-Affiliation Student Modelling Group and Self-Management

Category	Modelling Group			Self-Management		
	Range	N	%	Range	N	%
Very High	4,21 – 5,0	18	36	4,21 – 5,0	23	46
High	3,41 -4,2	32	64	3,41 -4,2	26	52
Medium	2,61 – 3,4	0	0	2,61 – 3,4	1	2
Low	1,81 – 2,6	0	0	1,81 – 2,6	0	0
Very Low	1,00 – 1,8	0	0	1,00 – 1,8	0	0
Total		50	100	Total	50	100

Table 2 Test Results Normality of Self-Affiliation in Students

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.083	100	.083	.981	100	.161

Table 3 Test Results Homogeneity of Self-Affiliation in Students

Levene's Test of Equality of Error Variances ^a			
F	df1	df2	Sig.
3.627	3	96	.016

According to table 2 above, the results of the analysis showed that the significant value of the calculation of Kolmogorov-Smirnov is higher than 0.05, which is 0.083 or 0.161. This means self-affiliation data on the students with a normal distribution. Based on the output table 3 obtained significance value of 0.016. Because of the value of sig. 0.016 > 0.05, it can be concluded that the variable variants of self-affiliation students are homogeneous, so the homogeneity in the test two-way Anova fulfilled. In accordance with the results of the normality and homogeneity test, the prerequisite test has been fulfilled and can be continued by conducting a hypothesis test. Furthermore, the results of the first and second hypotheses test are performed with a two-way variance analysis technique (ANAVA) with interaction. The results can be seen in table 4.

According to table 4, it appears that the first hypothesis test result indicates that the significant value 0.728 > 0.05. In conclusion, there is no difference in self-affiliation students of grade X SMA PGRI Kupang using modelling and self-management techniques. As for the gender acquired significance value 0.122 > 0.05, so

there is no difference of self-affiliation students of grade X SMA PGRI Kupang seen from the perspective of gender, be it male and female in modeling and self-management techniques. If viewed from the interaction test result, found the significance value 0.414 > 0.05, meaning there is no difference of self-affiliation of students using modeling and self-management techniques seen from the perspective of the gender.

Thus, the results showed no difference (H0 received and Ha rejected), then in this study cannot be conducted an advanced test with Tukey test to know the difference of the average student self-affiliation using modeling techniques and self-management seen from the gender perspective students of grade X SMA PGRI Kupang (A1B1, A1B2, A2B1, & A2B2).

Table 4 Test Results ANAVA of Self-Affiliation in Students

Tests of Between-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	306.600 ^a	3	102.200	1.076	.363
Intercept	1832774.440	1	1832774.440	19294.563	.000
Technique	11.560	1	11.560	.122	.728
Gender	231.040	1	231.040	2.432	.122
Technique * Gender	64.000	1	64.000	.674	.414
Error	9118.960	96	94.989		
Total	1842200.000	100			
Corrected Total	9425.560	99			

a. R Squared = .033 (Adjusted R Squared = .002)

4. DISCUSSION

The hypotheses test results showed that there was no difference in the self-affiliation students of grade X SMA PGRI Kupang after receiving cognitive-behavioural counselling with modelling and self-management techniques seen from the gender perspective. Hypotheses test results also found no difference in self-affiliation based on student gender while the results of the last test showed no interaction of modelling and self-management techniques with the gender of students in determining the need of self-affiliation students of grade X SMA PGRI Kupang.

Based on empirical data, students of grade X SMA PGRI Kupang who have received cognitive-behavioural counseling with modelling techniques (36% very high & 64% high) and self-management (46% very high & 52% high) are in high category and very high. This indicates that the application of modelling and self-management techniques has a significant impact on the students. Students with strong affiliation needs have a desire to build and maintain a warm and friendly relationship with others McClelland [18]. The desire to build friendly relationships is accompanied by seeking approval with others and avoiding conflicts. McClelland

raises individual characteristics with strong affiliation needs, among them, performing better if there are incentives that lead to affiliation, maintaining relationships, cooperation, conformity, and avoiding conflicts, behaviours lack of leadership and fear of rejection. It also shows that students have a high desire to connect with others and to interact socially. The tendency for students to find new environments and multiply friends automatically makes students with high affiliation needs more interacting with others or happy to get along. In accordance with the opinions of McClelland [19]. People who have high affiliation needs prefer to be with others than alone, often interacting with others, wanting to be liked and accepted by others, making people others feel happy, show and nurture a loyal attitude toward friends, and seek the approval and agreement of others. The principle, the application of asymmetric responsibility in social interaction rather than mutual responsibility [20].

The results of the researchers' participation observations were also seen that students who have received cognitive-behavioural counseling with modelling and self-management techniques have been easy to get along and are happy to interact with other students, even with teachers, officers and security guard. One of the teenager's developmental tasks that Hurlock [21] delivered that teenagers should be able to foster good relations with group members or peers of different types because the development of individuals in a teenager is influenced by the environment and social [22]. So, it can be concluded that the high level of student affiliation shows that students want to fulfil their teenager's development duties to build good social relationships and interactions with peers and others.

The results showed that although there were no differences of self-affiliation students who had received treatment with modelling and self-management techniques, the results of the study showed both of these techniques had contributed significantly in improving the needs of self-affiliation in students. Modelling techniques indicate there has been a learning process through observation of others and changes occurring through impersonation. Impersonation means that the behaviour of others is observed. The process of learning through observation shows the learning process after observing the behaviour of others, that is by the real emphasis by changing the old behaviour with new behaviour by imitating the behaviour of the model [23]. Through modelling techniques can effectively increase the needs of the student's self-affiliation because students can directly promote examples of behaviour from models that reflect self-affiliation. This is in accordance with Joseph's statement of one of the factors that could influence the character, i.e. identification (identifying and imitating the appearance or moral behaviour of someone who is an idol) [13].

The stages in modelling techniques can make students more vulnerable to the character of the needs of self-affiliation because it consists of the process of attention, retention, motor reproduction, as well as reinforcement and motivation. At the attention stage, respondents can learn what is meant by the needs of self-affiliation by discussing case studies provided by researchers. At the retention stage, respondents can form feelings about the needs of self-affiliation by viewing and discussing videos provided by researchers. At the reproductive motor stage, respondents can practice implementing their own self-affiliation needs by simulating with the group members. Finally, at the stage of strengthening and motivation, respondents can assess whether they have taken action to implement the need for self-affiliation in everyday life by review with researchers and other members of the group.

A self-management technique is a procedure that demands a person to direct and regulate his or her behaviour. The application of this technique can increase the need for students' self-affiliation as students can encourage themselves, manage all the elements of their abilities, and control the abilities they have to achieve self-affiliation. The process, students can observe and record everything related to the problem of self-affiliation in its interactions with the school environment. Here students are guided by researchers to perform pre-behavioural and post-behavioural monitoring. Students are also given positive reinforcement to establish the needs of self-affiliation. Besides, students need to be made contracts or agreements with themselves concerning the planning to enhance self-affiliation, collaborate with friends and family to manage the needs of self-affiliation, and students are ready to bear the risk in relationships by regulating the needs of self-affiliation. Furthermore, lastly, students can master the stimulus from the learning environment in school to keep students consistent and persistent in enhancing their self-affiliation needs.

5. CONCLUSION

The results showed that: (1) there is no difference of self-affiliation students of grade X SMA PGRI Kupang based on modeling and self-management techniques; (2) there is no difference of self-affiliation students of grade X SMA PGRI Kupang based on students' gender; and (3) no interaction of modeling and self-management techniques with the gender of students in determining the need of self-affiliation students of grade X SMA PGRI Kupang.

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