The effect of reframing technique on self-awareness on learning of the 7th grade students

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Abstract: This study is aimed (1) to describe the self-awareness on learning of the 7th grade students, (2) to describe the implementation of technique reframing in affecting the self-awareness on learning of the 7th grade students, and (3) to investigate the effect of reframing technique on self-awarenss on learning of the 7th grade students. Quantitative approach was used in this study by implementing quasi experimental design and using Pretest-Posttest Control Group Design to 24 samples. Data collection techniques applied in this research were self-awareness scale on learning developed by the researcher, observation, and interview. Data analysis technique applied in tis study was independent samples t-test which was conducted through Statistical Product for Service Solustion (SPSS) version 24.0. The study found that (1) the self-awareness on learning of the 7th grade students before the treatment of reframing technique was in low category, while that after the treatment of such technique was in moderate and high categories, (2) the self-awareness on learning of the 7th grade students was increased after the treatment of reframing technique, and (3) reframing technique can increase the self awareness on learning of the 7th grade students.

Keywords: Reframing, self-awareness on learning, learning, group guidance.

Abstrak: Tujuan penelitian ini untuk (1) mengetahui gambaran *self awareness* belajar siswa kelas VIII (2) mengetahui gambaran pelaksanaan teknik *reframing* terhadap *self awareness* belajar siswa kelas VIII (3) menguji pengaruh teknik *reframing* dalam meningkatkan *self awareness* belajar siswa kelas VIII**.** Pendekatan penelitian ini adalah pendekatan kuantitatif dengan menggunakan *quasi eksperimental design* dengan desain penelitian *Pretest-Posttest Control Grup Design*, terhadap 24 sampel.Teknik pengumpulan data menggunakan skala *self awareness* belajar yang dikembangkan oleh peneliti, observasi, dan wawancara. Analisis data menggunakan analisis *Uji independent sampel t test* dengan menggunakan bantuan program *Statistical Product For service solution version* 24,0 (SPSS). Hasil penelitian adalah (1) gambaran *self awareness* belajar siswa kelas VIII sebelum diberikan teknik *reframing* berada dikategori rendah dan setelah diberikan teknik *reframing* berada dikategori sedang dan tinggi (2) *self awareness* belajar siswa kelas VIII meningkat setelah diberikan teknik *reframing* (3) teknik *reframing* dapat meningkatkan *self awareness* belajar siswa kelas VIII.

Kata Kunci: *Reframing* ; *self awareness* belajar; belajar; bimbingan kelompok.

INTRODUCTION

It is important for the students to know what they can achieve. The students often miscalculate the decision appropriate for them, such as choosing the same school with their close friend, choosing particular extracurricular activity, confidently unwilling to study before the exam since their friend also do the same despite the fact that their friend is an intelligent student, and choosing the others' answer than their own while doing an exam (Lambert, 2010; Maharani & Mustika, 2016; Surur et al., 2018). The students without any self-awareness will have difficulties in making decision about what is appropriate for their strength and weakness. Self-awareness is really important and understanding oneself does not only led the students into success, but also facilitate them to learn efficiently, to cooperate with others well, and to have a good a good character.(Fluerentin, 2012; Nu'man, 2019; Nugroho, 2018)

Students may experience a dramatic changes of self-awareness in their adolescence and teenager tends to be vulnerable to the others' comment or even often doing self-critics so that the assumptions generated from all of those make the teenager pay a close attention to their experiences (egocentric view) along with reflection about their own image/depiction (Diananda, 2018; Firosad, 2016; Nu'man, 2019) A good common sense is vital in tackling the problems in education so the students are able to develop their knowledge and solving their learning problem. In order to develop themselves, the students need to be creative and open minded through the learning process. It also affects their inborn characteristics. There are only few people who can redevelop their creative skill, so they need to be more motivated and to be assessed regarding with their self-awareness.

The results of the observation found that the students have low learning awareness and have not got any guidance and counseling. Low learning awareness is lowering the standard of self-awareness on learning school's material. (Flavian, 2016; Laursen & Hartl, 2013; Lestari et al., 2019) asserts that self-understanding means explicit understanding that one exists, a condition when somebody can comprehend their own emotion and thought due to one's problems so that one can control them.

Self-awareness in this research is specifically referred to self-understanding in learning process as student in school, especially for the 7th grade students of SMP Negeri 1 Ajangale. Self-awareness in this research is related with knowing the problems while doing exercise in a school subject in the class during teaching and learning process. Self-awareness is knowing the character, nature, emotion, strength and weakness of oneself. Students ability in dealing with problems in their education may be affected by their self-awareness. (Dharsana, 2016; Hartati & Respati, 2012; Herawati & Astuti, 2015) asserted that during the development stage in the 7th grade, teenager has low individual and social competence so it is hard to communicate to others, to respect oneself and others, to decide the purpose of the obtained achievement, and to have defense and ability to make them survive from difficult situation. Those four aspects added the complexity of the initial problem of this research found on the 7th grade students of SMP Negeri 1 Ajangale.

One of the factors that influence students self-awareness is their own thought since it comes from the thought which generate their own existence in certain condition (Rahayu et al., 2016; Setiani & Haryanto, 2019; Susanti, 2018) (Danim, 2012; Maharani & Mustika, 2016; SARI, 2019) calimed that students' low self-awareness on learning has become a confusing problem for teachers and parents since it will develop certain traits such as indiscipline and other unfavored traits especially in their learning process. Similar conditions were found on some of the 7th grade students of SMP Negeri 1 Ajangale. One of which is that students slept during the teaching and learning process, ignored the teachers' explanation, immersed themselves in playing mobile games or reading novels, etc.

The low self-awareness on learning is strongly experienced by the majority of students, so they lack of interest in learning and waste their school years. Lack of clear aspiration and confidence, assumption that they just go to school to get a job after, and not being serious in their education make the students feel that the learning process is a mere formality (Maharani & Mustika, 2016; Mustaqim, 2017; Susilowati, 2017)

Those cases should have been happened since optimal learning and self-actualization is an innate nature of a young person. Thus, guidance and counseling service is a vital aspect in their development. Through guidance and

counseling, students can solve their problem and can achieve their true potential. (Basir et al., 2020; Corey, 2012; Latifah U, 2013)Group counseling tend to focus on interpersonal communication which deals with one's mind, feeling, and attitude, especially at this stage of their life. According to Clay-Williams & Braithwaite, (2015); Dharsana, (2016); Erford, (2015), its purpose is to differentiate irrational belief and negative comment. Therefore, by dismissing negative comment about students' learning process, reframing technique is an efficient strategy to help students in raising their self-awareness on learning. This technique is a part of behavioral approach in counseling which is very effective in changing the attitude or negative emotion by altering the perspective. As the name suggest, reframing is a technique in which the projection of a certain event is reframed with a more positive view.

Reframing is considered as the right technique since it is targeted not on the analysis but on the step-by-step integration in therapy till the client is strong enough to support their own personal development. The study conducted by (Dharsana, 2016) regarding with the implementation of reframing technique to raise the self-awareness on learning for the 7th grade students of A1 class in Singaraja showed that the self-awareness of the students was raised from the initial average score 58. 9% to 88.33%. The difference between this research with the prior is that its prior studies tended to focus on technique's application/assessment of effectiveness in increasing self-awareness, while this study not only implement technique assessment in different sample and condition, but also measuring the level of self-awareness and the technique connection to the problem of self-awareness

Therefore, it is intriguing to create such research with the title "The Effect of Reframing Technique on Self-Awareness on Learning of the 7th Grade Students of SMP Negeri 1 Ajangale".

METHOD

Quantitative method was used in this research with Quasi Experiment design. This research also used pretest-posttest control group design described as follows.

Table 1. Research Approach and Design

Group	Pretest	Treatment	Post-test
Experiment (E)	Y_1	X	Y_1
Control (C)	Y_2	-	Y_2

(Pandang & Anas, 2019)

where:
Y1	=	Pretest of experiment group
Y2	=	Pretest of control group
X	=	Treatment (reframing technique) 6 times
Y1	=	Posttest of experiment group
Y2	=	Posttest of control group

To determine the number of research population, an initial study has been done by interviewing teachers and students to gather information related to student's self-awareness. Based on the interview, the students relied on the internet to do the assignment without any learning needed, were unable to analyze the factors supporting successful learning, did not have any clue to increase learning awareness, were unhappy, felt inferior, and were bored. Research population is the 7th grade students of SMP Negeri 1 Ajangale. Based on the results of interview and scale measurement, 24 students out of 48 were identified to have low self-awareness on learning. The data can be seen in Table 2 below.

Table 2. Research Population Distribution

No.	Class	Number of Students	Population
	VIII A	35	10
	VIII B	38	9
	VIII C	38	12
	VIII D	37	8
	VIII E	34	9
Total		182	48

Probability sampling was used in conducting the research sampling. It means that the research population had a chance to be chosen as the sample through random pick. The sampling technique used in this research is random sampling technique which was done by randomly picking the illustration (Arieska & Herdiani, 2018; Azwar, 2012) After the illustration was obtained, it was divided into two groups which were experiment and control group. The consideration in picking the illustration in this research is the students who were identified to have low self-awareness.

The illustration has to be 50% from the population if its no more than 100 people (Riduwan, 2015). Since the population was 48 students, the number of the illustration in this study was 50% or 24 students. It means that 24 students were included in the research. The subject was then divided in two groups with each group consist of 12 students. The groups then became experiment and control group.

Random sampling was used in determining the member of both groups. One of the control techniques which is commonly used in an experimental research are between subject control and randomization in which research sample is randomly divided in two groups which are experiment and control group (Sugiyono, 2016); (Syanthi, Hiunata, Sherly, & Claudia, 2017); (Payadnya & Jayantika, 2018).

The researcher may use two or more groups and ensure that the characteristics of the members in each group are the same. In this study, two groups were created, which were control group which did not treated with reframing technique and experiment group which were treated with reframing technique. On the other hand, randomization is a procedure to randomly add subject of research illustration into each of research group. The research groups were control and experiment group. It was conducted in order to create an assumption that both groups were equal before the treatment.

A note was created to record the randomization process of 24 students illegible for the research. The 24 students were then put into a lot. The students who got lot number from 1 to 12 became the member of control group, while those who got lot number 13 to 24 became the member of experiment group. The data were shown in Table 3.

Table 3. Sampling

No.	Group	Number of Students
1.	Experiment - even number	12
2.	Control - odd number	12
	Total	24

Information needed in this study was collected by using 1) self-awareness scale and 2) observation sheet to record any event or changes and subject reactions along the process of this group counseling. There were some aspects observed in this study which are students' participation, attention, tolerance, and initiative. Analysis of independent sample t-test was used to test the hypothesis regarding the increase or decrease of the 7th grade students of SMP Negeri 1 Ajangale self-awareness before and after treatment with reframing technique.

The analysis to test the hypothesis was supported by the use of Statistical Product For Service Solution version 24.0 (SPSS) software.

RESULTS AND DISCUSSION

1) Students' self-awareness level in experiment group

Data of the reframing technique implementation to increase the student's self-awareness on learning in SMP Negeri 1

Ajangale is classified into 4 categories which are very high, moderate, low, very low. The data shown in the Table 4 below.

Table 4. Level of self-awareness before and after the treatment of reframing technique of the 7th grade students of SMP Negeri 1 Ajangale in the experiment group

Interval	Category	Pretest Experiment		Posttest Experiment	
		Frequency	Percentage	Frequency	Percentage
112 – 137	Very High	0	0	5	60
86 – 111	Moderate	0	0	7	40
60 – 85	Low	12	100	0	0
34 - 59	Very Low	0	0	0	0
Total		12	100	12	100

Based on the results of descriptive data analysis in Table 4, it can be concluded that student's self-awareness increases. It can be seen from the student's ability in changing their perspective about certain school subject that ones do not like, finding references through some books and internet, paying attention to the teachers, and being passionate as well as having confidence while learning.

The results are in line with the revious studies by Mudana, Dharsana, & Suranata (2014); Gading & Nasution (2018); Sugiyono 2019) who applied cognitive counseling through reframing technique to increase the 11th and 7th grade student's self-awareness. The studies found that students' self-intraception and self-awareness were increase so that the students showed certain traits such as able to understand their friends' problems, able to feel the same way as what their friends feel, able to analyze their friend's behavior, and willing to help the others.

2) Students' self-awareness level in control group

The measurement of students' self-awareness level in control group was held simultaneously with that in experiment group through pretest to 10 students in the 7th grade of SMP Negeri 1 Ajangale. Table 5 below shows the data regarding the student's self-awareness level in learning in the 7th grade of SMP Negeri 1 Ajangale in control group without reframing technique treatment in the form of table whowing frequency distribution before (pretest) and after (posttest) treatment.

Table 5. Level of self-awareness before and after the treatment of reframing technique of the 7th grade students of SMP Negeri 1 Ajangale in the control group

Interval	Category	Pretest control		Posttest control	
		Frequency	Percentage	Frequency	Percentage
112 – 137	High	0	0	0	0
86 – 111	Moderate	0	0	2	10
60 – 85	Low	12	100	10	90
34 – 59	Very low	0	0	0	0
Total		10	100	12	100

Students self-awarenes level in control group from the pretest fell in low category with twelve respondents (100%). It shows that the students lacks of preparation in teaching and learning process, chats to each other while the teacher are teaching, do not submit their assignment on time or even do not submit it at all, is outside the class when there is a class, and often do not obey the rules. There were not any significant changes after the posttest, in which only two students fell in moderate category with the score of 10%. It is depicted in the attitude of the students who are still unwilling to do their

assignment earnestly and use their spare time to learn.

The main purpose of this study is to investigate the effect of reframing technique to the student's self-awareness on learning in SMP Negeri 1 Ajangale. The data analysis used in this study was independent simple t-test. Hypothesis of this research is that there is a difference of student's self-awareness level between the group treated with reframing technique and the group without reframing technique treatment. To test the hypothesis, independent simple t-test was applied with the terms if the score of p& lt; is 0.05 till Ha is accepted and Ho is rejected. The significance value was p = 0. 03 till the hypothesis is accepted (Hadi, 2016). The results of the hypothesis test can be seen in the table below.

Table 6**.** Result of data analysis of 7th grade student's self-awareness in experiment and control group.

Group	N	Average	t	Asyimp.Sig	H_1
Experiment		37.5			Accepted
	12		10.5	0.00	
Control		2.7			Rejected

It can be seen that there was a difference of self-awareness level in the experiment and control group. The base is p& lt; 0.05 till Ha is accepted or Ho is rejected. Based on the data presented above, it is known that the hypothesis (Ha) proposed in this study was accepted. Therefore, reframing technique has an effect on increasing students' self-awareness on learning of the 7th grade students of SMP Negeri 1 Ajangale.

The results of this research showed that the average score of student's self-awareness on learning before the treatment was low, but before that after reframing technique treatment showed a significant increase by falling in high average score. It shows that reframing technique has positive effect in increasing students' self-awareness on learning in SMP Negeri 1 Ajangale. It is in line with the theory from researchers that reframing technique is part of counseling approach which is effective to change one's attitude or negative emotion by altering the perspective and reframing the memory of certain events with the positive one instead of the negative one (Nursalim, 2013 ; Palmer, 2010 ; Susilowati, 2017). Reframing is also called as one technique to change or restructure assumption or perspective toward certain problem or behavior in a long term. This technique was started to be developed from neuro-linguistic programming in 1989. It has an impact in helping counselee who trapped in limited and negative perspective about their world. By using the alteration of persepctive or reframing technique the counselor guides them to see a wider and positive thought and try to achieve a changing in their thinking method and later their condition.

Graham et al., (2017) stated that reframing technique is an effort to reframe an event by changing the persective without altering the event itself. It can be concluded that reframing technique is changing or reframing assumption or perspective toward some problems or behavior and to help counselee in shaping different perception about oneself.

In line with the mentioned theory, in reality, the students of SMP Negeri 1 Ajangale, especially the 7th grade students, who became the subject of this study, had low self-awareness on learning on their pretest, but the experiment group who had been treated with reframing technique showed a significant positive effect. It can be seen from the posttest result which showed that there is an increase of average score from low to high, while that of the control group which did not get the reframing technique treatment did not show any progress and still had low average score.

CONCLUSSION AND SUGGESTION

Based on the analysis of information and the explanation of findings, it can be concluded that (1) there was a significant difference between the student's self-awareness level in learning of the experiment group treated with reframing technique and that of the control group, in which the experiment group scores higher and (2) the results showed that the average score of student's self-awareness which was treated with reframing technique rose from low to high. The results show that reframing technique is effective to increase student's self-

awareness on learning in SMP Negeri 1 Ajangale.

However, there are some suggestions which need to be noted. The first is that the subject should identify the forms of negative force within themselves so that one is able to apply the knowledge obtained during training. Besides, it is suggested for the next research to allocate a longer time in order to optimize the treatment.

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