

## Group Counseling with Cognitive Behavior Therapy (CBT) Approach to Improve Students' Literacy and Paraphrasing Ability

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**Abstract:** Postmodern-era education requires critical abilities. High school students (SMA) are not only required to memorize and understand the subjects presented by the teacher. However, they can analyze the usefulness of subjects in everyday life critically. The students consider this task heavy because their literacy and paraphrasing skills are still deficient. Therefore, group counseling is needed so that high school students literacy and paraphrasing skills are proficient. The method used is group counseling with a Cognitive Behavior Therapy (CBT) approach. The research method used is descriptive qualitative. The results of the study indicate that the literacy and paraphrasing skills of high school students are improved by directing the use of social media properly and correctly in the classroom; training by direct practice in the learning process and through assignments that can include the application of paraphrasing; and being a role model in reading and paraphrasing information.

**Keywords:** literacy, paraphrasing, cognitive behavior therapy

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## Introduction

Every student has struggled in the educational process. Various problems can be experienced, such as low grades, financial problems, inability to understand courses, etc. However, not everyone can overcome this problem. The inability to overcome these problems is due to insufficient understanding of the problems faced by the counselee. The inability is also because they do not master counseling techniques. In general, the alternative to resolving a problem is to discuss it with family, teachers, friends, and clergy (Pakpahan et al., 2021).

Based on these conditions, counseling is an effective option to overcome the individual's problems. In the counseling process, the counselor listens to the counselee and works with the counselee to find the best

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alternative to understand and resolve the problems faced by the counselee (Johni Hardori, 2014). It is in this process that the counselor must be able to use appropriate approaches, methods, and techniques for the counselee so that they can find out the root of the problem and can resolve the counselee's problems quickly and precisely and without encountering significant obstacles (Kathryn et al., 2021). Counseling is a process of helping to solve problems built up in a face-to-face relationship between two individuals (clients who face problems with counselors who have the required qualifications) (Edu, 2010). The counselor that the client can solve his problems and grow and develop in the direction he chooses so that the client can develop himself towards improving the quality of practical daily living. Relationships in counseling occur in a professional setting by providing conditions conducive to change and the client's self-development.

Awareness of the role of counseling is also needed in dealing with the problems of high school students. Why? Facts show that data on Indonesian children's access to pornographic content per day reaches an average of 25 thousand people. Data shows that the number of recorded media has increased rapidly to around 43,400, while those registered with the Press Council are only around 243. Thus, people can quickly get information from various existing media, regardless of whether the news or information is official or not.

Problems give us pressure on the importance of progress and development of digital technology accompanied by digital literacy skills, thereby creating a mindset and perspective that is critical, creative, not easily influenced by provocative issues, and not easily a victim of hoaxes with various digital-based scams. Digital literacy skills are skills to be able to use or operate digital media such as mobile phones, laptops, computers, and various other digital devices or media critically, creatively, collaboratively, and comply with applicable norms and ethics (Masitoh, 2018). Realizing this, the Indonesian government in this case the Ministry of Education and Culture in Permendikbud Number 23 of 2017 concerning School Days. One of the three important things that students must possess is digital literacy skills, as in the following explanation: (1) strengthening character education. Several parts are strengthened from the 2013 Curriculum revised in 2017. Emphasized aspects of religiosity, nationalism, independence, cooperation, and integrity. (2) literacy mastery. They emphasized 21st-century literacy (digital literacy), summarized in (3) 4C aspects: creative, critical thinking, communicative and collaborative aspects. (4) strengthening high-order thinking skills (HOTS) contained in the 4C aspect (S. Astuti, 2021).

In addition, the problem of paraphrasing also arises, especially when the Covid-19 Pandemic is present in Indonesia (Tambunan & Setyobekti, 2021). When all schools implement online classes, they cause assignments to students/I to change, causing "copy-paste" actions to be widely carried out. When the teacher gives an essay-based test, students can easily find the answer on the internet without filtering first (Ismail et al., 2020). This copy-paste action becomes normal if the answers to the questions given by the teacher are correct the easiest way to check if someone is plagiarizing or not. The best application is Turnitin. An application can identify how much plagiarism a person is and where the source of plagiarism is.

The two problems above require students' awareness of the importance and urgency of a complete education. Awareness of the importance of education can provide hope and better possibilities for the future. This has encouraged various efforts and attention from all levels of society towards every movement and development of the world of education. Education is one of the efforts to improve the quality of human life (Runesi et al., 2019). In essence, it aims to humanize humans, mature, change behavior, and improve quality for the better (Pantan, 2016). In reality, education is a dynamic and challenging activity, not a simple effort.

I described above the basic premise of the Cognitive Behavioral Therapy (CBT) counseling approach. CBT is a therapy model that, if individuals learn, understand, and apply it, will help them rebuild their lives (Fitri, 2017). CBT will help individuals to recognize individual thought patterns and styles that create unhappiness and distress, and how to neutralize them. So that individuals can handle annoying situations in more valuable ways. Based on this understanding, I want to apply the CBT counseling model in group counseling to develop literacy and paraphrasing skills. This ability then becomes a valuable soft skill when high school students enter the strata 1 level of lectures. With this ability, it is not difficult for students to pass the lecture process in the future. I convey this argument because the current Indonesian education model prioritizes scientific research over multiple choice exams.

Research on CBT has been conducted by (Subardhini & Gunawan, 2019), which applies to children with special needs (diamond child). Subardhini and Gunawan stated that this is because they examine the reality of diamond education, which is unable to understand their students' thoughts. Other research (Fitri, 2017)

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applies to students in the context of educational success. Meanwhile, in this study, group counseling with a CBT approach is aimed at high school students in order to have literacy and paraphrasing skills.

## **Method**

The research method is descriptive and qualitative in reporting the research results (Chandra, 2019). At the same time, the research procedure uses constructive theology from Hellen Keller, extracted and used by (Sumual et al., 2021). The research procedure begins by photographing the phenomenon in high schools in Jakarta, especially the Christian Theology High School. I gave a simple survey to collect factual data about literacy and paraphrasing abilities from several schools. The data that has been collected is then analyzed using a constructive theological approach. The analysis results will be in the form of pastoral counseling formations that can use to carry out high school education.

## **Results and Discussion**

### **The Nature of Literacy in Education in Indonesia**

This research is focused on discussing digital literacy skills in using mobile phone digital media responsibly and paying attention to ethics and norms that apply in society. The World Economic Forum (2015) and the Ministry of Education and Culture (2017) suggest that there are six basic literacy that everyone must possess as 21st-century skills, namely: (1) language and literature literacy, (2) numerical literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and civic literacy (Masitoh, 2018). The Ministry of Education and Culture issues the standards and nature of literacy. Digital literacy competencies that students must master at the junior high school level in using digital media are as determined by the Ministry of Education and Culture, namely; (a) communicating: working in a team, discussing information in the media, (b) critical thinking: analyzing and managing information and understanding its relevance, (c) media security: understanding ethics and norms in using digital media.

The implementation of digital literacy skills in the 2013 curriculum in its application in schools does not have specific subjects but is integrated with all subjects (Nasrullah et al., 2017). This is where the vital role of educators, in this case, Christian educators, is to be able to improve students' digital literacy skills (Izzaty et al., 2017). The learning activities here include three main activities: planning to learn, implementing learning, and evaluating learning outcomes (Andiyanto, 2017). In this effort, a humanist approach is needed for all students so as not to experience fear in education. Fear in education, or what is familiarly called testophobia, will interfere with the mentality of students in participating in the learning process.

To understand the relationship between Christian Religious Education and digital literacy skills, we must first distinguish between; having the skills to use or operate digital media by having digital literacy skills. Being able to operate digital media, even very proficient, cannot be said to have digital literacy skills already. Practices such as acts of radicalism, online fraud, and various actions that intentionally use digital media to harm others are a group of those who have expertise in using digital media but do not have digital literacy skills. If you have not been able to evaluate, use healthily, wisely, intelligently, carefully, precisely, obey the applicable laws and ethics, and can use all these skills to actively participate in society and the community (Rahayu et al., 2019).

Having digital literacy skills or digital literacy means being able to process various information. Be able to understand messages, and communicate effectively with others in various forms such as creating, collaborating, communicating, and working according to ethical rules and understanding when and how technology should use to achieve goals effectively. The realization of students with digital literacy skills is part of the PAK goal. This includes awareness and critical thinking about the various positive and negative impacts that have the potential to occur due to technology in everyday life (Nasrullah et al., 2017). This is the basis for clearly understanding the relationship between PAK and digital literacy skills.

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### **The Nature of Paraphrasing in Education in Indonesia**

Paraphrasing is a linguistic term that means re-expressing a concept in another way in the same language, but without changing its meaning. Pantan et al stated that a good paraphrase has little resemblance to the original, but still retains the meaning or intent of the author. Most of the written work required at school will require paraphrasing (Pantan, Frans, et al., 2021). The elements of paraphrasing are (i) sentence paraphrasing means to separate or cut off a sentence into several words according to their position, namely subject, predicate, object, and description; (ii) syllable paraphrasing means to separate or cut off a word according to its syllables; (iii) paraphrasing a paragraph or sentence means changing the form of one's opinion to a different language but still has the same meaning.

According to the Oxford Advanced Learner's Dictionary, paraphrasing is a way of expressing what others have written and said by using different words to make it easier to understand. In other words, quoting made in a paraphrase is a quote that uses one's own words to express the same idea or is used to maintain coherence and integrity of the writing flow (Hornby et al., 2015). Based on this definition, I think paraphrasing is a person's ability to rewrite other people's ideas in their own words and present them in a new form. This action is not legal or violates the rules of education in Indonesia. Instead, paraphrasing recommends in education in Indonesia. Because by paraphrasing, we can discuss it more fully and understand our readers.

There are several advantages of paraphrasing. First, paraphrasing is better than citing information and a paragraph or writing that is less prominent. Second, paraphrasing helps the writer control the temptation to quote too often. Third, the mental process required for a paraphrase's success helps the writer fully understand the meaning of the source text that he will adapt regarding how to paraphrase. Kridalaksana provides some practical steps that students can take to paraphrase. First, Mean difficult words. Difficult words can be an opening for paraphrasing. Second, interpreting words that the author intentionally omitted. In writing, the author sometimes has a certain diction and does not choose a certain diction (Pakpahan et al., 2022). Through the selection of authors, we can use other words. Third, add punctuation. Punctuation marks are useful for giving a more specific meaning. With the addition of punctuation marks, the meaning of our text is deeper. Fourth, arrange in the form of sentences that form paragraphs. Fifth read the whole text (Kridalaksana, 2008). Sixth, I propose to use a plagiarism check tool, namely Turnitin. With the help of Turnitin, students will be more careful about plagiarism and prioritize paraphrase.

### **Cognitive Behavior Therapy for Students' Literacy and Paraphrasing Ability**

The purpose of Christian Religious Education is to make students have characters like the Lord Jesus Christ so they can radiate the Love of Christ in their lives (P. Benyamin et al., 2022). One aspect of Christ's character is being able to be a blessing through digital media, using it properly, and not quickly falling for the negative impacts of digital media (Nasrullah et al., 2017). PAK teaches Christian values and standards of biblical truth, which can help students control themselves using digital media and live in good character (Pantan, Timadius, et al., 2021). Those responsible for teaching Christian values are certainly not only educators who teach PAK subjects but the duties and responsibilities of all Christian educators, even if they do not teach PAK subjects (Riska, 2021).

CBT can provide a solution by looking at the urgency of Christian Religious Education above and the need for literacy and paraphrasing ability of students. Cognitive therapy assumes that cognition is a significant determinant of how we feel and act. The urgency of applying this method is to eliminate student anxiety. Anxiety will significantly reduce the field of individual perception. Individuals tend to focus on something detailed and specific and do not think about it. All behavior is aimed at reducing tension. The individual needs many directions to focus on education. Experienced when the individual believes that something is different and that there is a threat, he exhibits a response of fear and distress. Then how is it applied to high school students concerning literacy and paraphrasing? The following counseling can run in groups:

First, the counselor works with the teacher to link learning topics with digital media. This collaboration will provide continuity between counseling and learning activities. It can also be with educators acting as counselors. Using digital media to support the learning process is more effective and fun. In line with what Masitoh said that to improve students' digital literacy skills, Christian educators can combine face-to-face meetings with digital media to get rich learning resources with a broader scope (P. I. Benyamin et al., 2021). In this case, Christian educators can give assignments in groups and independently to find sources of information related to the teaching materials discussed using their mobile phones (Masitoh, 2018). Hague

stated that digital literacy skills could be pursued by using digital media in different forms, such as; creating, collaborating, and communicating more effectively, and understanding how and when to use good digital technology to support these processes (Astika & Sari, 2016). This is one method to help students improve their digital literacy skills to the maximum (Triposa et al., 2021).

Second, counselors and teachers use the "assignment" method. That is by giving students homework by utilizing their digital media. This effort intends so that students can Knowledge assembly). Build a collection of information from various sources with the ability to collect and evaluate facts and opinions correctly and without prejudice (Hasiholan & Fernando, 2021). This competency includes the ability to search for information via the internet. Make a notification of the latest news, and recheck the information obtained. Use all types of media to prove the truth of information. The ability to compile sources of information obtained on the internet with real life that is not connected to the network.

Third, direct the nature of the use of digital media. As UNESCO defines digital literacy skills as using information and communication technology (ICT) to find, evaluate, utilize, create and communicate content or information with cognitive and technical skills (E. Z. L. Astuti, 2020). In addition to improving the skills of using or operating digital media, students are also intended to teach how to use digital media in a positive direction and can develop themselves better. Therefore, Christian educators must pay close attention to their students and always be there for them when experiencing difficulties related to the use of digital media. This is where the critical role of Christian educators is.

## Conclusion

Researchers apply this method in several high schools in Jakarta. The results of the application showed that there were changes that could see from the comparison between the pre-test and post-test, which showed significant changes. Apart from the scores obtained, these differences can also see from the observations that show changes in students' attitudes towards their characteristics, namely emotional, intellectual, social, and responsibility maturity. Students who were previously immature in managing emotions had difficulty adjusting, did not understand their strengths and weaknesses, and lacked tolerance and responsibility. Showed different and responsible attitudes and commitments after the researchers conducted guidance by applying CBT to improve literacy and the ability to paraphrase teacher assignments. Therefore, the teacher must act as a counselor who applies CBT counseling so that students obtain maximum results. In addition, some actual actions that can take are (i) directing the use of social media properly and correctly in the classroom; (ii) training by direct practice in the learning process and through assignments that can include the application of paraphrasing; and (iii) being a role model in reading and paraphrasing information.

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