

Application of *Cognitive Defusion* Group Counselling to Reduce Insecurity among Junior High School Students

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ABSTRACT

This study aims to examine the effectiveness of *Cognitive Defusion* group counselling services in reducing students' levels of insecurity. The study employed a Guidance and Counselling Action (PTBK) design, which was conducted in two cycles with eight eighth-grade students serving as research subjects, selected through purposive sampling. Data were collected through questionnaires and interviews, and then analysed both descriptively and quantitatively. The results showed a significant decrease in insecurity levels, from 77.12% (high category) in the pre-cycle to 61% (medium category) in cycle I, and further decreased to 55.5% (low category) in cycle II. These findings suggest that the *Cognitive Defusion* technique is effective in helping students release negative thoughts, boost self-confidence, and enhance self-acceptance.

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1. INTRODUCTION

Adolescence is a crucial and challenging stage of development, during which individuals begin to form their identity, seek social recognition, and adapt to various environmental demands [1]. At this stage, various psychological problems arise related to the search for identity and self-concept [2]. One phenomenon often experienced by today's teenagers is insecurity [3]. This issue has become increasingly prevalent due to social pressures and rapid changes in the social environment, making insecurity an important topic for educational and psychological intervention.

The term insecure is used to describe feelings of insecurity, inadequacy, low self-esteem, and excessive anxiety when facing certain situations that cause discomfort, fear, embarrassment, and a lack of self-confidence [4]. Individuals who experience insecurity often exhibit behaviours such as withdrawing from social environments, avoiding public appearances, and frequently comparing themselves to others in terms of achievements and physical appearance [5]. If left unchecked, this condition can hinder students' self-actualisation and reduce their motivation to study at school [6]. These behavioural

manifestations highlight the urgency for schools to identify and address insecurity early, given its direct impact on students' emotional well-being and academic engagement.

Research conducted by Pancarani [7] shows that more than 50% of teenagers in Indonesia aged 17–20 experience feelings of insecurity, which are largely caused by the habit of comparing themselves to others and the influence of social media. Based on interviews with guidance and counselling teachers at SMP Negeri 1 Toribulu, a similar phenomenon was also found among students at the school. Students exhibited behaviours such as withdrawal, hesitation in expressing opinions, fear of presenting, and a need for validation from others. However, to date, there are no counselling services specifically provided to address insecurity issues among students. This gap between students' needs and the current availability of targeted counselling interventions indicates the necessity for an evidence-based approach to handle the problem.

Insecurity issues essentially arise from negative self-talk, such as feeling inadequate or fearing failure [8]. Therefore, a psychological approach is needed to help students manage these negative thoughts. One relevant approach is the Cognitive Defusion technique, which originates from Acceptance and Commitment Therapy (ACT), as opposed to Cognitive Behavioural Therapy (CBT), which focuses on changing negative thoughts [9]. ACT's Cognitive Defusion technique teaches individuals to accept their thoughts and emotions without identifying with them [10]. Through this technique, students learn to view negative thoughts as temporary mental events rather than absolute truths, thereby reducing anxiety and increasing self-acceptance [11]. This conceptual shift is particularly relevant for adolescents, who often struggle to differentiate between intrusive thoughts and objective reality.

Group counselling provides a space for students to share experiences and learn through group dynamics [12], [13]. Using cognitive defusion techniques enables students to offer one another emotional support, receive feedback, and enhance their self-awareness of negative thought patterns [14]. Thus, this process not only helps reduce insecurity but also increases students' self-confidence and social skills in the school environment [15]. The combination of group processes and defusion-based exercises creates a supportive context in which students can practice healthier ways of responding to negative thoughts.

Group counselling was chosen because it aligns with the basic principles of *Acceptance and Commitment Therapy* (ACT), which emphasises the importance of helping individuals accept their thoughts and feelings without being overwhelmed or bound by them [10]. In ACT, the Cognitive Defusion technique is used to encourage individuals to view negative thoughts as something that comes and goes, rather than as truths that must be taken as absolute [16]. The group setting can reinforce this process because students can directly observe how their peers confront and let go of their negative thoughts [17]. Through sharing activities, giving each other feedback, and modelling the strategies used by other members, students find it easier to understand the concept of defusion as explained in ACT. Group support and interaction also help students feel less alone in facing negative thoughts, making the change process faster and more meaningful than when this technique is applied in individual counselling [11]. Therefore, integrating Cognitive Defusion within group

counselling offers a promising framework for addressing insecurity among adolescents in the school context.

2. METHOD

This study employed a Guidance and Counselling Action Research (GCAR) design, a systematic approach that aims to solve practical problems in the field through reflective and repetitive actions [18]. This research model was chosen because it is suitable for evaluating the effectiveness of counselling services in a school context and allows for continuous improvement in each cycle of action [19]. This research consists of two action cycles, and each cycle includes four main stages: (1) planning, (2) action, (3) observation, and (4) reflection, as developed by Kemmis and McTaggart in the action research model [20]. This structure ensures that every intervention is continuously examined, refined, and validated through a series of iterative steps. The following is an overview of the PTBK cycle developed by Kemmis and McTaggart:

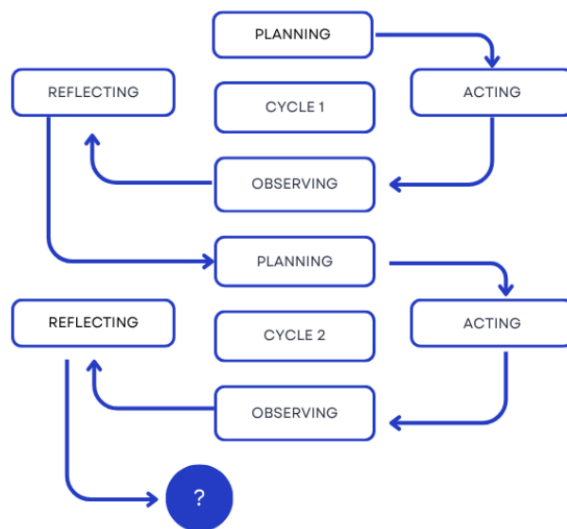


Figure 1. Kemmis and McTaggart's PTK Cycle Model

The research was conducted at Toribulu State Junior High School, Jl. Trans Sulawesi No. 195, Toribulu Selatan Village, Toribulu District, Parigi Moutong Regency, Central Sulawesi. The location was chosen based on the availability of data and the readiness of the guidance and counselling teachers to provide group counselling services. The subjects of the study were ninth-grade students selected using *purposive sampling* based on their initial *insecurity* scores (selecting students with low to high levels of insecurity). The study was

conducted from July to August 2025. The research data were obtained from the results of an *insecurity* questionnaire [21] and interviews with guidance and counselling teachers. This combination of instruments enabled the researchers to obtain both quantifiable data and contextual insights needed to support the interpretation of intervention outcomes.

The data were analysed using quantitative descriptive analysis techniques to see changes in *insecurity* levels before and after the intervention. Before analysing the data, the qualitative data were converted into quantitative data for grouping. Furthermore, the collected data were analysed descriptively and then converted into the following classification guidelines:

Height : 76% – 100%
 Moderate : 56% – 75%
 Low : 0% – 55%

Next, data processing was carried out using Microsoft Excel to calculate the percentage scores, categories, and changes from the pre-cycle to cycle II. This study obtained official permission from the school, specifically from the Principal of SMP Negeri 1 Toribulu and the Guidance and Counselling teacher, and ensured that the entire intervention process adhered to educational research ethics, including maintaining the confidentiality of student identities and obtaining participant consent. These ethical procedures were essential to ensure the integrity of the research process and to protect the well-being and privacy of the student participants.

3. RESULTS AND DISCUSSION

3.1. Results

Before providing counselling services using the cognitive defusion technique, a questionnaire was administered to the research subjects to gather initial data on the students' levels of insecurity. The following are the results of the student questionnaire scores before group counselling using the *cognitive defusion* technique was conducted. These initial measurements served as a baseline to determine the extent of change following the intervention.

Table 1. Results of student questionnaire scores before *cognitive defusion* group counselling

No	Student Name (Initials)	Score	Category
1	ND	90	High
2	PR	90	Height
3	PA	85	Height
4	SNJ	83	Height
5	MHJ	75	Medium
6	ALD	74	Moderate
7	MF	70	Moderate
8	NSR	50	Low
Average	—	77.12	High

Table 1 presents the classification of insecurity levels for the 8 students in the research sample, which is categorised into high, medium, and low classifications. 4 students had high levels of insecurity, namely students with the initials ND (90%), PR (90%), PA (85%), and SNJ (83%). Then, 3 students have a moderate level of insecurity, namely MHJ (75%), AD (74%), and MF (50%). Furthermore, one student who has a low level of insecurity, namely NSR, has a level of insecurity of 50%. According to the questionnaire scores, the average *insecurity* level of students before the *cognitive defusion* group counselling service was 77.12%, which is classified as high. Therefore, a *cognitive defusion* group counselling service was implemented to reduce the students' levels of insecurity. This distribution indicates that most students required structured psychological support, justifying the need for an intervention-based approach. After two cycles of *cognitive defusion* group counselling, the following insecurity level scores were obtained:

Table 2. Comparison of Students' *Insecurity* Level Percentage Scores Before and After Group Counselling Using the *Cognitive Defusion* Technique

No	Name (Initials)	Pre-Cycle	Cycle I	Cycle II	Final Category
1	ND	90	82	77	Low
2	PR	90	52	50	Low
3	PAA	85	76	70	Low
4	SNJ	83	72	70	Low
5	MHJ	75	62	40	Low
6	ALD	74	50	50	Low
7	MF	70	49	40	Low
8	NSR	50	48	47	Low
Average		77.12	61	55.5	Significantly decreased

Based on Table 2 above, it can be seen that there was a decrease in insecure questionnaire scores before and after the provision of group counselling services using the cognitive defusion technique in both Cycle 1 and Cycle 2. In Cycle 1, the average score was 61%, which fell within the moderate category. In Cycle 2, the average score was 55.5% placing it in the low category. Based on the average score of the insecurity questionnaire, it can be concluded that group counselling using cognitive defusion techniques can help reduce *insecurity* among students at SMP Negeri 1 Toribulu. The consistent downward trend across all participants demonstrates the progressive impact of the intervention over time.

Observations during the implementation of the intervention showed an increase in student participation and involvement in group activities. At the beginning of the session, most students appeared nervous and reluctant to share their experiences. However, after completing several cognitive defusion exercises, such as recognising negative thoughts and labelling thoughts without judgment, the students began to appear more relaxed and open. At the end of Cycle II, all group members were able to express their opinions more calmly and showed mutual respect. These behavioural changes suggest that students gradually internalised the principles of cognitive defusion as the sessions progressed.

Observations during the implementation of the action showed a significant increase in student participation and involvement during the group counselling process. At the initial meeting, most students appeared nervous, anxious, and hesitant to share their personal

experiences. They looked down more often, only answered when asked, and often displayed closed body language such as crossing their arms or avoiding eye contact. This situation revealed that negative thoughts and feelings of insecurity continued to influence their behaviour significantly. However, after several sessions and *Cognitive Defusion* exercises, such as exercises to become aware of negative thoughts, exercises to label thoughts without judgment, and activities to distinguish between thoughts and facts, changes began to appear gradually. This gradual progression reflects the developmental nature of cognitive restructuring within a supportive group environment.

At the end of Cycle II, all group members demonstrated the ability to express their opinions in a calmer, more structured, and honest manner. They also showed mutual respect, such as listening attentively, responding politely, and not laughing at or belittling the opinions of other members. This shows that the counselling process not only had an impact on the individuals' ability to manage negative thoughts but also improved the quality of social interaction within the group. The counsellor also noted an increase in discipline, cooperation, and empathy among students, all of which reflect the successful application of *Cognitive Defusion* techniques in a group context. Such improvements in interpersonal behaviour further support the effectiveness of the technique beyond individual cognitive changes.

Interviews with guidance counsellors and participants in the counselling service also revealed that most students experienced significant emotional changes after participating in the service. Guidance counsellors said that students appeared calmer, were less anxious when asked to express their opinions, and began to take on roles in class activities. The students themselves described their experiences using words such as "relieved," "light," and "able to control negative thoughts," which had previously often arisen unconsciously. One student even explained that he is now able to recognise when negative thoughts arise and can distance himself from them so that he no longer sinks into feelings of fear or shame. He added that he has become more accepting of his shortcomings and no longer feels embarrassed when speaking in front of his friends, because he has begun to understand that thoughts such as "*I must be wrong*" or "*they will laugh at me*" are just thoughts, not reality. This statement aligns with several other students who reported feeling more confident, better able to manage anxiety, and more accepted and supported by their friends in the group. These qualitative impressions complement the quantitative findings, offering a comprehensive view of the intervention's impact on emotional and social functioning.

3.2. Discussion

The results of the study indicate that group counselling services utilising the *Cognitive Defusion* technique are effective in reducing the *insecurity* levels of students at SMP Negeri 1 Toribulu. This can be seen from the decrease in the average *insecurity* score from 73.8 in the pre-cycle (high category) to 61.4 in cycle I (medium category), and finally to 55.5 in cycle II (low category). This decrease in scores was accompanied by noticeable changes in student behaviour, including increased participation in discussions, the courage to express opinions, and the ability to accept personal shortcomings. These quantitative and

qualitative patterns collectively illustrate that the intervention produced consistent improvements across multiple dimensions of student functioning.

The effectiveness of this service can be explained through the basic principle of *Cognitive Defusion*, which originates from the *Acceptance and Commitment Therapy (ACT)* approach. In this theory, individuals are taught to realise that negative thoughts are not facts, but merely temporary mental activities [22]. Through the process of *defusion*, students learn to separate themselves from inhibiting thoughts, such as "I am worthless" or "other people are better than me," and view these thoughts without having to fully believe them [23]. During the counselling process, group dynamics play a crucial role in enhancing the effectiveness of this technique. Through group discussions and exercises, students gain social support from their peers and realise that they are not alone in experiencing feelings of insecurity. This combination of cognitive restructuring and social reinforcement strengthens the internalisation of healthier thinking patterns.

Changes in student behaviour were also evident. At the beginning of the session, most students were closed off and reluctant to speak. However, after participating in several exercises such as "seeing thoughts as passing clouds" or "naming negative thoughts," students began to control their anxiety and express themselves more positively. Observations revealed that by the end of Cycle II, all students had become brave enough to share personal experiences and were more receptive to receiving criticism. These behavioural changes reflect a shift from avoidance-based coping to a more open, engaged, and adaptive emotional response style.

The findings of this study are consistent with the research by Chairunisya et al. [17], which shows that Cognitive Defusion exercises can increase self-awareness and reduce emotional reactivity to negative thoughts. Furthermore, these results align with the views of Munandar et al., who suggest that group dynamics can enhance self-worth through empathy and acceptance among members [16]. The similarity of these findings shows that *Cognitive Defusion* has strong potential for application in an educational context, particularly through group counselling services. Thus, the present study not only reinforces existing evidence but also contributes context-specific support for its applicability in Indonesian school settings.

From a psychological perspective, the *Cognitive Defusion* technique helps students develop *self-acceptance* and *self-awareness* [24]. By recognising that negative thoughts do not need to be fought or avoided, but instead acknowledged and observed consciously, individuals can reduce psychological pressure and increase inner peace. This approach aligns with the objectives of *Guidance and Counselling services*, which aim to help students achieve personal and social well-being [25]. Therefore, the mechanism of change produced by this intervention is theoretically coherent with the broader goals of school-based counselling frameworks.

Additionally, the success of this intervention is influenced by the group context. Through the group counselling process, students learn not only from the counsellor but also from the experiences and support of their peers. Social learning in groups accelerates the process of cognitive and emotional change because individuals feel accepted without judgment [26]. In this study, this dynamic was evident in increased student participation, improved communication skills, and greater acceptance of differences. These findings

emphasise that group-based delivery may enhance the efficiency and reach of cognitive defusion interventions in school environments.

This study has limitations that need to be considered, namely that the number of research subjects is relatively small, so the results cannot be generalised widely. Furthermore, the research was conducted in only one school, so that different learning environments may yield different findings. Future research should therefore involve larger and more diverse samples, as well as longitudinal designs to assess the sustainability of intervention effects.

The implications of this study indicate that the *Cognitive Defusion* technique has the potential to be integrated into the Guidance and Counselling service curriculum in Indonesian schools. With adequate training, guidance counsellors can utilise this technique as a strategy to help students manage negative thoughts, increase self-acceptance, and foster a more supportive and emotionally healthy learning environment. Such integration may enhance the preventive and developmental functions of school counselling, especially in addressing socio-emotional problems prevalent among adolescents.

Overall, the results of this study reinforce previous findings that confirm the effectiveness of Cognitive Defusion techniques in group counselling services or reducing *insecurity* in adolescents [14]. This technique not only helps students manage negative thoughts but also builds a more flexible and healthy way of thinking about themselves and their social environment [27]. Consequently, Cognitive Defusion stands out as a promising intervention for fostering psychological resilience and promoting positive youth development within educational settings.

4. CONCLUSION

This study aimed to determine the effectiveness of group counselling services using *Cognitive Defusion* techniques in reducing feelings of *insecurity* among students at SMP Negeri 1 Toribulu. Based on the implementation of two action cycles, it was found that this service helped students manage negative thoughts, increase self-acceptance, and exhibit behavioural changes in a more positive direction. Thus, the research objective can be said to have been achieved, as evidenced by improvements in the cognitive, emotional, and social aspects of students during the counselling process.

The research findings suggest that group activities, including discussions, defusion exercises, and mutual feedback, play a significant role in facilitating the change process. Students not only learned to understand negative thoughts as mental phenomena that should not always be believed, but also received encouragement and validation from their peers. These results provide practical contributions for guidance counsellors that the *Cognitive Defusion* technique can be integrated into group counselling services as an alternative approach to dealing with *insecurity*, social anxiety, and barriers to self-acceptance in schools.

This study has several limitations, namely the small number of subjects and its implementation in only one school. Therefore, further research is recommended that involves a more diverse sample, utilises an experimental design, and examines the long-term impact of applying *Cognitive Defusion*. Overall, this study contributes to the development

of Guidance and counselling practices and opens up opportunities for integrating *Cognitive Defusion* techniques into the school counselling service curriculum.

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