

EFFECTIVENESS OF HYBRID GROUP GUIDANCE WITH COGNITIVE RESTRUCTURING TECHNIQUES TO OVERCOME THE PROBLEM OF NATIONAL COMMITMENT

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Abstract

The Society 5.0 era brings a big challenge for Indonesia to maintain the nation's identity in the midst of globalization. The alpha generation, which relies on technology, shows a decline in national values. This research aims to increase the national commitment of students at SMA N 1 Mejubo Kudus through the guidance of a hybrid group with cognitive restructuring techniques. The research method uses a pre-experimental design of one group pretest-posttest with data collection through interviews, observations, and scales. The results of the wilcoxon signed rank test showed a significant increase in the average score of national commitment from 134 (low category) to 256 (very high category), with a probability value of 0.012. This increase of 122% shows that hybrid group guidance services with cognitive restructuring techniques are effective in strengthening national commitment. This approach has been proven to help students change their mindset and build a more positive and responsible character. Therefore, subsequent researchers are advised to expand the scope of this study by involving larger groups or using more diverse approaches to test the effectiveness of these techniques in different contexts.

Keywords: hybrid group guidance, cognitive restructuring, national commitment

Introduction

Society 5.0 marks a significant shift in the way people live and interact with technology, leveraging virtual spaces that feel like physical spaces (Nastiti et al., 2020). This concept emphasizes the use of technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), and big data to address social issues, such as population aging, economic inequality, and climate change. Technology not only functions for automation, but also supports the health, education, and infrastructure sectors holistically. This era ensures that people's needs are met by providing high-quality services that support a safe and meaningful life (Abidah et al., 2022). The Indonesian nation must continue to uphold the basic principles as a guideline for life to maintain its existence in the era of society 5.0, by maintaining nationalism and the ideals and characteristics of the Indonesian people. Pancasila is the foundation of the state as well as the guideline for life of the Indonesian nation which will always be attached throughout the existence and decline of the life of the Indonesian nation (Sari et al., 2022).

For 79 years after independence, Indonesian society continues to seek and strengthen its identity so that it can develop and adapt in an increasingly connected and dynamic world. Globalization, as a phenomenon of human civilization, is dynamic and continues to change, becoming part of the process of human life. (Ratri et al., 2022). Globalization has changed cultural values, brought positive and negative impacts, and presented challenges and opportunities for the Indonesian nation, especially the younger

generation. With the fading of national borders, the principles of Pancasila must be upheld so that Indonesian society can survive in the era of globalization. If the younger generation is able to carry out the values of the Pancasila ideology, the 1945 Constitution, and commitment to the Republic of Indonesia well, the ideals of a nation with noble character can be realized in the future. (Rizky et al., 2022).

As a developing country, Indonesia needs to preserve the identity and values of Pancasila in the era of society 5.0, especially for the alpha generation who grew up in the digital world. This generation, despite having high technological skills, faces challenges of globalization such as declining solidarity, nationalism, and love of the homeland. In the context of education, many students experience identity confusion and lack of awareness of national values, which has the potential to weaken their sense of patriotism and responsibility as citizens. Therefore, effective interventions to increase national commitment are needed.

The phenomenon of low national commitment among students has become a concern in various studies. (Kurniawan et al., 2023) revealed that globalization and the influence of foreign cultures caused a national identity crisis, which weakened the sense of national defense and reduced participation in national activities. In addition, (Bintari et al., 2021) emphasized the importance of Pancasila values as a foundation for teenagers to face the challenges of globalization and technology. They also recommended the integration of Pancasila values through education and extracurricular activities to build a sense of national identity. Meanwhile, (Widya et al., 2023) revealed that the influence of globalization, media, and foreign culture can cause confusion in understanding national identity, thereby reducing national commitment among students.

This study aims to prevent problems related to national commitment at SMA N 1 Mejobo Kudus by strengthening a sense of togetherness and responsibility in the school environment. For this reason, researchers use group guidance services with cognitive restructuring techniques, which are carried out in a hybrid manner through offline and online meetings using WhatsApp Group and Google Meet. Researchers focus on changing students' negative mindsets to positive ones, because mindsets greatly influence behavior. Cognitive restructuring techniques can help students change their misunderstanding of national values, by replacing wrong thoughts with more rational and positive thoughts. (Nurkia et al., 2020).

The phenomenon of low national commitment at SMA N 1 Mejobo Kudus can also be seen from the results of observations and interviews which found that several students ignored national activities, such as chatting during the flag ceremony, being late for national activities, and playing with their cellphones during the ceremony.

Previous research, such as that conducted by (Nuraeni et al., 2024), (Rahim et al., 2024), and (Ni'mah et al., 2023), shows that group guidance services with cognitive restructuring techniques can help overcome problems such as academic stress and increase learning motivation. Although there are differences in research techniques and contexts, this study focuses on the use of these techniques to improve national commitment. Other studies show that hybrid group guidance with cognitive restructuring techniques based on *ngudi kasampurnan* values can increase religious tolerance in high school students (Zamroni, Gudnanto, et al., 2024; Zamroni, Lestari, Gudnanto, Fitriyah, et al., 2024; Zamroni, Lestari, Gudnanto, Kholik, et al., 2024).

Based on the results of interviews and observations, the researcher concluded that the low level of national commitment in SMA N 1 Mejobo Kudus can be overcome with hybrid group guidance services using cognitive restructuring techniques. This is expected to form a positive and rational mindset that supports national values, as well as increase the sense of unity and togetherness among students. This study is expected to contribute

to the development of more effective guidance programs in high schools, especially in SMA N 1 Mejobo Kudus, in increasing national commitment among students.

Method

This study uses a quantitative approach with Pre-Experimental Designs and chooses the One Group Pretest-Posttest design to measure the effectiveness of hybrid group guidance services with the Cognitive Restructuring technique in improving students' national commitment at SMA N 1 Mejobo Kudus. The study population includes all students in grades XI-4 of SMA N 1 Mejobo Kudus who experience problems in national commitment. The sample was selected using the stratified random sampling technique to ensure a balanced representation of various class levels and student backgrounds. Of the total 32 students, 8 students were selected as research samples.

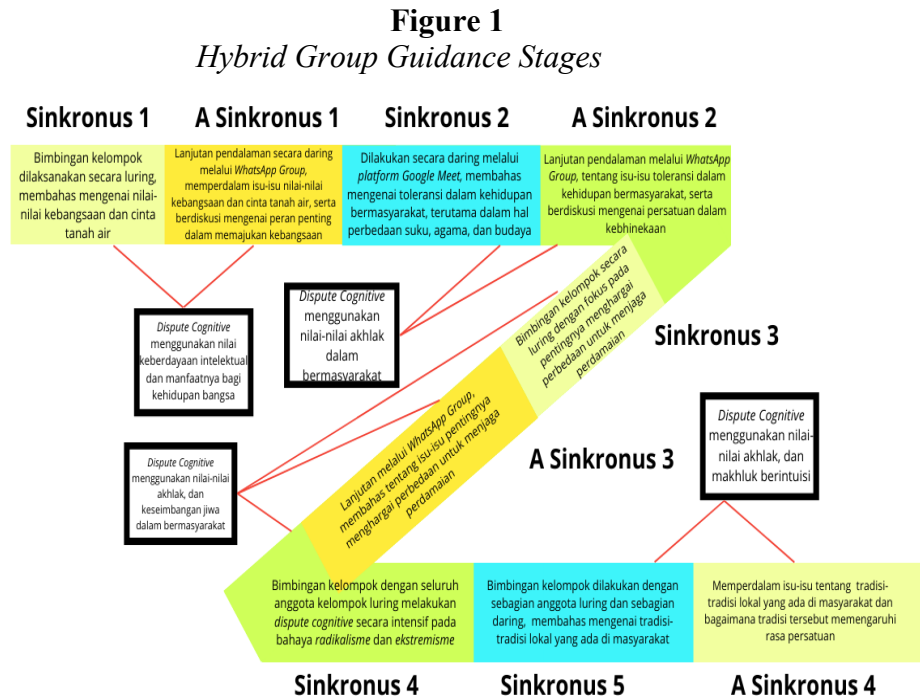
Data were collected through a Likert scale questionnaire used to measure students' attitudes and perceptions before and after the intervention. To ensure the quality of the instrument, validity and reliability tests were conducted using the SPSS 20 License Authorization Wizard program, so that each question in the questionnaire actually measures the variables studied accurately and consistently. The validity test conducted showed that of the 80 instrument items tested for validity, 60 items were declared valid, while 20 items were invalid. The validity test used r table 0.3610, in accordance with the research DF (30-2). Also, the results of the reliability test showed a Cronbach's Alpha value of 0.983, exceeding the standard of 0.700, so this research instrument was declared very reliable. The instruments used in this study were compiled based on seven indicators of commitment, namely: (1) Understanding of Nationality and National Identity, (2) Love of the Homeland, (3) National Behavior in Daily Life, (4) Willing to Sacrifice, (5) Unity and Oneness, (6) Social Cooperation in Diversity, and (7) Emotional Resilience and National Motivation.

Each indicator is developed into several statements consisting of positive and negative statements. For example, in the Understanding of Nationality and National Identity indicator, one of the positive statements is "I am aware that Indonesia is a country with diverse tribes and cultures," while negative statements are like "I don't care about the history of Indonesia's struggle for independence." In the Love of the Homeland indicator, for example, with the statement "I am proud to be an Indonesian citizen" as a form of positive statement, and "Living abroad is better than in Indonesia" as a form of negative statement. Other indicators are also compiled in a similar manner, with statements that represent the attitudes, thoughts, and behavior of students related to the values of friendship in daily life. These items were carefully constructed to capture the cognitive, affective, and behavioral aspects of national commitment, which are the main focus of this study.

The hybrid group guidance service in this study combines face-to-face and online sessions, which are designed to increase the effectiveness of the intervention. The Cognitive Restructuring technique is applied to help students change negative mindsets about national values, so that they can strengthen their understanding and commitment to the nation. The data obtained were analyzed using the Wilcoxon signed rank test with the help of SPSS software to determine changes in the level of national commitment before and after being given hybrid group guidance services using the Cognitive Restructuring technique. The results of this study are expected to provide insight into the effectiveness of the hybrid group guidance method in increasing national awareness and nationalism of students.

Result and Discussion

Based on the stages explained and carried out by (Zamroni et al., 2023), put forward hybrid group guidance with cognitive restructuring techniques implemented synchronously and asynchronously. The stages of activities and explanations of hybrid group guidance with cognitive restructuring techniques, to overcome the problem of national commitment, can be seen in the following picture:



Theoretically, this intervention is based on the cognitive restructuring framework derived from Beck's (1976) Cognitive Theory, which states that cognitive distortions play a fundamental role in shaping affective responses and behavioral outcomes. In the context of this study, students showed manifestations of declining national commitment, such as apathy during flag ceremonies, inappropriate use of mobile phones during national rituals, and preference for non-local products. These behaviors can be understood as external expressions of internalized negative cognitive schemas regarding national identity, which are precisely the targets of the cognitive restructuring intervention.

By integrating cognitive restructuring within a group guidance framework, the intervention not only adheres to core theoretical principles but also demonstrates ecological validity by directly addressing the psychological and sociocultural dynamics present in the study site. The hybrid format provides a flexible yet structured platform for sustained cognitive engagement, peer interaction, and internalization of values. Furthermore, this approach aligns with contemporary educational psychology paradigms that emphasize the role of social-cognitive interventions in shaping pro-social and citizenship behaviors in adolescents.

Thus, the results of this study not only contribute to the empirical validation of hybrid group guidance using cognitive restructuring techniques, but also to the theoretical discourse on how structured cognitive-behavioral interventions can be effectively contextualized in school settings to foster national identity and civic responsibility among youth.

Before the implementation of hybrid group guidance services with cognitive restructuring techniques, the national commitment value of students was at an average

score of 134, which was included in the low category. After the service was provided, the average score increased significantly to 256, with an increase of 122%, so that it entered the very superior category.

Table 1
Comparison of Pretest and Posttest Values of Students' National Commitment

No.	Initial	Pretest – Score	Pretest – Category	Posttest Score	Posttest – Category	Difference	Information
1	A.B.M	104	Low	268	Very High	164	Increased
2	S.D.B	142	Low	225	High	83	Increased
3	Z.V.H.H	130	Low	281	Very High	151	Increased
4	I.L.G	146	Moderate	283	Very High	137	Increased
5	M.Z.M	109	Low	252	High	143	Increased
6	D.A.W	123	Low	290	Very High	167	Increased
7	S.A.M.P	160	Moderate	242	High	82	Increased
8	M.R.A	158	Moderate	207	High	49	Increased
Average		134	Low	256	Very High	122	Increased

The results of the analysis obtained reflect the effectiveness of this hybrid group guidance service in strengthening students' national commitment, as presented in the table containing details of the test results, as follows:

Table 2
Results of Wilcoxon Signed Rank Test Analysis of Students' National Commitment in Pre-test and Post-test

Test Statistics ^a	
	Post Test
	- Pre Test
Z	-2.521 ^b
Asymp. Sig. (2-tailed)	,012

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the data presented in the table above, the probability value of Asymp. Sig. (2-tailed) for students' national commitment is 0.012, which is below the alpha significance level of 0.05 ($0.012 < 0.05$). Based on these results, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Thus, the hypothesis tested in this study can be stated as proven effective, namely "there is a significant and positive difference in the level of students' national commitment before and after the provision of hybrid group guidance services with cognitive restructuring techniques". Furthermore, to see the direction of the higher pretest and posttest differences, it can be seen in the following table:

Table 3
Results of Differences between Pre-test and Post-test of Students' National Commitment

Ranks						
				N	Rank	Mean of Ranks
Test - Test	Post		Negative	0 ^a		0,00
	Pre		Positive	8 ^b		4,50
			Ties	0 ^c		
			Total	8		
a. Post Test < Pre Test						
b. Post Test > Pre Test						
c. Post Test = Pre Test						

Based on the table above, it can be seen that all students who participated in this study (N=8) showed an increase in their national commitment scores after being given intervention services. No students were found who experienced a decrease in scores (Negative Ranks) or whose scores remained the same (Ties).

The results of the analysis showed a significance value of 0.012, which is smaller than the significance limit of 0.05 ($0.012 < 0.05$). This means that the increase in students' national commitment scores after the intervention was statistically significant. Thus, these results prove that hybrid group guidance services that integrate cognitive restructuring techniques are effective in increasing students' national commitment. The hybrid approach that combines direct meetings (face-to-face) and online meetings provides flexibility in implementing services. Meanwhile, cognitive restructuring techniques play an important role in helping students change negative mindsets to be more positive towards national values, so that they better understand, appreciate, and apply these values in their daily lives.

This research is in line with the research by (Keli, 2020) stated that the use of cognitive restructuring techniques in group guidance significantly influences junior high school students' learning anxiety. This is also supported by the opinion of (Mayasari et al., 2017) which states that group guidance services are considered effective because with group guidance group members are trained to improve their communication skills.

Cognitive restructuring techniques play an important role in changing students' mindsets from negative to positive. The techniques provided are in line with by (Siregar, 2024), which states that this Cognitive Restructuring Technique teaches students to think positively or logically about their experiences, so that they can have more rational thinking. In addition, research (Windaniati, 2015) also supports that cognitive restructuring techniques not only help clients learn to recognize and stop negative/self-destructive thoughts but also replace these thoughts with positive ones.

Increasing national commitment can create an atmosphere of peace and brotherhood, such as living in harmony in diversity, and being able to appreciate and love the culture that exists in Indonesia. This is reinforced by (Aulia et al., 2025) who found that national commitment is important to see how much a person or group appreciates the state ideology, especially Pancasila, Pancasila is the basis for creating good relations between religions and cultures in Indonesia, and avoiding intolerance towards differences. Pancasila also functions as a unifier and director so that Indonesia becomes a just and prosperous country.

After the cognitive restructuring intervention, all indicators of national commitment showed significant improvement. "Understanding of Nationality and National Identity" increased from 99 to 174 (a difference of 75), in line with the findings (Zamroni et al., 2023). "Love of the Homeland" increased from 348 to 656 (a difference

of 308), supporting research (Amin et al., 2022). "National Behavior in Daily Life" rose from 141 to 259 (a difference of 118), in line with the results (Herdayanti et al., 2021). "Willing to Sacrifice" increased from 84 to 162 (a difference of 78), in line with (Fadilah, 2019). "Unity and Unity" rose from 220 to 311 (a difference of 91), in favor (Mastur et al., 2012). "Social Cooperation in Diversity" rose from 165 to 314 (a difference of 149), in line with (Hartanti et al., 2022). Finally, "Emotional Resilience and National Motivation" increased from 75 to 172 (a difference of 97), supporting the research. (Arsini et al., 2024). Overall, these results are in line with previous research that confirms the effectiveness of this technique in increasing national commitment.

Based on the results of this study, it can be concluded that national commitment has a strategic role in creating a harmonious and conducive school environment. Increasing the national commitment of students significantly contributes to strengthening positive values, such as mutual respect, cooperation, and a sense of responsibility for diversity. Because, national commitment is an inseparable instrument for realizing the goals of national education, namely creating a young generation with noble character, competence and commitment. (Aulia et al., 2025). Thus, hybrid group guidance services with cognitive restructuring techniques have proven effective as a method to develop and strengthen national commitment at SMA N 1 Mejobo Kudus. However, the results of this study still have limitations because they were only conducted in one school in the Kudus area, so they cannot be generalized widely without further research in different contexts.

Conclusion

The results of the study indicate that hybrid group guidance services with cognitive restructuring techniques are effective in increasing students' national commitment. The implications of the results of this study indicate that the services implemented can significantly improve the desired outcomes. Therefore, it is recommended for subsequent researchers to further examine the implementation of this service in more diverse contexts, such as at various levels of education or by involving larger groups of students, to evaluate the extent to which its effectiveness can be maintained in the long term.

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Author Contributions Statement

Each author has a clear role in this study. DR is responsible for the design of the study and data analysis, EZ contributed to data collection and implementation of the hybrid group guidance technique, while RH developed the theoretical framework and made final edits to the article. All authors participated in the preparation, revision, and finalization of the article before publication.

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