

**EFEKTIVITAS KONSELING *COGNITIVE BEHAVIORAL* DENGAN
TEKNIK RESTRUKTURISASI KOGNITIF UNTUK MENINGKATKAN
SELF-EFFICACY AKADEMIK SISWA KELAS XI SMA NEGERI 4
SINGARAJA**

Oleh

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ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas konseling *Cognitive Behavioral* dengan teknik restrukturisasi kognitif dalam meningkatkan *self-efficacy* akademik siswa kelas XI SMA Negeri 4 Singaraja. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimen berupa *pretest-posttest control grup design*. Subjek penelitian melibatkan seluruh siswa pada kelas eksperimen dan kelas kontrol, dengan pelaksanaan intervensi berfokus pada kelompok eksperimen melalui layanan konseling berbasis *self-help* menggunakan media *website* SI-Konseling. Teknik pengumpulan data menggunakan kuesioner *self-efficacy* akademik dengan indikator-indikatornya yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan uji *independent sample t-test*. Hasil penelitian menunjukkan nilai signifikasi sebesar 0,000 ($p < 0,05$) serta *effect size* sebesar 1,918 yang berada pada kategori kuat, sehingga terdapat perbedaan yang signifikan antara kelompok eksperimen dan kontrol. Dengan demikian, konseling *Cognitive Behavioral* dengan teknik restrukturisasi kognitif efektif dalam meningkatkan *self-efficacy* akademik siswa.

Kata Kunci: *Cognitive Behavioral*, Restrukturisasi Kognitif, *Self-Efficacy Akademik*

**THE EFFECTIVENESS OF COGNITIVE BEHAVIORAL COUNSELING
WITH COGNITIVE RESTRUCTURING TECHNIQUES IN ENHANCING
THE ACADEMIC SELF-EFFICACY OF ELEVENTH-GRADE STUDENTS
AT SMA NEGERI 4 SINGARAJA**

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ABSTRACT

This study aimed to examine the effectiveness of Cognitive Behavioral counseling using cognitive restructuring techniques in improving the academic self-efficacy of eleventh-grade students at SMA Negeri 4 Singaraja. The study employed a quantitative approach with a quasi-experimental design in the form of a pretest-posttest control group design. The research subjects involved all students in both the experimental and control groups, with the intervention focusing on the experimental group through self-help-based counseling services using the SI-Konseling website as a media platform. Data were collected using an academic self-efficacy questionnaire whose indicators had been tested for validity and reliability. Data analysis was conducted using the independent sample t-test. The results showed a significance value of 0.000 ($p < 0.05$) and an effect size of 1.918, which falls into the strong category, indicating a significant difference between the experimental and control groups. Therefore, Cognitive Behavioral counseling using cognitive restructuring techniques was proven effective in improving students' academic self-efficacy.

Keywords: Cognitive Behavioral, Cognitive Restructuring, Academic Self-Efficacy