

The Development of a Tutorial Video on Cognitive Behavior Modification for School Counselors to Address Anxiety Cases

Deni Wijaya

Guidance and Counseling, State University of Makassar

Email: wijayadheny@gmail.com

Farida Aryani

Guidance and Counseling, State University of Makassar

Email: Farayani@yahoo.com

Abdullah Pandang

Guidance and Counseling, State University of Makassar

Email: Abdullahpandang@gmail.com

Sulaiman Samad

Guidance and Counseling, State University of Makassar

Email: sulaimansamad@unm.ac.id

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Abstract. *This study aims to describe (1) the needs of the tutorial video on Cognitive Behavior Modification (CBM) counseling for the school counselors in Makassar to address student anxiety, (2) the prototype of the CBM tutorial video for the school counselors in Makassar to address student anxiety, and (3) the validity of the CBM tutorial video for the school counselors in Makassar to address student anxiety. This study adopted a research and development design by Borg & Gall (2003). Questionnaires, interviews and scale were used to collect data. The results of the study revealed that (1) the tutorial video on Cognitive Behavior Modification (CBM) counseling was needed by the school counselors in Makassar to address student anxiety, (2) the video consisted of two parts: an overview of the CBM approach and the steps of CBM counseling, and (3) the tutorial video on Cognitive Behavior Modification (CBM) counseling for the school counselors in Makassar to address student anxiety was found to be valid to use.*

Keywords: *Tutorial Video; Cognitive Behavior Modification; Anxiety.*

Abstrak. Penelitian ini bertujuan untuk mengetahui (1) gambaran kebutuhan media video tutorial konseling *Cognitive Behavior Modification* di Kota Makassar. (2) prototipe video tutorial konseling *Cognitive Behavior Modification* pada kasus kecemasan di Kota Makassar. (3) validitas media video tutorial konseling *Cognitive Behavior Modification* pada kasus kecemasan di Kota Makassar. Penelitian ini merupakan penelitian pengembangan dengan model penelitian Borg and Gaal. Teknik pengumpulan data menggunakan angket, wawancara dan skala. Hasil penelitian menunjukkan (1) Media video tutorial konseling *Cognitive Behavior Modification* pada kasus kecemasan sangat dibutuhkan Guru BK di Kota Makassar. (2) Media video terdiri dari dua bagian yakni bagian pertama berisi *overview* pendekatan *Cognitive Behavior Modification* dan bagian kedua tentang langkah-langkah konseling *Cognitive Behavior Modification*. (3) Media video tutorial konseling *Cognitive Behavior Modification* pada kasus kecemasan di Kota Makassar dinyatakan valid setelah memenuhi kriteria dalam uji kelayakan, uji ketepatan, dan uji Kegunaan dari media.

Kata kunci: Video Tutorial; *Cognitive Behavior Modification*; Kecemasan.

INTRODUCTION

Anxiety naturally happens to every human being when responding to an unpleasant event that happens in their life. Corey said (Yanti et al., 2013) anxiety can motivate a person to prepare for and anticipate events that will probably occur. According to (Corey, 2012) anxiety can spark awareness of responsibility and motivation in students provided that they can handle their anxiety positively by transforming it into motivation to make better anticipation for stressful situations. However, anxiety should be of concern if it occurs repeatedly and causes unpleasant symptoms.

Excessive anxiety can exert negative impacts on students' personal and academic lives. A study conducted by (Nuraisyiah et al., 2019) found that the effect of anxiety on learning outcomes of the students at SMKN 1 Makassar was both negative and significant. The study also found that physical symptoms caused by anxiety, such as restlessness, confusion, worry, difficulty concentrating and sleeping, palpitations, sweating, trembling, and nausea, have a significant impact on student learning outcomes in general.

In order to identify student anxiety, a preliminary survey was conducted using questionnaires, which were distributed to 76 students from three different schools in Makassar, and found that 46% of the students had a high level of anxiety, while 17% of the students had a very high level of anxiety. These results are in line with the results of interviews with a school counselor who observed that students had shown some symptoms of anxiety at school. In addition, some studies have been conducted to investigate anxiety among students in Makassar. Previous studies have revealed that students, particularly in the city of Makassar, often suffer from anxiety.

A counseling theory called Cognitive Behavior Modification (CBM) is considered reliable to be used in dealing with anxiety experienced by students at school. Meichenbaum (Corey, 2012) suggested that CBM can overcome various problems caused by cognitive distortions, including anxiety. Several previous studies have indicated that the CBM approach can help reduce student anxiety. One study by (Fitri, 2017) examined the effectiveness of the CMB approach in reducing public speaking anxiety among the students of the Faculty of Psychology at Gunadarma University.

The frequency of occurrence of anxiety cases should be directly proportional to the

school counselor's competence in providing counseling demonstrated by the use of effective techniques or approaches. One technique or approach that has been theoretically and empirically proven to be effective in overcoming anxiety in students is CBM. In practice, however, school counselors still encounter many obstacles.

Considering the data found in the field, the current researchers were interested in developing a learning media for school counselors in order to improve their competence in providing CBM counseling for students who suffer from anxiety and hence need counseling. The media being developed was adapted to the needs and characteristics of school counselors. The media in question is a video, which is a media that combines visual images and an audio component.

According to Atkinson (Yanti et al., 2013) anxiety is an unpleasant feeling, commonly manifested in particular signs, such as worry, concern, and fear, which are sometimes experienced to varying degrees. (Permana et al., 2017) stated anxiety disorders are divided into two types: trait anxiety and state anxiety. Trait anxiety is characterized by a person's tendency to feel threatened by a number of situations that are actually harmless. Meanwhile, state anxiety is a temporary emotional state or condition, commonly characterized by the feelings of tension and worry that are internalized consciously and subjectively, and by the overactive autonomic nervous system.

According to King (Nuraisyiah et al., 2019) anxiety disorders are psychological disorders that can cause tension in children's motor skills, such as shaking and inability to sit still and relax and also can cause hyperactivity, such as dizziness, a rapid heartbeat, sweating as well as anxious hopes and thoughts.

Freud (Muarifah, 2012) categorized anxiety into several types, namely: objective anxiety, neurotic anxiety, and moral anxiety. Objective anxiety is anxiety caused by painful past experiences. Neurotic anxiety is anxiety caused by complex processes among the id, ego and superego. Meanwhile, moral anxiety is anxiety that is a consequence of the governing rules of morality.

(Meichenbaum, 1993) CBM is a counseling theory that focuses on teaching skills (coping skills, self-talk, self-instructional, stress inoculation training) to transform maladaptive behavior caused by cognitive distortions. According to (Corey, 2012), the main principle of the CBM approach is that counselees can

change as long as they can identify how they think, feel and behave and what impact they can exert on others. (Aryani, 2016) argued that instead of viewing humans as mechanical beings, the CBM approach focuses more largely on the internal aspect of humans, which is their minds.

(Carkhuff, 2008) said that the chief purpose of using CBM for counseling is to change the counselee's self-verbalization which is considered a source of problems. Self-verbalization is key to behavior transformation. Humans' ability to live under scrutiny is a unique potential that Meichenbaum would thoroughly explore. Self-verbalization, according to Meichenbaum, is much simpler, but more effective than behavior therapy and cognitive therapy which are more procedural and directive when applied to address a problem. The stages of behavior changes, according to the CBM theory by Corey (Aprilia et al., 2019) include self-observation, starting a new dialogue, and learning a new skill.

According to the Great Indonesian Dictionary (KBBI), the word "tutorial" is defined as the process of providing guidance by a tutor (teacher) for a student or a small group of students. According to (Wirasasmita & Putra, 2017), tutorial videos are audio-visual media that present information about a certain subject matter shown by the teacher to students. (Yoga Utomo & Ratnawati, 2018) defined tutorial videos as media that contain a set of live images that contain information presented and displayed by a tutor to a group of people in order to increase their knowledge

According to Anderson (Yuanta, 2020),

there are several advantages of using videos: 1) they can display things beyond reality, 2) they present visuals in the form of moving images, 3) they allow teachers to seem to be teaching at one time but in several different places, and 4) they can be used for learning, which allows students to study independently anywhere and anytime. (Ilham et al., 2015) However, videos have some disadvantages, which are: 1) capturing an image from an inaccurate perspective can lead to multiple interpretations from the audience, 2) videos require additional media to be played and shown in the field, and 3) creating videos for learning is costly.

METHOD

The design of this study was research and development. The development model by (Borg & Gall, 2003) was adopted.

The study was conducted in the following steps: (1) Preliminary research; (2) Planning; (3) Creating the initial model; (4) Expert validation; (5) Revision I; (6) Small group testing; and (7) Revision II.

The study was conducted in Makassar and involved two experts (one media expert and one Guidance and Counseling expert) and school counselors who worked in Makassar as the research subjects. The instrument of the research to collect data were questionnaires, interviews and a scale.

The questionnaires were used to measure the level of the school counselors' understanding of the CBM approach.

Table 1. Weighting the Scale

Alternative Answer	Score	
	Positive	Negative
Yes	1	0
No	0	1

This scale was used to measure and analyze the level of CBM mastery of the school counselors in Makassar. Also, the level of student anxiety in Makassar was measured using an anxiety questionnaire with the same weighting method.

To test the validity of the questionnaire, the following criteria were used: (1) the video is considered feasible if the average score of the validity questionnaire is > 2.01 and (2) the video is considered accurate if the average score of the validity questionnaire is > 3.0 .

RESULTS AND DISCUSSION

1. Description of the Needs of the Media

The aim of this study is to describe the needs to develop the media. The quantitative data was used to discover how much the media was needed to help the school counselors address student problems. It was obtained through the questionnaires, which contained closed questions with two answer options Yes and No. The questionnaires were randomly distributed to

three schools in Makassar to obtain the desired data. The questionnaires aimed to reveal the number of students who experienced anxiety at

schools in Makassar. The results of the need assessment using the questionnaires are presented in the following table.

Table 2. Percentages of Student Anxiety

Category	Score
Very high	17%
High	43%
Moderate	25%
Low	15%

2. Prototype of the CBM Counseling Video for Anxiety Cases

The tutorial video for counseling was developed in accordance with media design using the Adobe Primary Pro, Vegas Pro applications in MP4 format with the video resolution of 1280/720Fps. The development process began by coherently compiling the materials about the CBM approach used to overcome anxiety among students in Makassar.

Then, the compiled materials were transformed into a video content matrix to facilitate the development of the video. Later used as a reference in developing the video storyboards, the video content matrix was then reviewed and studied further with the videographer to capture scenes that matched the storyboard. The content matrix of the tutorial video is as follows:

Table 4. The Content Matrix of the CBM Counseling Tutorial Video

Material	Sub-material
Overview of the CBM Approach	a. Roots of counseling approach
	b. Basic Assumptions
	c. Root of the problems
	d. Views on humans
	e. Counseling Stages
Stages of the CBM Counseling for anxiety cases	a. Identification of Negative Thoughts
	b. Starting a New Dialogue
	c. Learning a New Skill

3. Validity of the Media

The validity test encompassed the utility, feasibility, and acceptability of the video. The validity test began by distributing the product to the experts, who used a validation sheet to assess

the validity of the video. The results of the utility testing on the product can be seen in the following table:

Table 5. The results of the utility testing on the CBM tutorial video and its guidebook by expert 1 and expert 2

Statements	Level of Utility		Total	Average		
	Guidance and Counseling Expert	Expert 2			%	Description
1	4	4	8	4	100	Strongly Agree
2	3	3	6	3	75	Agree
3	4	3	7	3.5	87.5	Strongly Agree
4	3	4	7	3.5	87.5	Strongly Agree
Total	14	14	28	3.5		
%	87.5	87.5			90	Strongly Agree

The average score was 3.5, meaning that the utility of the video met the criteria.

The results of the utility testing suggest that the tutorial video and its practical guidebook are

appropriate to be used by school counselors as a media for learning.

The second validity test was performed to measure the feasibility of the video.

Table 6. The results of the feasibility testing on the CBM tutorial video and its guidebook by expert 1 and expert 2

Statements	Level of Feasibility		Total	Average	%	Description
	Expert 1	Expert 2				
1	3	4	7	3.5	87.5	Strongly Agree
2	4	4	8	4	100	Strongly Agree
3	4	4	8	4	100	Strongly Agree
4	4	3	7	3.5	87.5	Strongly Agree
5	3	4	7	3.5	87.5	Strongly Agree
6	4	3	7	3.5	87.5	Strongly Agree
Total	20	20	40	3.66		
%	83	83			91.6	Strongly Agree

The average score of the feasibility testing was 3.66, meaning that the feasibility of the video met the criteria. The results of the feasibility testing suggest that the tutorial video and its practical guidebook are very appropriate

to be used by school counselors as a media for learning about how to address anxiety cases at schools.

The third validity test was performed to measure the accuracy of the video.

Table 7. The results of the accuracy testing on the CBM tutorial video and its guidebook by expert 1 and expert 2

Statements	Level of Accuracy		Total	Average	%	Description
	Expert 1	Expert 2				
1	3	4	7	3.5	87.5	Very suitable
2	3	4	6	3.5	87.5	Very suitable
3	3	4	6	3.5	87.5	Very suitable
4	4	3	7	3.5	87.5	Very suitable
Total	13	15	26	3.5		
%	81	93			87.5	Very suitable

The average score of the accuracy testing was 3.66, meaning that the accuracy of the video met the criteria. The results of the accuracy testing suggest that the tutorial video and its practical guidebook are very accurate to be used by school counselors as a media for learning about how to address anxiety cases at schools.

These results showed that the media being developed and its guidebook fulfilled the requirements for being a useful product for school counselors as the main users. The utility of the video impacts not only for school counselors to increase their knowledge about the CBM approach for counseling, but also for students as the main object of education. The utility testing aimed to assess the value of the product being developed. Based on the average utility score, the tutorial video about the CBM counseling approach has a high utility value.

Despite the fulfillment of the utility criteria as a learning media for school counselors, the video has some limitations on the user side. First, the video requires hardware that can play audio visual media. In certain circumstances, the video will not be useful if it does not meet the hardware requirements. Second, this video is one-way only, so users cannot confirm or give feedback if they want to ask something. Despite the anticipation by creating guidebook to support the video, it is bound to have limitations as it only discusses one particular subject and has a fairly short duration.

In the feasibility testing, in addition to giving scores that fell into the feasible category, the validators suggested the improvement of the audio quality of the video. The suggestion was offered due to the presence of noises in the video that can disrupt users' experience in

understanding the host and actors in the tutorial video. However, the audio quality of the video had been previously enhanced using any hardware and software that could be used to reduce noise and obtain better audio. The results of the tests conducted by the two experts showed that the tutorial video met the feasibility criteria. The feasibility testing aimed to measure the feasibility of the tutorial video to be categorized as a learning media. The feasibility testing encompassed the graphic or image quality, video resolution and the audio quality of the video. Audio-visual media emphasizes its advantages and uniqueness on attractive graphics and clear audio.

The accuracy testing aimed to assess the compatibility of the video content, the main user characteristics, and the counseling theory used in developing the content of the video. Based on the scores given the experts, the video fulfilled the accuracy criteria. However, from the table above, it can be seen that there is a mean difference in the validity scores from the two experts. The difference was most likely caused by different validity instruments used by the experts as each expert was given an instrument according to their field of expertise. The instrument given to the guidance and counseling expert focused on the compatibility of the theory and the video content, while the media expert was given an instrument to focus on the compatibility of the user characteristics and the video. Overall, the score of the accuracy testing suggest that the video met the accuracy criteria. The results suggest that the tutorial video about the CBM counseling approach for the school counselors in Makassar to address student anxiety is accurate.

Taken together, the results of the acceptability questionnaire assessment on the utility, feasibility and accuracy of the CBM approach tutorial video conducted by the two experts suggest that the video is valid and practical to be used as an alternative learning medium for the school counselors in Makassar to improve their competence in addressing anxiety cases.

CONCLUSION AND SUGGESTIONS

Based on the results and discussion of the study, it can be concluded that: (1) the CBM tutorial video was needed by the school in Makassar, (2) the prototype of the CBM tutorial video for the school counselors in Makassar to address anxiety cases used the MP4 video

format, with the editing application Adobe Primary Pro, Vegas Pro with the video resolution of 1280/720Fps and the duration of 20 minutes, divided into two contents, namely an overview of the approach and a tutorial on providing counseling with the CBM approach for anxiety cases, and (3) the CBM tutorial video was found to be valid and practical to be used as learning media for the school counselors in Makassar to improve their understanding of the CBM approach and their competence in providing counseling services to address anxiety cases.

Regarding these conclusions, some suggestions are offered as follows: (1) given the high number of student anxiety cases in Makassar, the services aimed to prevent and overcome anxiety cases should be improved in terms of both the quality and frequency of the service; (2) school counselors should be active in improving competence and ability to provide guidance and counseling services; and (3) specific time should be allocated for counseling services at schools to allow school counselors to provide guidance and counseling services effectively.

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