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The Effectiveness of Cognitive Behavior Group Counseling Restructuring Technique to Reduce the Social Anxiety of Cyber-Bullying Victim

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Abstract.
Bullying is one of the apprehensive problems to the students at school. Bullying does not happens only at school but it also happens at cyberspace and it is called cyber-bullying. This aggression involves the use of technology like mobile phones, video camera, email, and web pages to send the message that humiliate other people. Besides that, platforms like social media which are very favored by many people today, can be a tool to do cyber-bullying. The cyber-bullying victim can get many emotional effects like anxiety, stress, depression, or suicide. The purpose of this study was to determine the effectiveness of cognitive behavioral group counseling using cognitive restructuring techniques in reducing cyber-bullying social anxiety among students. This research uses an experimental approach one group pretest-posttest control design. The subject of the research are twelve students at a high school named SMA Negeri 7 Mataram, Indonesia. The data collection uses scale social anxiety. The data analysis use one way statistic ANNOVA. The results showed that the application of cognitive behavioral group counseling using cognitive restructuring techniques was effective in reducing cyber-bullying social anxiety in students.

Keywords: cognitive behavior group counseling, cognitive restructuring, cyber-bullying

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1. Introduction

Bullying is one of friend abuse that it can be happened in many form and different age. Every intimidation form of bullying can broke the relation of themselves and other people. Furthermore, bullying has relation with the social problem at society, especially at school environment [1, 2] . Bullying is not only stop in at school environment but also it is happened at cyberspace and it called cyber-bullying [3, 4]. This aggression involve the use of technology of information and communication like mobile phone, video camera, email and web page to send the message that humiliate other people [5, 6, 7]. Besides that, platform like social media which is very favored by many people

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today, can be a tool to do cyber-bullying [8]. Bullying in cyberspace can involve the use of information technology to intimidate, harass, even to oppress a person or group of people.

Cyber-bullying or intimidation trhough information and communication technology tools such as internet and mobile phones is the problem that increasingly apprehensive to the students. The increasing use of digital communication by students in schools will increase the cyber-bullying behavior [9]. In addition, cyber-bullying may not happen in school environment but the effects can be detrimental and can spread to school. The effect of cyber-bullying behavior on victims are not much different from direct behavior, which can be in the form of anxiety, stress, depression, sad feeling and hopeless [10, 11]. The impact of bullying behavior itself that is often happened by students at school is that caused the problem in physical and mental health of the victim [12]. Students who are victims of bullying have a high risk of experiencing problems such as easy headaches and stomach pain [13, 14]. Students who are victims of bullying will also experience psychosomatic symptoms such as anxiety to high symptoms of depression [15, 16]. Meanwhile, students who have psychosocial symptoms will be at high risk of disliking and avoiding school activities [17]. In addition, more specifically the impact of cyber-bullying that is happened to the victims are social anxiety [18]. The social anxiety is indicated by individual characteristics that more often avoid interpersonal encounters because of excessive fear [19].

As for this case, the problems caused by cyber-bullying that is happened by many students at SMA Negeri 7 Mataram are shown by the victims who have high social anxiety. This is reinforces by the result of the research by [20] which revealed that victims of cyber-bullying often have higher levels of anxiety that other symptoms. In this case, the anxiety is appeared because of cyber-bullying is a stressfull situation so that it becomes worry, fear and despair. Furthermore, the form of cyber-bullying that is mostly done by the students is taking sexual pictures while having a good relation and after the fight, they are secretly changed dramatically and posted on the website. Cyber-bullying can also be done by creating online bulletin boards, which invite others to contribute hate speech and malicious statements [21, 22].

It is very important to understand and find a solution to the problem of cyber-bullying among students because the interventions that occur are often directed at only one type of bullying. As to overcome this problem, more global approach is needed and has the highest results for prevention. One of the efforts that can be made to reduce social anxiety due to cyber-bullying behavior is to use the Cognitive Behavior approach from a counseling perspective. This approach is designed to solve problems by rearranging

students' cognitively deviant behavior and is based on the formulation of cognitive strategies, beliefs and disruptive behaviors [23, 24]. The suggestions expressed by [22] in order for therapists or counselors to help individuals who experience emotional disorders such as anxiety due to cyber-bullying is to restructure their thinking. Furthermore, the focus of the Cognitive Behavior counseling approach in this study is to emphasize the formation of perceptions, beliefs and thoughts. As for the application of Cognitive Behavior counseling, it is hoped that it can help students who have high social anxiety due to cyber-bullying behavior to think more realistically, feel and act.

Based on the results of previous research showing that cognitive behavioral counseling is effective in helping counselees reduce social anxiety [25, 26, 27]. Meanwhile, [28] examined the comparison of cognitive behavior modification group counseling with cognitive behavior therapy on anxiety and the results obtained by the two approaches were equally significant in reducing anxiety levels.

From the results of studies that have been conducted by previous researchers, it can be concluded that group counseling using a cognitive behavioral approach is effective for reducing social anxiety. This statement is reinforced by the results of a meta-analysis conducted by [29] with the result that the cognitive behavior approach is effective for dealing with various problems and it is recommended that the cognitive behavior approach is more effective in dealing with anxiety problems. What distinguishes this study from previous research is that this study sees social anxiety caused by cyber-bullying as a result of individuals having low empathy [30, 10]. Empathy in this case can be said to be a process of knowing and feeling the emotional experiences of others centered on human interaction [31]. Furthermore, empathy is closely related to interpersonal relationships [32] as well as emotional, behavioral and moral aspects [33] so that it can be developed through cognitive behavior group counseling.

Furthermore, theoretically cognitive behavior counseling is effective for reducing social anxiety, but in practice there are not many studies that use cognitive restructuring techniques to intervene in social anxiety problems due to cyber-bullying. According to [34] cognitive restructuring technique is a reliable technique in overcoming anxiety. Therefore, efforts to prove the effectiveness of cognitive restructuring techniques in the cognitive behavior approach need to be done.

As for this research, cognitive behavior group counseling will emphasize cognitive restructuring techniques. Furthermore, cognitive restructuring technique is a technique that involves applying learning principles to the mind [24, 34]. This technique is designed to help individuals manage their emotions better by changing their negative behavior habits. The reason for using a cognitive behavior approach with cognitive restructuring

techniques is because basically this approach believes that individual thought patterns are formed through the Stimulus-Cognition-Response (SCR) process which is interrelated and forms a kind of network in the brain, where cognitive processes become a determining factor in explaining how humans think, feel and act.

2. Methods

This study has a sample of 12 students who are indicated to experience high social anxiety. The sample consisted of six male students and six female students. The sample in this study were students who attended SMA Negeri 7 Mataram, Indonesia. The instrument used in this study was adopted from the Social Anxiety Scale [35]. The instrument used as a data collection tool is an anxiety scale adopted and developed according to research needs. The anxiety scale in this study has 10 statement items and uses a Likert scale with 4 selection criteria. Furthermore, the results of the reliability test of the Social Anxiety Scale obtained a Cronbach Alpha coefficient of 0.88.

This research was conducted on students of grades X, XI and XII at SMA Negeri 7 Mataram Indonesia. Furthermore, this study was attended by 100 students who were willing to fill in the anxiety scale. From the results of the pre-test assessment, data was obtained indicating a high level of student social anxiety according to the criteria that the researchers had previously determined. Of the students who filled out the social anxiety scale, 12 people were selected to be research subjects using a random assignment technique. Research subjects selected to be the experimental group will be given cognitive behavioral group counseling interventions using cognitive restructuring techniques and subjects who will be the control group will be given interventions in the form of regular group counseling without special techniques. In the counseling sessions conducted, all groups received eight counseling sessions. Each group counseling session that is carried out gets a duration of 90 minutes according to regulations that apply at school. After the intervention is given, a reassessment will be carried out using the same anxiety scale to see the changes that have occurred. Furthermore, the data obtained from the results of the pre-test and post-test assessments were analyzed using one way ANOVA statistics.

3. Result and Discussion

Based on the results of filling in the instruments from all students in grades X, XI, and XI at SMA Negeri 7 Mataram, data were obtained in the form of students' social anxiety

levels that fall into the high, medium, and low categories according to the criteria set by the researcher. From the results of calculating the distribution of the pre-test instruments, it was obtained that 19 students or 19.00% of students had a level of social anxiety in the "high" category. While those who have a level of social anxiety in the "moderate" category are 47 students or 47.00%. Furthermore, there are 34 students or 34.00% who have a level of social anxiety in the "low" category. Based on the sampling technique used, then from 19 students who are included in the criteria of high social anxiety, 12 students were selected randomly using a lottery technique.

After the experimental group and the control group were given the intervention, the researcher then conducted a post-test assessment. The purpose of the post-test assessment was to determine changes in students' social anxiety levels after being given the intervention. From the results of the post-test assessment, it showed that there was a decrease in the level of social anxiety in the research subjects in the experimental group from the "High" category to the "Medium" category. As for the control group did not experience significant changes. After carrying out a series of assessments, what the researcher did next was to find the mean value in each research group. Furthermore, to find out the results of a more complex assessment, the data that has been obtained is rearranged for each group in Tables 1 and 2.

TABLE 1: Experimental Group Mean Results.

No	Initial	Pre-test	Category	Post-test	Category
1	A	35	High	28	Average
2	B	35	High	26	Average
3	C	33	High	29	Average
4	D	34	High	29	Average
5	E	33	High	29	Average
6	F	33	High	29	Average
Score		203		170	
Mean		33.83		28.33	
SD		0.98		0.51	

From the presentation of the data above, information was obtained during the pre-test assessment of (M = 33.83, SD = 0.98), post-test (M = 28.33, SD = 0.51).

From the presentation of the data above, it can be seen that the results of the pre-test in the control group were (M = 33.33, SD = 1.21), post-test (M = 31.50, SD = 0.54). Furthermore, to find out the results of the main effect of the treatment that has been given, it can be seen from the results of the one-way ANOVA statistical test. The results of the comparison of the pre-test assessments in each group using the independent t

<TABLE 2: Control Group Mean Results.>

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No	Initial	Pre-test	Category	Post-test	Category
1	AA	34	High	32	High
2	BB	33	High	32	High
3	CC	34	High	32	High
4	DD	33	High	31	High
5	EE	33	High	31	High
6	FF	33	High	31	High
	Score	200		189	
	Mean	33.33		31.50	
	SD	1.21		0.54	

test showed that there was no significant difference with the value (t (10) = 1.103, p > 0.05). Table 3 presents the descriptive characteristics of the social anxiety variable.

TABLE 3: Descriptive Characteristics of Social Anxiety in Research Groups.

Group	T1		T2	
	M	SD	M	SD
Experimental	33.83	0.93	28.33	0.51
Control	33.33	1.21	31.50	0.54
M_{time}	33.58	0.79	29.92	1.88
	F (1,10) = 34.05, p < 0.01			

Based on the results of statistical tests conducted, it was found that cognitive behavior group counseling using cognitive restructuring techniques was effective in reducing social anxiety in the experimental group. The results of this study explained that there was a positive influence from the intervention given in the form of cognitive behavior counseling with cognitive restructuring techniques in the experimental group as indicated by the value (F(1.10) = 34.05, p<0.01). The difference in the effectiveness of the treatment given to the experimental group can be seen when conducting the pre-test and post-test assessments. The results of the assessment showed a decrease in social anxiety in experimental research subjects, namely at T1 (M=33.83, SD=0.93) and T2 (M=28.33, SD=0.51).

This study generally aims to analyze the effect of cognitive restructuring techniques in the group counseling process to reduce social anxiety in students who are victims of cyber-bullying at school. In addition, this study can also strengthen the results of previous research conducted by [29] where the results revealed that the cognitive behavior approach is effective for dealing with anxiety problems in general and social anxiety in particular.

The results showed that there were no significant differences between groups in terms of demographic characteristics, which means that the distribution of research subjects in each group was random and maintained internal validity. Furthermore, the results of this study confirm that the cognitive restructuring technique of cognitive behavioral group counseling is effective for reducing social anxiety of victims of cyber-bullying at SMA Negeri 7 Mataram.

The results of this study strengthen the results of research conducted by [25] where Cognitive Behavior group counseling can overcome social anxiety disorders in students, especially in applying the techniques appropriately and effectively. Furthermore, the cognitive restructuring technique in cognitive behavioral group counseling is effective in its application because it is one of the most reliable techniques [34]. Cognitive restructuring techniques are techniques that involve applying learning principles to the mind [23]. This technique is designed to help students manage emotions better and learn to change negative habits into positive behaviors.

4. Conclusion

Based on the results of the study, it can be concluded that cognitive behavioral group counseling with cognitive restructuring techniques is effective for reducing social anxiety in victims of cyber-bullying at SMA Negeri 7 Mataram, Indonesia. Whereas in this study cognitive behavioral counseling cognitive restructuring techniques were effective in helping students reduce social anxiety compared to regular group counseling without using special techniques.

This research is limited to reducing social anxiety in cyber-bullying victims using cognitive behavioral group counseling with cognitive restructuring techniques. The first limitation is that the social anxiety examined in this study is the impact caused by cyber-bullying behavior. The second limitation is the use of cognitive behavioral group counseling interventions which are only limited to the application of cognitive restructuring techniques. Meanwhile, further researchers can use other counseling approaches with different techniques.

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