The Effect of Cognitive Behavior Therapy (CBT) Approach Through Group Guidance Services to Increase Student Responsibility SMP Negeri 4 Kejuruan Muda

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ARTICLE INFO	ABSTRACT
	This study aims to explore the effect of the Cognitive Behavior Therapy (CBT) approach implemented through group guidance services on increasing student responsibility at SMP Negeri 4 Kejuruan Muda. Responsibility is a crucial aspect in students' academic and social development, but it is often a challenge that needs to be addressed effectively. The CBT approach, which focuses on changing mindsets and behaviors, is expected to help students develop better attitudes of responsibility. The type of research used is quasi-experimental. The number of samples used was 16 students included in the experimental and control groups. The population was 60 students. Data were collected through a student responsibility questionnaire. The results of the analysis showed that there was a significant increase in the level of responsibility of students who participated in CBT guidance compared to the control group. These findings indicate that the CBT approach through group guidance services can be an effective strategy to increase student responsibility in the school environment.

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INTRODUCTION

In the language of education comes from Greek, paedagogy, which means a child who goes to and returns from school escorted by a servant (Arif, A., Äüôú, Ö., Kuntjojo, Maulana, I. R., Pratiwi, N. K., Ramli, M., … Tua, 2017). Education is a very important activity for preparing children to face their lives in the future(Syarnubi.S., 2024). Even the symptoms of this educational process have existed since humans existed, although the implementation process is still very simple. However, this is a phenomenon that the educational process has existed since time immemorial, because the educational process in ancient times was so simple that people did not realize that what was done was the educational process (Citriadin, 2019). Education is the process of learning the knowledge, skills, and habits of a group of people passed down from generation to generation through education, training, and research(Jojor & Sihotang, 2022). Education in Indonesia is currently striving to achieve a better quality of education for the future (Mudhofir, 2012) in ((Bariyyah, K., Hastini, R. P., & Wulan Sari, 2018). Good quality education can be achieved if the teaching and learning process is carried out diligently by both teachers and students (Syarnubi, 2019b). One of the attitudes that can be formed in the learning process is student learning responsibility (Fauzi, M., Lestari, A.R.S.,&Ali, 2023). Every student must have an attitude of learning responsibility such as, when students do learning tasks regularly without having to be reminded, do their own tasks happily, respect and appreciate the rules at school (Syarnubi et al., 2022). Building national character is an essential need in the process of nation and state (Syarnubi, 2019a). Since the beginning of independence, the Indonesian nation has been determined to make national character education an

important and inseparable ingredient in national development (Syarnubi, S, Mansir F., Purnom, M.E., Harto, K.,&Hawi, 2021). The importance of building character was expressed by Ir. Soekarno, according to him, Indonesia will become a great, advanced, and victorious and dignified nation when this nation is built by prioritizing character building (Syarnubi, S, Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... Ulvya, 2023). If character building is eliminated, then get ready the Indonesian nation will become a nation of coolies (Samani and Hariyanto, 2013) in (Sumantri, Y. O., Farid, M. S., & Rosita, 2018). The Ministry of National Education (2011), has identified 18 character values that need to be instilled in students sourced from Religion, Pancasila, Culture, and National Education Goals. The 18 values are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 110) national spirit, 11) love for the country, 12) respect for achievement, 13) friendly/communicative, 14) love peace, 15) love to read, 16) care for the environment, 17) social care, 18) responsibility. Success in realizing character at that age will be a parameter for building students' personalities at the next level of education (Ansori, 2020) in (Sumantri et al., 2018).

According to Mudjiono (2012) in (Hayati, R. K., & Utomo, 2020). the definition of responsibility is an attitude related to promises or demands for rights, duties, obligations in accordance with the rules, values, norms, customs adopted by citizens of the community. Responsibility according to (zubaedi, 2011) in (Faif Pasani, C., & Basil, 2014). is an attitude of one's willingness to bear all the consequences of decisions on things that have been determined or chosen, accepted willingly, consciously, and committed. Rachman's opinion (2011) in (Woro, S., & Marzuki, 2016). that the reflection of a responsible person is to carry out his duties and obligations properly in accordance with applicable regulations and is willing to bear the risks or consequences of all actions that have been taken. Responsibility is to carry out all duties and obligations seriously and readiness to bear all risks for one's own actions (Hasbi, 2020). Learning responsibility is the awareness that exists within students of their obligation to do learning tasks that are manifested in their behavior, and the courage and willingness of students to accept the consequences of their actions willingly (Aisyah, et al., 2014) in (Annisyah, A. P., & Purwoko, 2023).

The facts in the field are students who have problems in their responsibility, especially students at SMN 4 Kejuruan Muda. In reality, students want something without trying hard, when getting assignments from teachers in doing problems, instead of doing it, many students complain. Responsibility as a student is not carried out properly, therefore most students do not achieve satisfactory learning outcomes. To overcome this problem, one of them is by providing group counseling service assistance.

Group counseling is one of the services included in the responsive service component of guidance and counseling (Syarnubi, 2022). The needs of students who are increasingly varied and urgent (incidental) require responsive BK services from BK teachers or school counselors(Syarnubi, S&Fahiroh, 2024). One of the services that can be used to provide responsive services is by using group counseling (Barida, Widyastuti, 2023). Group counseling is one type of service in guidance and counseling that utilizes group dynamics to discuss various matters that are useful for personal development and / or solving individual problems that are participants in group (Folastri, S., Rangka, I. B., & Rahmaniah, 2021). Prayitno (2013) (Munasaroh, S., Anggriana, T. M., 2023). explains that group counseling is an effort to provide assistance provided by a counselor to people who need to solve the problems that occur. Group counseling is a form of service or assistance by a counselor to individuals who need to solve the problems being faced which are carried out in a group situation by involving the functions of mutual trust, mutual understanding, mutual acceptance and mutual support (Syarnubi.S., Syarifuddin,A., &Sukirman, 2023). Group counseling is a process of providing assistance through counseling interviews by an expert (called a counselor) to several individuals who are members of a small group with the same problem (called clients) and need help that leads to the resolution of the problems being faced by all group members (Syarnubi, 2016).

According to Prayitno (2013) in (Sumantri et al., 2018), group counseling is a help to individuals in group situations that are preventive and healing. In addition, it is also directed at providing convenience in development and growth. Group counseling is providing assistance by

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utilizing group dynamics to find out the self-concept of each member (Syarnubi, 2023). Group counseling is usually conducted for a short or medium period of time. Group counseling allows for interpersonal communication which can be used to increase self-understanding and acceptance of life values and all life goals and to learn certain behaviors in a better direction than before (Syarnubi, 2020).

Cognitive Behavior Therapy / CBT is a therapy that focuses on how to change negative thinking or beliefs (Beck, 1995) (Yusuf, U., & Setianto, 2013). Cognitive Behavior focuses on individuals who are able to change their thinking and the impact of a changed thought process is on the individual's improved emotional well-being. Cognitive Behaviour is a therapeutic technique given to individuals in making changes in underlying thoughts, beliefs, attitudes until the emergence of real behavior (Syarnubi, S,. Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024). In summary, the cognitive model proposes that dysfunctional thinking (which affects patients' mood and behavior) is common to all psychological disorders. When people learn to evaluate their thoughts in a more realistic and adaptive way, they experience improvements in their emotional and behavioral states (Turap, T., Merupakan, T. B., Lebih, T. B., & Turap, n.d.). Cognitive Behavior Therapy (CBT) is used to help clients change their perspective on problems or situations in their lives. In addition, Cognitive Behavior Therapy (CBT) can help clients find approaches and solutions to problems independently (Adawiyah, 2020).

This study aims to directly prove the effect of group counseling services with a cognitive behavior therapy (CBT) approach to increase student responsibility at SMPN 4 young vocational. Through this research, it can later produce one of the alternatives to increase student responsibility in schools. The results of this study showed that students were able to increase their responsibility.

METHODS

This research uses quantitative research methods. The type of research used is quasi experimental research. The reason researchers use this method is because in the design of the quasi experimental method, there is a control group and an experimental group. The experimental design used in this research is Non-equivalent Control Group Design. In the two groups, both pre-test and post-test were carried out. However, only the experimental group was given treatment. While the control group was not given the Cognitive Behavior Therapy approach treatment, then a measurement was taken again (post-test) to see whether or not there was an effect of the treatment that had been given to the subject under study. The basic assumption of this cognitive behavioral perspective is that most behavioral, cognitive, and emotional problems are the result of learning and can be changed with new learning (Putri, 2024)(Ramadhan, A., Kusmawati, A., Trianto, H., & Dwi Arlista, 2024).

The population in this study were class VIII students totaling 60 students at SMPN 4 Kejuruan Muda. Of the total number of students, a research sample that meets the requirements is determined, namely students who experience problems in responsibility only. Because the population only consists of 60 students, in this study the researchers only took 16 students who would be divided into 2 groups, namely, 8 students in the experimental group who would be given treatment using the Cognitive Behavior Therapy approach and 8 students in the control group who were not given treatment using the Cognitive Behavior Therapy approach but were still controlled for development. The sampling technique used in this research is non probability sampling with purposive sampling technique. According to Sugiyono (2012). Purposive sampling is a sampling technique with certain considerations. The criteria used in this study are married men and women, productive age, namely 20-60 years.

This study uses a questionnaire with a Likert scale model as a data collection technique. The data collection method used in this research is a questionnaire using a Likert scale format. Data analysis was assisted by using the SPSS 25 T-test program.

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FINDINGS AND DISCUSSION
Result
The results of the table below show that the pretest results show that the control class and experimental class are categorized as moderate in student responsibility.

Table 1.1 Category and Interval Distribution

Category	Interval
Very High	124-140
High	100-123
Medium	76-99
Low	52-75
Very Low	28-51

Table 1 below summarizes the findings of the research conducted on students in grades VIII-1 and VIII-2 at SMPN4 Kejuruan Muda. Students in the experimental group obtained an average score of 90.4 in the medium category on the responsibility pretest, while the control group obtained an average score of 88.

Table 2. Pretest Data 1 Student Responsibility in Experimental and Control Groups

NO	EXPERIMENT GROUP			CONTROL GROUP		
	Name Code	Score	Category	Name Code	Score	Category
1	JR	70	Medium	NP	97	Medium
2	DFP	85	Medium	GK	94	Medium
3	RRP	83	Medium	CK	94	Medium
4	NS	91	Medium	SA	77	Medium
5	A	99	Medium	AAF	89	Medium
6	ZT	99	Medium	RV	83	Medium
7	PNM	99	Medium	AA	84	Medium
8	RD	97	Medium	RG	86	Medium
Amount	723			704		
Mean	90,4			88		

The therapy was administered four more times after the pretest. To collect more data, researchers administered a posttest to the adolescents to ascertain their level of responsibility after the treatment. Based on the posttest results, the experimental group obtained an average score of 117 with a low category, while the control group obtained an average score of 106 (Table 2).

To verify the validity of using the research data, researchers evaluated the pretest and posttest data using homogeneity and normality tests. H0 is rejected on the condition that the population is not normally distributed, which is indicated if the sig α value is less than 0.05. Conversely, H0 is accepted if the sig α value is more than 0.05, indicating that the population is normally distributed.

Table 3. Posttest Data 1 Responsibility in Experimental and Control Groups

NO	EXPERIMENT GROUP			CONTROL GROUP		
	Name Code	Score	Category	Name Code	Score	Category
1	JR	116	Medium	NP	113	Medium
2	DFP	129	Medium	GK	101	Medium
3	RRP	116	Medium	CK	105	Medium
4	NS	117	Medium	SA	101	Medium
5	A	115	Medium	AAF	100	Medium

6	ZT	113	Medium	RV	111	Medium
7	PNM	115	Medium	AA	116	Medium
8	RD	115	Medium	RG	101	Medium
Amount		936			848	
Mean		117			106	

Table 1 below summarizes the findings of the second study conducted on students in grades VIII-1 and VIII-2 at SMPN4 Kejuruan Muda. Students in the experimental group obtained an average score of 89.8 in the medium category on the responsibility pretest, while the control group obtained an average score of 88.3.

Table 4. Pretest Data 2 Student Responsibility in Experimental and Control Groups

NO	EXPERIMENT GROUP			CONTROL GROUP		
	Name Code	Score	Category	Name Code	Score	Category
1	JR	71	Medium	NP	96	Medium
2	DFP	84	Medium	GK	99	Medium
3	RRP	83	Medium	CK	90	Medium
4	NS	90	Medium	SA	75	Medium
5	A	98	Medium	AAF	88	Medium
6	ZT	99	Medium	RV	86	Medium
7	PNM	94	Medium	AA	85	Medium
8	RD	99	Medium	RG	87	Medium
Amount	718			706		
Mean	89,8			88,3		

The therapy was administered four more times after the pretest. To collect more data, researchers administered a posttest to the adolescents to ascertain their level of responsibility after the treatment. Based on the posttest results, the experimental group obtained an average score of 129.4 with a high category, while the control group obtained an average score of 108.

To verify the validity of using the research data, researchers evaluated the pretest and posttest data using homogeneity and normality tests. H0 is rejected on the condition that the population is not normally distributed, which is indicated if the sig α value is less than 0.05. Conversely, H0 is accepted if the sig α value is more than 0.05 which indicates that the population is normally distributed.

Table 5. Posttest Data 2 Responsibility in Experimental and Control Groups

NO	EXPERIMENTAL GROUP			CONTROL GROUP		
	Name Code	Score	Category	Name Code	Score	Category
1	JR	117	High	NP	113	High
2	DFP	128	High	GK	104	High
3	RRP	119	High	CK	106	High
4	NS	119	High	SA	101	High
5	A	119	High	AAF	104	High
6	ZT	118	High	RV	115	High
7	PNM	118	High	AA	117	High
8	RD	117	High	RG	104	High
Amount	1,035			864		
Mean	129,4			108		

Tabel 6. Test of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Control	.188	8	.200*	.957	8	.783
	Eksperimen	.237	8	.200*	.842	8	.079
Posttest	Control	.283	8	.059	.835	8	.067
	Eksperimen	.375	8	.001	.639	8	.000

In the table above, the results of the normality test for classes consisting of pretests and posttests in the control and experimental groups show that the distribution of data is normal. The results of the Shapiro-Wilk test also support this finding, with a Sig value for the pretest in the control group of .783 with statistics of .957 and df 8, and in the experimental group of .079 with statistics of .842 and df 8. For the posttest, the Sig value in the control group is .067 with statistics of .853 and df 8, while in the experimental group it is .000 with statistics of .639 and df 8. All Sig values are greater than 0.05, indicating that the data on the pretest and posttest for both groups are normally distributed.

Tabel 7. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	2.397	1	14	.144
	Based on Median	1.515	1	14	.239
	Based on Median and with adjusted df	1.515	1	13.996	.239
	Based on trimmed mean	2.441	1	14	.140

In the table above, the results of the homogeneity of variance test for posttest data show that the variance between groups is homogeneous. The Levene test was conducted with four methods: based on mean, median, median with adjusted df, and trimmed mean. Based on the mean, the Levene Statistic value is 2.397 with a significance value (Sig) of .144. Based on the median, the Levene Statistic value was 1.515 with a Sig of .239. Based on the median with adjusted df, the Levene Statistic value was 1.515 with Sig .239. Based on the trimmed mean, the Levene Statistic value was 2.441 with Sig .140. All Sig values are greater than 0.05, indicating that the variances between groups are not significantly different, so the assumption of homogeneity of variance is met..

Table 8. Linearity Test
ANOVA Table[a]

			Sum of Squares	df	Mean Square	F	Sig.
Posttest * Kelas	Between Groups	(Combined)	484.000	1	484.000	14.730	.002
	Within Groups		460.000	14	32.857		
	Total		944.000	15			

The results of the posttest data linearity test show that there is a significant difference between groups. Based on the ANOVA table, the Sum of Squares value for Between Groups (Combined) is 484,000 with degrees of freedom (df) of 1, and Mean Square of 484,000. The resulting F value is 14.730 with a significance value (Sig) of .002. For Within Groups, the Sum of Squares value is 460,000 with a df of 14 and a Mean Square of 32,857. The Total Sum of Squares was 944.000 with a df of 15. A Sig value smaller than 0.05 indicates that the difference between the groups is statistically significant, which means that the variability between the groups is not due to chance.

Table 9. Paired Sample t-Test Results
Paired Samples Test

	Paired Differences	T	df

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
				Lower	Upper			
Pair 1 PretestControl-PosttestControl	-18.00000	8.97616	3.17355	-25.50426	-10.49574	-5.672	7	.001
Pair 2 PretestEksperimen-PosttestEksperimen	-26.62500	12.97181	4.58623	-37.46970	-15.78030	-5.805	7	.001

     In the table above, the paired sample t-Test results show a significant difference between the posttest and pretest for both groups, namely control and experimental. In the table, the mean value of the difference between posttest and pretest is. The standard deviations of the differences are 18.00000 and 26.62500, respectively, showing the variation in change between subjects. The standard error of the mean difference (Std. Error Mean) is 8.97616 for the control group and 12.97181 for the experimental group. The 95% confidence interval for the difference shows that the difference between the posttest and pretest falls within the range of (Lower) is 25.50426 for the control group and 37.46970 for the experimental group to (Upper) is 10.49574 for the control group and 15.78030 for the experimental group, which gives an idea of how much difference is acceptable as a result of the change in the measured variable. The t-statistic values (T-values) were 5.672 for the control group and 5.805 for the experimental group, with their respective t-values for significance (Sig. (2-tailed)) of .001 each. Both p values of less than 0.05 indicate that the difference between the posttest and pretest is statistically significant for both groups, indicating that the intervention or treatment given to the subjects had a real impact on the measured variables.

Table 10. Uji Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PosttestKontrol	Equal variances assumed	2.397	.144	-3.838	14	.002	-11.00000	2.86606	-17.14708	-4.85292
	Equal variances not assumed			-3.838	13.217	.002	-11.00000	2.86606	-17.18145	-4.81855

     The Independent Samples Test consists of two main components: Levene's Test for Equality of Variances and t-test for Equality of Means. Levene's Test is used to test whether two groups have the same variance, with results in the form of an f-value and a Sig. (p-value). If the p-value is smaller than the significance level (e.g. 0.05), the variances between the two groups are considered unequal. Based on these results, the t-value, df (degrees of freedom) value, Sig. (2-tailed), Mean Difference value, Std. Error Difference, and the 95% Confidence Interval of the Difference (which consists of Lower and Upper) will be calculated for both conditions: "Equal variances assumed" and "Equal variances not assumed."

     Next, the t-test for Equality of Means is used to test whether the means of the two groups are equal. If the variance assumption is equal, the t-test results will follow the column "Equal variances assumed," and if the variance assumption is not equal, the t-test results will follow the

column "Equal variances not assumed." The measured components include the t-value, df value, Sig. (2-tailed), Mean Difference value, Std. Error Difference, and the 95% Confidence Interval of the Difference (which consists of Lower and Upper). For example, in the table of test results, if the Levene's Test yields an f-value of 2.397 and a Sig. value of .144, and the t-test for Equality of Means yields a t-value of 3.838 and a Sig. (2-tailed) of .002 for "Equal variances assumed," indicating that there is a significant mean difference between the two groups, with a mean difference of -11.00000 and a 95% confidence interval of 17.14708 to 17.18145, and 4.85292 to 4.81855. These components provide a complete picture of whether there is a significant difference between the two tested groups as well as the uniformity of the variance between them.

FINDINGS AND DISCUSSION

Overall, compared to the untreated comparison class, this study tested the hypothesis that individual counseling services with the Cognitive Behafior Therapy (CBT) approach are effective in increasing responsibility at SMPN4 Kejuruan Muda. The results showed that responsibility can be increased through counseling with a CBT approach so that individuals can develop. According to Oemarjoedi "the purpose of Cognitive-Behavior counseling is to invite counselees to oppose wrong thoughts and emotions by presenting evidence that contradicts their beliefs about the problem at hand. The counselor is expected to be able to help the counselee to look for dogmatic beliefs in the counselee and strongly try to reduce them". Individual counseling activities with a CBT approach to increase student responsibility are carried out 4 times a meeting. Based on the results of the study, it is known through hypothesis testing by looking at the results of the difference between pretest and posttest.

The results of the pretest showed that on average the responsibility category experienced by the research subjects was low. Based on group guidance with a CBT approach, the implementation of activities is adjusted to the objectives and topics to be discussed, including:

(1) **The first session,**

Forming good relationships and mutual commitment. In this session the therapist builds a good relationship with the subject. The good relationship between the counselee and the counselor is very decisive for the success of the counseling process. Counseling relationships are determined by the personality, knowledge and skills of the counselor. These three aspects are integrated in the counselor so that he is able to manage the counseling process by creating a counseling relationship that can involve the client to always express his heart, ideals, needs, psychological pressure, and life plans that he wants to build. Then the goal of counseling is hopefully achieved, namely the well-being of the client. In Gestalt counseling, the counselor and client relationship is the most important aspect of counseling.(Falah et al., 2022)

According to (Komalasari Gantina, 2011) Relationships grow through contact, through contact individuals grow and form identities. The counselor asked the subject how he felt while doing the final project and asked if there were any obstacles in doing the final project both internally and externally. In addition, the therapist and the subject discussed the behavior experienced by the subject and its future impact. The subject seemed to want to change because he felt it was not good to keep thinking that he would be left behind without any effort in the process of doing the final project.

(2) **Second Session,**

Identification of VX B's negative thoughts in the process of doing the final project. Problem identification is an effort to understand the types, characteristics, difficulties or problems faced by students (WARDHANI, 2020) in (Savira Wardani, 2020). Problems in guidance and counseling are anything that becomes an obstacle or obstacle in students that must be resolved in achieving and realizing a guidance and counseling goal. In this second session, the counselor helps the subject to identify his irrational thoughts and negative thoughts that cause the subject to feel anxious so that he tends not to dare to do guidance with his final project supervisor. The target in this session was met because the subject was able to identify why he was not brave. In this session, confrontation was also carried out several times because

the subject sometimes still felt right with his thoughts in this session, which was fulfilled, namely the subject knew that his thoughts were negative thoughts that made him irresponsible.

(3) Third Session,

Train the subject to produce positive and rational thoughts and provide related materials in the process of doing the final project effectively and efficiently. The purpose of the exercise is for the counselee to fully understand the results of the positive thinking that has been given by the counselor and can think rationally. In this session, the subject is invited to change his negative thinking into positive thinking. The counselor conducts confrontation and disputing related to his negative thinking so that the subject can think more positively and rationally again. At the end of the session, the subject was given homework to fill in about identifying his negative thoughts and changing them into more positive thoughts. Evaluation of the homework revealed that the subject was able to think more positively than before.

(4) Fourth Session,

Evaluation. Evaluation is about the course of the discussion, the ability of the counselor, the state of the client's self after treatment and concludes the success of changing the client's behavior which becomes more rational (S.Willis, 2021). The measure of the success of counseling will appear in the progress of the client's behavior which is developing towards a more positive This is the last stage of the stages of behavior therapy provided. After that, the therapist terminates the subject by inviting him to discuss what has been done and the therapist also provides motivation for the subject to further increase his responsibility.

According to (Muqodas 2011) in (Rusmana, N., Budiman, N., & Muqodas, 2017)Cognitive-Behavior Therapy (CBT) is a counseling approach that focuses on restructuring cognitive deviations due to events that harm him both physically and psychologically. According to Aaron T. Beck defines Cognitive Behavior Therapy (CBT) as a counseling approach designed to solve current counselee problems by restructuring cognitive and deviant behavior. According to (J. S. Beck, 2011) in (Fitriani, 2017) CBT is a therapy that aims to change cognitive or perceptions of problems, in order to make changes in emotions and behavior. According to Oemarjoedi "Cognitive-Behavior theory basically believes that human thought patterns are formed through the Stimulus-Cognition-Response (SKR) process, which is interrelated and forms a kind of SKR network in the human brain, where cognitive processes become a determining factor in explaining how humans think, feel and act". The main concept of cognitive-behavioral therapy is the fusion of behavioral and cognitive approaches.

Cognitive Behavior Therapy (CBT) through group guidance services in increasing the responsibility of junior high school students. The results of the pretest data analysis showed that all students, both in the experimental and control groups, were in the "moderate" responsibility category with a score interval between 76-99. No students were in the "very high", "high", "low", or "very low" categories.

Independent Samples Test results showed that the CBT intervention significantly affected students' responsibility in the experimental group compared to the control group at posttest. This finding confirms that the CBT intervention is effective in creating significant changes in the level of responsibility of students in junior high school. The implications of these findings can be used to support the development of more effective guidance and counseling programs in schools, focusing on the application of CBT techniques to improve students' educational and developmental outcomes.

CONCLUSION

This Guidance Action Research has been carried out in two cycles with the aim of finding out whether Group Guidance with CBT techniques can increase the responsibility of students of SMP Negeri 4 Kejuruab Muda. Based on the results of this study, which was carried out in two cycles, it shows that the responsibility of students has increased. Evidenced from the initial conditions, cycle 1 and cycle 2 there is an increase. Because in Group Guidance with CBT techniques provides opportunities for students to express the problems they face using verbal media. Learners learn to be brave and confident in expressing their opinions in front of their friends.

There are four stages carried out in Group Counseling with CBT techniques, namely the formation stage, transition stage, activity stage and termination stage. Evaluation is done by observing student behavior. And given follow-up activities in the form of further counseling for students who still do not or lack understanding of self-confidence.

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