

# The effectiveness of group counseling using self-instruction and reframing techniques to increase social media interaction

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## Abstract

The purpose of this study is to examine the effectiveness of group counseling using self-instruction and reframing techniques to improve positive interaction on social media among students. This study employed a true experimental design with a randomized pretest-posttest comparison group method. The population of this study was 31 students of Class XI Science at MAN Temanggung, and a sample of 14 students was randomly selected, consisting of 7 students in experimental group 1 using the self-instruction technique and 7 students in experimental group 2 using the reframing technique. The study was conducted in 7 sessions per group. Data collection was carried out using a social media interaction questionnaire. The data analysis method used was the independent sample t-test. The effectiveness test results of this study showed an increase in social media interaction through group counseling services using self-instruction and reframing techniques. This can be seen from the increase in social media interaction scale scores before and after receiving group counseling services, with a 22% increase for self-instruction technique and 10% for reframing technique, which is further supported by the t-test with a significance value of  $0.008 < 0.05$  for experiment group 1 and  $0.018 > 0.05$  for experiment group 2. This indicates that group counseling using self-instruction and reframing strategies can enhance positive social media interaction, with the self-instruction technique being more effective than the reframing technique based on the percentage increase in social media interaction.

## Keywords

Group counseling, Self instruction and reframing, Social media

## Introduction

The advancement of electronics being a key factor in supporting their development. Developments in the world of technology have become increasingly innovative in the global era, directly impacting society, especially students, such as information and communication technology, which is easily accessible to the public as a means of long-distance interaction. Easy use, simply using an internet or data connection to activate

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the device. According to [1], the Internet is a network of interconnected computers. as an effort to meet communication and information needs. To facilitate use, several applications are provided by devices (computers, gadgets) in the form of social media with various features and different displays.

The advent of the internet has had a significant impact on daily activities, from communication and interaction with others, which are considered easier and more efficient through social media. [2] social interaction is related to the relationship between one individual and another, which can influence other individuals or vice versa.

Social interaction according to [3] social interaction is a dynamic social relationship that relates to individuals, groups, or a person. with groups of people. Thus, it can be concluded that social interaction in social media is a behavior and conduct of a person conducting reciprocal relationships with other people or groups, expecting reciprocity that is adjusted to the circumstances, situation, and atmosphere through a long-distance communication tool as a bridge between one and another. [4] in carrying out social interactions that currently exist, more of them are carried out remotely or digitally with a social media application, this gives rise to influences that encourage someone to do it, such as imitation, suggestion, identification, and sympathy [5].

It cannot be denied that there are many real impacts from the use of social media in interaction, there have been various cases which have been called viral to the legal realm, such as giving responses that are derogatory, insulting and contain elements of hatred due to a high level of unawareness about social life.

The beginning of students' lack of awareness regarding morals and ethics requires efforts in knowledge, positive reinforcement in interacting on social media for the sake of comfort and security in their own lives and for others through group counseling using self-instruction techniques. and reframing techniques, basically the CBT approach provides positive encouragement through understanding a behavior where old behavior is changed into new behavior for the better.

So, group counseling itself is a service that exists in A guidance counseling group where students can work together to express various ideas, behaviors, and feelings related to personality development and school improvement. Group counseling is often associated with adjustment or experiences in the environment.

[6] explains that group counseling is a process of providing assistance to individuals in a group setting with the aim of alleviating, healing, and directing the development and growth of the counselee or client. Group counseling is a counseling process consisting of 4-8 clients meeting with 1-2 counselors. Group counseling is a form of intervention for individuals that is both preventative and personal developmental in a group situation.

Group counseling using self-instruction techniques is one of several techniques derived from the Cognitive Behavioral Therapy (CBT) approach developed by Donald Meichenbaum. Self-instruction is a technique that helps students manage themselves

by providing positive instructions and attempting to avoid negative ones. [7] self-instruction techniques are techniques that can restructure an individual's cognition from negative to positive. Using Self-Instruction In group counseling services, CBT will facilitate individuals in making changes to their automatic thoughts, feelings, bodily reactions, and behaviors in a more positive direction. This allows clients to carry out instructions for themselves. According to [8] the reframing is the search for new meaning from something previously interpreted in a certain way, using a method of changing the perspective from another angle without changing the actual event. Based on the experts above, it can be concluded that Reframing is a technique used to evaluate and reorganize something, including a person's perspective and thoughts, by changing one's frame of mind.

Cornier [9] the aim is to reframe an event by changing the perspective, without changing the event itself. The reframing technique has several steps in group counseling, as follows. The first is rational. The reason for using this technique is because the client sees many irrational thoughts that cause them to experience depression. The second is identification. If the technique is appropriate or mature enough, the next step is to identify irrational thoughts and then change them into rational ones. The third step is to determine an explanation of the perceptual system. In this step, the counselor's skills in determining the counseling process are tested.

So, this research with group counseling treatment, the effectiveness of self-instruction and reframing techniques can be successful in accordance with existing objectives and can be used to increase positive interactions in social media for students at MAN Temanggung.

## Method

The research method used in this study is a quantitative approach with a true experiment method using a randomized pretest posttest comparison group design model. This study with 2 groups, namely experimental group A which was given treatment using the self instruction technique & experimental group B with the reframing technique. Considering the design, these two groups provide practical data on which technique is most efficiently applied and offering two different types of interventions ensures that all research subjects benefit from counseling services. This is more ethical than leaving one class without treatment solely for the sake of comparison. The design in the research that will be carried out is to give a pre-test to determine the initial conditions of experimental group 1 & experimental group 2 before the treatment is carried out, and after that both groups will be given a posttest. The following is an attachment of the randomized pretest - posttest comparison group design Table 1. The population used in this study were students of grades XI IPA 5 and XI IPA 6 of MAN Temanggung. The sample is part of the population. The sample in this study was 14 students who were separated into two groups, namely the experimental group t 1 & the experimental group t 2 which were selected randomly.

Table 1. Randomized pretest-posttest comparison group design

Group	Pretest	Treatment	Posttest
TO 1	O 1	X 1	O 2
2nd	O 3	X 2	O 4

Information:

TO 1	:	Experimental Group 1	2nd	:	Experimental Group 2
O 1	:	Pretest KE 1	O 3	:	Pretest KE 2
O 2	:	Posttest KE 1	O 4	:	Posttest KE 2
X 1	:	KKP Self Instruction	X 2	:	KKP Reframing

The data collection technique used in this study is by using a research instrument in the form of a questionnaire given to respondents to be answered with a Likert scale measurement scale. This study uses a scale of positive interactions in social media with four answer choices, namely very appropriate, appropriate, less appropriate, and inappropriate. In making the scale is based on three aspects that exist in positive interactions in social media, namely social contact in establishing intimacy, frequency of relationships with others, and joint activities. Through these three aspects, researchers created an instrument grid related to question items based on the three aspects of positive interactions in social media. Then, the scale of positive interactions in social media was tested by expert validators, namely lecturers who tested the instrument. Then, a trial (try out) was conducted on students who were not part of the research sample, which then obtained the results of valid & invalid instruments. After conducting the trial, the data obtained was analyzed using SPSS 24 For Windows and the results showed that out of 50 statement items, 12 statement items were dropped, so that 38 valid statement items were obtained and would be used in the pretest-posttest for students who were the research sample.

Data analysis is first carried out by tabulating the obtained data. Then, the analysis requirements are tested as follows:

### *Descriptive test*

Descriptive test, this test describes the data to be tested, in this test the lowest value of the data, the highest value of the data, and the average of the data to be presented are known.

### *Normality test*

The normality test is a prerequisite test used to determine whether the sample used comes from a population that contributes normally or not.

### *Homogeneity test*

namely a prerequisite test for the sample used to conclude whether the sample used comes from a population that varies equally or not.

### Independent sample t test

The purpose of the ANOVA (analysis of variance) test is a statistical test based on normal distribution. This test is used to determine the difference in pretest and posttest scores obtained from experimental group A and experimental group B, so that it can be determined which is more influential, self-instruction group counseling or reframing group counseling in increasing positive interactions in social media. This test is a data analysis to determine the average of two treatments that are statistically different or not. So, it can be determined which is more effective, self-instruction group counseling or reframing technique in increasing positive interactions in social media.

## Results and discussion

### Results

In this study, there was a change in the positive interaction scale score in social media in experimental group 1 and experimental group 2. The following [Table 2](#) of pretest and posttest scores in counseling for experimental group 1 and experimental group 2.

**Table 2.** Comparison of pretest & posttest scores of experimental group 1

No	Counselee	Pretest	Category	Posttest	Category	Improvement	
						Mark	Percent %
1.	SM	105	Low	132	Tall	27	26%
2.	AT	130	Tall	137	Tall	7	5%
3.	IMA	121	Currently	132	Tall	11	9%
4.	PNF	109	Currently	130	Tall	21	19%
5.	AIA	112	Currently	124	Currently	12	11%
6.	NFN	119	Currently	125	Currently	6	5%
7.	AL	109	Currently	118	Currently	9	8%
Average						13	12%
Minimum						6	5%
Maximum						27	26%

The pretest and posttest results table for experimental group 1 above shows the scores before and after the self-instruction group counseling treatment. It can also be seen that the students' average score increased by 13.29 after the self-instruction group counseling treatment. [Figure 1](#) show that the average pretest and posttest scores for experimental group 1 showed an increase of 27%, or 26%, with an average change of 13%, or 12%. The table shows an increase in scores, as evidenced by the pretest and posttest graphs showing an increase in each respondent. This suggests that experimental group 1 experienced an increase.

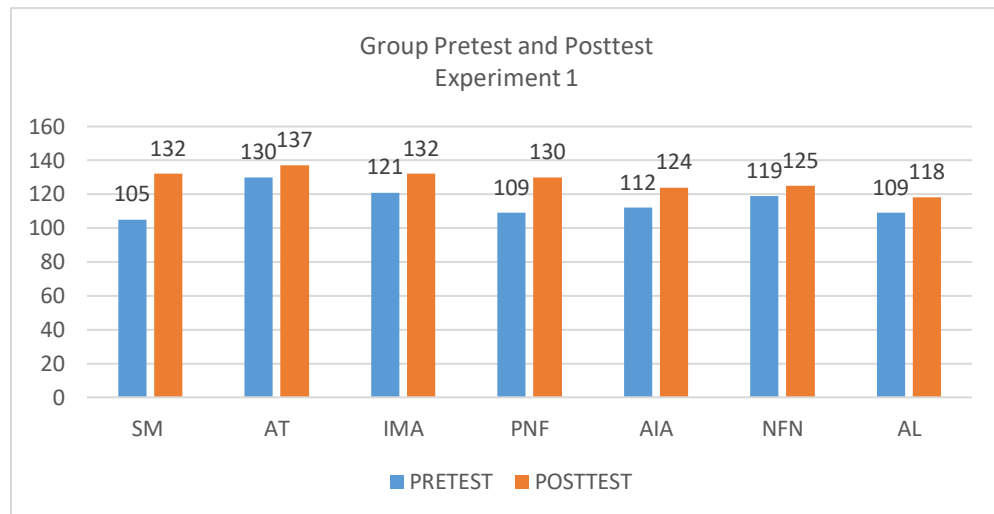


Figure 1. Graph of pretest and posttest results of experimental group 1

Table 3. Comparison of pretest - posttest scores for experimental group 2

No	Counselee	Pretest	Category	Posttest	Category	Improvement	
						Mark	Percent %
1.	BYE	104	Low	124	Currently	20	19%
2.	DFW	117	Currently	125	Currently	8	7%
3.	ANA	116	Currently	125	Currently	9	8%
4.	JEA	112	Currently	128	Currently	16	14%
5.	US	137	Tall	145	Tall	8	6%
6.	BAHP	126	Currently	134	Currently	8	6%
7.	AMS	110	Currently	123	Currently	13	12%
Average						12	10%
Minimum						8	6%
Maximum						20	19%

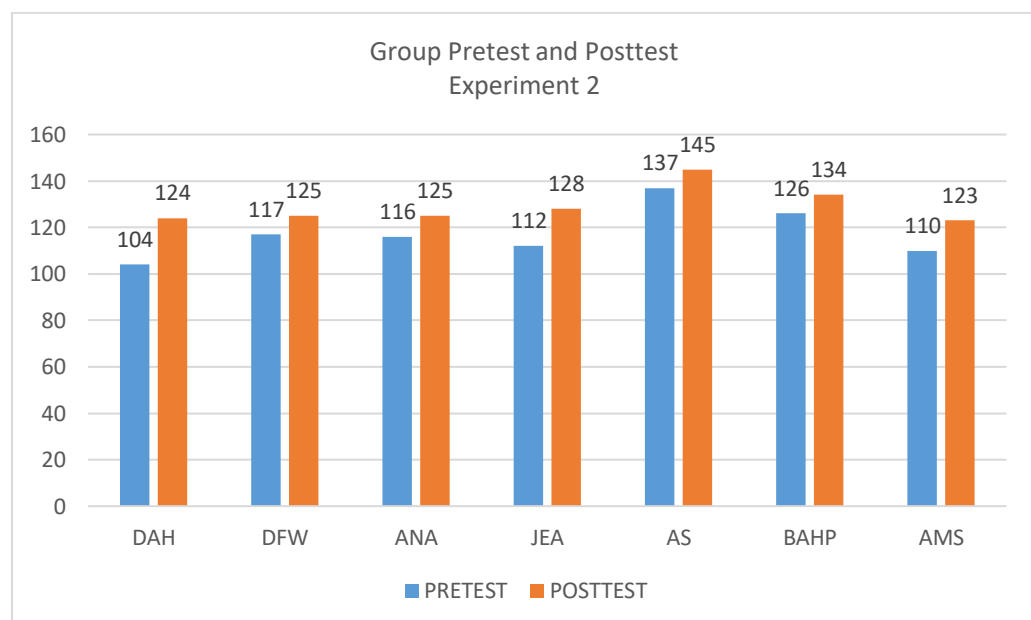


Figure 2. Graph of pretest and posttest results of experimental group 2

Through the Table 3 of pretest and posttest results for experiment group 2 above, it can be seen the scores before and after receiving group counseling services using the self-reframing technique. It can also be observed that the students' average scores increased after receiving group counseling services with the self-reframing technique, with an increase of 10%.

From the Table 3 and Figure 2 it is known that the average score value The pretest and posttest results for experimental group 2 show an increase in the highest score of 20 or 19% and the lowest by 8 or 6%, with an average change in score of 12 or 10%. Table 4 above shows an increase in scores, as evidenced by the pretest graph showing an increase in each respondent. Therefore, it can be concluded that experimental group 2 experienced an increase.

Table 4. Independent sample T test

Group Statistics										
class		N	Mean	Standard Deviation	Std. Error Mean					
scale of increasing social media interactions	Self-Instruction	7	21.57	3,207	1,212					
	Reframing	7	10.43	2,878	1,088					
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	Standard Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results of increased social interaction	Equal variances assumed	,022	,885	6,841	12	,000	11,143	1,629	7,594	14,692
	Equal variances not assumed			6,841	11,862	,000	11,143	1,629	7,589	14,696

In the first output result: Group Statistics can be interpreted that N is 7 for the types of treatment, the mean of the experimental group -1 is 21.57 and in the experimental group -2 is 10.43. The standard deviation & standard error values of the experimental group -1 > from experimental group-2.

The previous t-test was conducted with the variance equality test with the F Test, namely that the variance is the same then t uses equal variance assumed and if the variance is different then use equal variance not assumed. The Ho testing criteria are accepted if the P value <0.05. Comparing the probability/significance where the P value (0,000) so that Ho is rejected. So, it can be concluded that the two variants are different. The independent sample T Test calculation results are with the help of SPSS 26.00 application, the following data were obtained: T count (6,841) > T table (2,145) then Ho is rejected and Ha is accepted, so it can be concluded that the Self Instruction and Reframing technique group counseling service is effective in increasing students'

positive social media interactions. In the Group statistics table, the average of the experimental group -1 is higher than the average of the experimental group-2.

### Discussion

Self-instruction technique used in experimental group 1 was more influential than the reframing technique used in experimental group 2.

**Table 5.** Percentage of Increase in Average Score of Experimental Group-1 & Experimental Group-2

Group	Percentage
Experiment-1	22%
Experiment-2	10%

From the **Table 5**, it can be seen that the average results obtained from experimental group-1 showed a greater increase than the average for experimental group-2. Where the average increase for experimental group 1 was 22% and for experimental group 2 was 10%.

This study found that the KKP treatment using self-instruction and reframing techniques was effective in increasing positive interactions on social media for students. However, the self-instruction technique used in experimental group 1 was more effective than the reframing technique used in experimental group 2.

This study discusses the issue of positive interactions in social media, which can be improved by using self-instruction and reframing techniques. Students can engage in positive interactions to avoid problems, disputes, and misunderstandings with others. Building good relationships with others is a key to self-development in social media. Based on this background, the researchers conducted a study on the effectiveness of group counseling using self-instruction and reframing techniques to increase positive interactions in social media.

The implementation of group counseling in this study was carried out in 7 meetings with experimental groups 1 and 2, each of which consisted of 7 group members as research samples. Data processing from the research results was carried out with the help of SPSS 24 For Windows through the T Test. From the data processing carried out, the results obtained were experiment 1 with a score of 22% and experiment 2 with a score of 10%.

Every activity has its own advantages and disadvantages, including group counseling using self-instruction and reframing techniques. Implementing group counseling using self-instruction and reframing techniques can help each group member express the problems they encounter and transform previously irrational thoughts into more rational ones. Group counseling using self-instruction and reframing techniques helps each group member identify, resolve, and evaluate their own problems.

## Conclusion

Based on the data obtained from the research that has been carried out at MAN Temanggung, the results obtained show that the effectiveness of group counseling using self-instruction and reframing techniques to increase positive interactions in social media is effective, however, the self-instruction technique used in experimental group 1 has more impact than the reframing technique used in experimental group 2.

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