

The Influence of Cognitive Restructuring Techniques on Students' Learning Interest in Distance Learning

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ABSTRACT

This study aims to determine the effect of individual counseling with cognitive restructuring techniques on students' learning interest in distance learning in class VII MTS Mu'allimin Muhammadiyah Yogyakarta. The research method used is a quantitative study using a pre-experimental design with a one-group pretest-posttest type of research design. The subjects of this study were seventh grade students of MTS Mu'allimin Muhammadiyah Yogyakarta, then 20 samples of students with negative (low) interest in learning were obtained using purposive sampling technique. The data analysis technique used is to calculate the hypothesis test with the Z test (Wilcoxon) using the SPSS V20.0 program. The results showed the average value of the pretest-posttest (41.05 < 81.70) and the results of the Asymp value. Sig (2-tailed) is 0.001 then it is decided that Ho is rejected and Ha is accepted. Based on these results, it can be concluded that: 1. there is a significant effect of individual counseling services on cognitive restructuring techniques on students' learning interests, 2. students' learning interests are categorized as medium and high after being given individual counseling services with cognitive restructuring techniques, 3. There is a change from negative treatment to treatment positive on students (interest in learning).

Keywords: cognitive restructuring techniques, student interest in learning, distance learning.

1. INTRODUCTION

The situation throughout the world is unstable with the corona disease (Covid-19) outbreak that emerged in March 2020. This epidemic affects many aspects of human life in the world of education, even in education there is a change in the teaching and learning activity system (KBM) in schools [1]. The face-to-face system and method commonly used in schools was changed to a distance learning method (online) according to the circular letter of the Ministry of Education and Culture Dikti N0. 1 of 2020. Schools are required to organize online learning [2]. Thus teachers and students must be ready to follow the distance learning method (online) [3], [4].

The implementation of distance learning requires technological devices such as mobile phones, laptops and computers that aim to achieve learning objectives, make it easier for teachers and students to interact and access information [5]. The applications that can be used are Google classroom, WhatsApp, zoom app [6]–[8]. Distance learning (online) has advantages and disadvantages, namely the disadvantages of distance learning (online) including very minimal student

understanding of teaching materials, different geographical locations of students and high costs [9]. Meanwhile, the advantages of distance learning (online) are increasing students' learning independence [10], learning concepts that can be accessed anywhere [9].

As a result of changes in the teaching and learning system that have never been carried out by teachers and students, it has an influence on learning success and students' cognitive work [11], [12]. Improved student learning outcomes can be improved through student learning interest [13]. In other words, low student interest in learning results in unsatisfactory learning outcomes. Interest in learning arises from within students with interest, attention, more desire that students have [14], [15].

There are two factors that influence students' interest in learning, namely internal factors and external factors. The learning conditions of students with distance learning like these two factors greatly influence students' interest in learning. The internal factors experienced by students according to this study are changes in students' behavior and mentality during distance learning [16]. External factors that occur to

students according to this study are that during the implementation of distance learning students feel bored [17], [18].

This is in accordance with previous research that students have not been able to adapt themselves to the distance learning system. This means that students need encouragement and support from all parties, including the role of a teacher. The process of learning and teaching cannot be separated from the role of a teacher [19], [20]. Therefore, teachers must be ready to change and follow the times, including the teaching system, mapping lessons online and teachers must know the condition of students [21], [22].

Changes in distance learning situations greatly affect the psychological condition of students [23]. If students are psychologically disturbed, it will result in unsatisfactory learning outcomes. Therefore, students must have physical readiness that supports learning [24]. Psychologically, students need attention from parents, teachers and the surrounding environment [25]. Thus, all relevant parties must work together so that the psychology of students is not disturbed, including the role of a counseling teacher. can provide counseling services such as information services, group guidance, group counseling, individual counseling.

According to the facts on the ground, the current condition of student interest in learning is low due to various things. Therefore, the right service to overcome this is individual counseling. Individual counseling service is a process of providing assistance by interviewing students (counsees) [26]–[28]. With the provision of individual counseling services students will reveal the problems that exist in themselves during learning and students will be aware of the problems they are experiencing. During the individual counseling process, it is hoped that the counselee will be able to change the mindset, way of behaving, sensitivity to feelings and how to make a decision [29]. This study is more specific in using cognitive restructuring techniques by focusing on efforts to identify and change negative thoughts into positive ones. Therefore, the importance of this research is to try to change the interest of students during distance learning with individual counseling services with cognitive restructuring techniques.

2. METHODS

In this study, researchers conducted research with a remote system between the researcher and the subject being studied. The procedure in this study begins with the preparation stage in the form of preparation of measuring instruments, preparation of cooperation and preparation of experimental equipment, then the implementation stage will be carried out pretest, providing individual counseling services and posttest.

Then the last stage of data processing. The research method used was pre-experimental with a one-group pretest-posttest design. The research subjects were 20 students using purposive sampling technique. Data collection techniques by means of remote interviews, observations obtained from interviews with students and parents, questionnaires (google form).

The data analysis technique was in the form of the Wilcoxon test because the data in the study were not normally distributed and to find out how big the difference in student interest in learning was before and after being given individual counseling services with cognitive restructuring techniques.

3. RESULT AND DISCUSSION

The results of the research carried out from the stages of implementing cognitive restructuring techniques were obtained as follows:

1. First stage: Assessment and diagnosis

The initial stage aims to obtain data about the condition of students who are handled by researchers by conducting the first activity of distributing online questionnaires using a google form regarding student learning interests to collect information on the level of student interest in learning during distance learning, then the second activity of students following the counseling process from the early stages until the end and the next activity the three researchers gave a brief description of the procedure to be carried out or the purpose of therapy.

The results of this stage are that there are 20 students as a sample with the criteria of having negative thoughts or low interest in learning.

2. The second stage: identify students' negative thoughts

At this stage students express negative thoughts to the researcher/counselor but first the researcher provides assistance to stimulate or realize the negative thoughts that students have. The results of telephone interviews conducted by researchers with students that students do not have learning devices (mobile phones), their internet connection is very slow, has difficulty understanding the material presented by the teacher, the tasks given are not controlled, cannot share lessons with teachers or friends directly, do their own work.

3. The third stage: Monitoring students' thoughts through Thought Records

At this stage, the researcher provided a "Thought Record" format which was given to students to record negative thoughts about their perceived interest in learning during distance learning. The results of recording negative student thoughts there are several things that appear, such as students do not have

cellphones or students learn to depend on parents' cellphones with parents working conditions so that students are lazy to study, often miss lesson information, don't care about the assignments given by the teacher, prefers to play with friends around the house, has difficulty submitting assignments online.

4. Fourth stage: Intervention of students' negative thoughts into positive thoughts

The next stage after collecting the recordings of students' thoughts and knowing the alternative from negative thoughts to positive thoughts, the result at this stage is that the researchers schedule the implementation of individual counseling 6 times according to the agreement between the researcher and the students. Each student has a different learning interest problem.

After carrying out the process of individual counseling stages with cognitive restructuring techniques, then data analysis from the stages of implementing cognitive restructuring techniques shows that individual counseling services with cognitive restructuring techniques have an influence on student interest in learning as measured by using a learning interest questionnaire and the above findings are supported by the results of the pretest and posttest carried out by students which is depicted in the following graph:

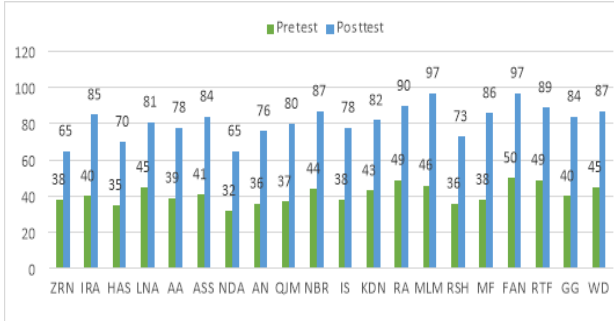


Figure 1. Results of pretest and posttest

Table 1. Descriptive Statistics of Student Interest Score

	Interval	Frequency	Mean	Classification
Pretest	26 - 52	20	41.05	Low
Posttest	53 - 78	7	72.14	Currently
	79 - 104	13	86.85	Tall

Based on the graph and the results of the calculation of the average (mean) pretest before being given individual counseling services for cognitive restructuring techniques, students' learning interest was

categorized as low with an average value of 41.05 while after being given individual counseling services, cognitive restructuring techniques resulted in the posttest scores of students' interest in learning increased at 7 students were categorized as moderate with an average (mean) of 72.14 and 86.85 as many as 13 students in the high category, so it can be concluded that individual counseling services with cognitive restructuring techniques have an effect on students' learning interest in distance learning. Furthermore, non-parametric hypothesis testing is carried out using the Wilcoxon test or Z test as follows:

Table 2. Wilcoxon Signed Ranks Test

Ranks				
	Interval	N	Mean Rank	Sum of Rank
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

Table 3. Uji Wilcoxon

Test Statistics ^b	
	Post-Test-Pre-Test
Z	-3.923 ^a
Asymp. Sig. (2-tailed)	.001
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on table 2, it is explained that the negative ranks between the pretest and posttest results is 0 which means there is no decrease from the pretest to posttest scores, while the positive ranks is 20 which means there are 20 student data that have increased or changed posttest results. Then the Wilcoxon test or Z test with Ha data accepted or rejected can be seen from table 3 which states that the statistical value of the Z test is -3.923 and the sig.2-tailed value is 0.001 < 0.05 so Ha is accepted which concludes that there is an influence in using individual counseling services restructuring technique on students' interest in distance learning.

The results of the stages of cognitive restructuring that students' interest in learning is very low due to several internal and external factors of students. Therefore, all parties play an important role, including the role of parents and teachers because they have a positive impact on students' interest in learning. The role of parents becomes the focus during the distance learning period because parents substitute teachers at school at home if parents are able to accompany their children well, there will be no negative treatment of students such as in the second and third stages of cognitive restructuring.

This is in line with research [30] that parents are not always able to accompany their children's studies due to work. Likewise the results of research conducted [31], that parents cannot accompany their children due to lack of knowledge but this research is not in line with what was done by [32], that parents act as children's learners, fulfill children's needs, supervise, motivate, and accompany children when studying and doing assignments. Likewise, the role of a teacher in distance learning, in other words, the teacher must be able to explore the teacher's competencies with a different learning system than before. This is in line with research [33] that the role of the teacher is to create a pleasant learning atmosphere, to provide motivation, assignments, praise and punishment for student work, to conduct assessments, to use various learning methods, to be able to master technology, namely laptops and cellphones, and to be able to collaborate between teachers and parents and teachers with teacher. Class teachers can consult children's problems with counseling guidance teachers.

Counseling guidance teachers must know the physical and psychological conditions of students because the cognitive learning process of students is very influential. Therefore, the counseling guidance teacher must increase the capacity of self-quality optimally. In line with research [34] which states that guidance and counseling teachers in the 4.0 era must be learners, competent, up to date, especially in the fields of technology, information and communication.

The role of the counseling guidance teacher is able to provide a process of assistance or guidance by means of counseling services in the form of individual counseling that is able to help students overcome problems faced by students including student learning interests. The results of this study support previous research by [35] which states that optimizing the provision of assistance and services to all students who have problems with low interest in learning must cooperate with all parties so that students get optimal results. The provision of counseling services is very helpful for students in changing students' mindsets or learning habits during distance learning. There is a very appropriate counseling service, namely individual

counseling services. According to research conducted by [36] that individual counseling can help improve students' study habits and assist parents in counseling.

Counseling services using cognitive restructuring techniques that are able to change students' negative thinking patterns into positive thinking patterns, especially in changing students' interest in learning. The results obtained from the cognitive restructuring stage were the provision of individual counseling treatment as many as 6 online meetings by providing several materials that were able to increase students' interest in learning. Since each student has different learning problems, the treatment given is also different. In line with research [37], that individual differences can be overcome with an individual approach there are factors that influence individual differences, namely self-concept, individual beliefs, anxiety and motivation. Changes in students' interest in learning changed after being treated with individual counseling services with cognitive restructuring techniques into medium and high categories. This is in line with the opinion [38] that cognitive restructuring techniques can have a positive effect and increase students' self-confidence in the medium, high and very high categories. This proves that the level of student interest in learning begins to change slowly from the treatment and the results of the data obtained from the pretest and posttest.

4. CONCLUSION

Based on the results of the study, it can be concluded that the restructuring technique with individual counseling services has an influence on student learning interest in distance learning in class VII MTS Mu'allimin Muhammadiyah Yogyakarta. These results are based on 4 stages of cognitive restructuring techniques and the results of the calculation of the hypothesis test (Wilcoxon test) that there is a significant difference between the results of the pretest and the results of the posttest.

Counseling Guidance teachers play a very important role in being sensitive and responsive to changing situations and conditions that occur, especially factors affecting student patterns and lives that are directly important during the distant learning period in motivating students so that students' interest in learning increases by one way of collaboration between teachers and parents.

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