



# STUDENTS' PERSPECTIVE: HOW CAN COGNITIVE BEHAVIOR THERAPY (CBT) LEARNING MEDIA BE MADE MORE INTERESTING?

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## Abstract

Students in the Guidance and Counseling program often struggle to understand and apply Cognitive Behavior Therapy (CBT) theory in their counseling work. This research aimed to find out which learning materials students find engaging and helpful for mastering the CBT approach, and to create an interesting and effective educational environment. We used a quantitative survey method with a sample of 36 Guidance and Counseling students from Universitas Negeri Yogyakarta. The survey employed a Likert scale from 1 to 4 to evaluate 17 statements focused on their needs regarding content, visual design, interactivity, and technology in CBT learning materials. The findings showed that many students found it hard to grasp CBT theory when depending on traditional methods. They expressed a need for interactive, practical, and Indonesian-language resources. An overwhelming 97.2% of students preferred materials that included practical exercises and case simulations, while 100% recognized the importance of accessibility through digital platforms. They also showed interest in ideal CBT learning materials that are interactive, driven by technology, easy to access, and include simulation and practice questions. These insights can help in developing new educational tools that improve the understanding and practical counseling skills of Guidance and Counseling students.

**Keywords:** Cognitive Behavior Therapy; students; learning media; perspective

## 1. Introduction

Guidance and Counseling students (BK students) are prospective counselors or BK teachers. To become counselors or BK teachers, they need to complete a bachelor's degree (S1) in the field of guidance and counseling in accordance with Permendikbud No. 11 of 2014. During this education, BK students are required to have the ability to practice BK services in accordance with academic competencies and principles of professionalism (Putri, 2016). This is still in line with the Regulation of the Minister of National Education Number 27 of 2008 concerning the Standards of Academic Qualifications and Counselor Competencies, namely having pedagogical, personality, social, and professional competencies. Based on these standards, prospective BK teachers or prospective counselors require a learning process that integrates theoretical and practical knowledge (Neukrug, 2022). During this education, BK students need practical learning media and facilitate understanding to master the theory and real practice of BK services in the real world (Nur'aini, 2005).

Using appropriate learning media will facilitate the learning process by facilitating conceptual understanding, making learning more effective and practical. Therefore, in the learning process, it is important to select and use learning media to support the learning outcomes, as learning media alone can either improve or worsen learning outcomes (Koçak dkk., 2021). To improve the competence of guidance and counseling students, it is necessary to use and develop learning media that meet their needs.

BK services are professional because these services are based on theory, various Counseling theories/approaches need to be studied and mastered by BK students. Some approaches include *Rational Emotive Behavior Therapy* (REBT), *Cognitive Behavior Therapy* (CBT), and *Cognitive Therapy* (CT) is part of cognitive counseling theory (Corey, 2024). One theory/approach that has been widely used in various counseling settings is *Cognitive Behavior Therapy* (CBT). The CBT approach views psychological problems as related to erroneous and negative thinking patterns, which then influence a person's feelings and behavior (Beck, 2021). Because thoughts are closely linked to influencing feelings and behavior, the goal of CBT counseling is to challenge irrational thoughts and replace them with more rational ones based on factual evidence (Erford, 2020).

The CBT approach is one of the most widely used and researched counseling approaches globally due to its effectiveness in treating various psychological disorders. CBT is a structured, goal-oriented approach that emphasizes collaboration between counselor and client through techniques applicable to everyday life (Corey, 2024). A comparative analysis of 199 psychotherapy effectiveness studies showed that CBT appeared in 70% of the studies, far surpassing other approaches such as psychodynamic and humanistic (Cuijpers dkk., 2008).

Although an understanding of counseling theory/approaches is essential, conditions in the field indicate that many guidance and counseling teachers are still unable to apply counseling theory/approaches due to a lack of understanding of the material (Rohmawati, 2015). This is certainly related to the educational process of students as prospective guidance and counseling teachers or counselors. A learning method used to learn counseling theory that does not match the student's learning characteristics can be one of the causes of low student counseling practice skills.

This suggests that the theoretical learning undertaken has not fully guaranteed the practical skills of BK students in effectively applying counseling approaches. One reason is the overly theoretical delivery method and the lack of applicable content. Meanwhile, for prospective counselors or BK teachers, improving their ability to understand and apply counseling approaches such as CBT is crucial, particularly for counseling services when dealing with issues related to negative thoughts, maladaptive behavior, or emotional disturbances. Application of counseling theories such as Cognitive Behavior Therapy (CBT) in the BK education curriculum provides a strong foundation for students to develop the necessary counseling skills (Nuraeni & Ratnaya, 2023).

In the educational context, particularly for guidance and counseling students, effective delivery of material will significantly impact the understanding and skills required to become a counselor who meets competency standards. Relevant learning media are expected to support the integration of theory and practice (Astuti & Lestari, 2022), enabling students to apply their knowledge in real-world situations. For example, through the development of technology can also open new opportunities in learning.

Online learning media and internet-based applications provide much-needed flexibility and accessibility for students, enabling them to learn anytime and anywhere. By utilizing digital platforms, learning materials can be tailored to be more interactive and engaging, increasing student interest in learning complex concepts or theories (Küçükler, 2021). This aligns with the statement that engaging and easily accessible media can create an active and innovative learning environment, thus supporting the process of mastering the material (Nuraeni & Ratnaya, 2023).

Integrating technological elements into counseling education not only enhances the learning experience but also strengthens students' competencies in applying knowledge of CBT theory/approaches. Therefore, focusing on the selection and use of appropriate learning media is crucial in improving the quality of education and students' readiness to become counselors.

This step not only provides theoretical knowledge but also prepares students to face real-world challenges in counseling practice. Thus, this research was conducted with the aim of exploring students' perspectives on learning media. *Cognitive Behavior Therapy* (CBT) that they find interesting and supportive of understanding.

## 2. Method

This study is a quantitative pilot study. Data collection was performed through a survey method involving 36 undergraduate students from the Guidance and Counseling program at Universitas Negeri Yogyakarta. The survey included 17 statements measured on a Likert scale ranging from 1 to 4. The response categories are defined as 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The collected data were analyzed using descriptive statistical analysis methods. The research sample was chosen using a random sampling technique, which ensured that all students had equal chances to participate in the study. Below is a code table corresponding to each statement item.

**Table 1. CBT Learning Media Needs Survey Statement Item Codes**

| Statement Items  | Code |
|--|------|
| I struggle to grasp the concepts of CBT counseling theory solely through reading books or course materials.  | P1   |
| I recognized the necessity for a learning resource that presents CBT counseling theory in an accessible, interactive, and self-directed manner.                  | P2   |
| The existing Cognitive Behavior Therapy (CBT) resources are overly theoretical and not practical enough.   | P3   |
| I still haven't figured out how to recognize automatic thoughts in the client's situation.   | P4   |
| I am struggling to grasp the primary methods used in CBT (such as cognitive restructuring, reframing, etc.).   | P5   |
| I found it challenging to comprehend the CBT material as a large portion of the literature was written in English.   | P6   |
| It would be beneficial for me to have access to learning resources containing CBT materials in Indonesian.   | P7   |
| Utilizing learning materials in Bahasa Indonesia helps me better grasp the concepts and techniques of CBT.   | P8   |
| I think it is beneficial to have interactive media that educates on the CBT thought process for comprehending different cases.                                   | P9   |
| I think it's beneficial to have resources that include practice questions or case simulations to enhance case conceptualization abilities using the CBT method.  | P10  |
| I'm looking for engaging and accessible resources so that I can study CBT concepts independently whenever and wherever I want.                                   | P11  |
| I'm looking for engaging and accessible resources so that I can study CBT concepts independently whenever and wherever I want.                                   | P12  |
| If there are educational resources available on a website, I would appreciate a practice or quiz section to evaluate my grasp of CBT counseling theory.          | P13  |
| I am interested in learning materials that include visual aids or instances demonstrating the application of CBT counseling theory in a case.                    | P14  |
| I find it beneficial to have access to interactive simulations on the website to improve my skills in applying CBT theory to case scenarios and their treatment. | P15  |
| Using a website as a learning resource allows me to study on my own terms and adaptively using either my laptop or mobile device.                                | P16  |
| I am more encouraged to study when I utilize engaging learning resources that are easy to access and employ simple Indonesian that is easy to comprehend.        | P17  |

### 3. Results and Discussion

#### 3.1 Result

Based on the results of the descriptive statistical analysis, a frequency calculation was obtained for each statement item. The components analyzed included the frequency of categories in each statement item as a basis for discussing the characteristics of learning media needed by students. The results of the analysis are presented in the following table.

**Table 2 Results of the Analysis of the Statement Items of the CBT Learning Media Needs Survey**

| Item Code | STS       |         | TS        |         | S         |         | SS        |         | Total Percentage |
|-----------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|------------------|
|           | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |                  |
| P1        | -         | -       | 4         | 11,1    | 21        | 58,3    | 11        | 30,6    | 100              |
| P2        | -         | -       | 1         | 2,8     | 16        | 44,4    | 19        | 52,8    | 100              |
| P3        | -         | -       | 3         | 8,3     | 22        | 61,1    | 11        | 30,6    | 100              |
| P4        | -         | -       | 8         | 22,2    | 18        | 50,0    | 10        | 27,8    | 100              |
| P5        | -         | -       | 7         | 19,4    | 18        | 50      | 11        | 30,6    | 100              |
| P6        | -         | -       | 3         | 8,3     | 18        | 50      | 15        | 41,7    | 100              |
| P7        | -         | -       | -         | -       | 19        | 52,8    | 17        | 47,2    | 100              |
| P8        | -         | -       | -         | -       | 9         | 25      | 27        | 75      | 100              |
| P9        | -         | -       | -         | -       | 17        | 47,2    | 19        | 52,8    | 100              |
| P10       | -         | -       | 2         | 5,6     | 12        | 33,3    | 22        | 61,1    | 100              |
| P11       | -         | -       | -         | 0       | 11        | 30,6    | 25        | 69,4    | 100              |
| P12       | -         | -       | 4         | 11,1    | 12        | 33,3    | 20        | 55,6    | 100              |
| P13       | -         | -       | 2         | 5,6     | 17        | 47,2    | 17        | 47,2    | 100              |
| P14       | -         | -       | -         | -       | 16        | 44,4    | 20        | 55,6    | 100              |
| P15       | -         | -       | -         | -       | 14        | 38,9    | 22        | 61,1    | 100              |
| P16       | -         | -       | -         | -       | 12        | 33,3    | 24        | 66,7    | 100              |
| P17       | -         | -       | -         | -       | 10        | 27,8    | 26        | 72,2    | 100              |

#### 3.2 Discussion

##### A. Content and Curriculum Aspects

The analysis showed that students struggle to understand CBT theory using traditional learning methods. 88.9% of students (58.3% agree plus 30.6% strongly agree) recognized difficulties in grasping CBT theory just by reading books or modules (P1). Research highlights the need for a more interactive approach to therapy, which combines cognitive and behavioral elements to achieve better patient outcomes (Lidkk., 2023). This issue is underscored by the fact that 91.7% of students found the available CBT materials too theoretical and not practical enough (P3).

The challenge of understanding concepts is clear when it comes to recognizing automatic thoughts. 77.8% of students said they did not know how to spot them in clients (P4). Similarly, 80.6% of students had trouble grasping key CBT techniques like cognitive restructuring and reframing (P5). Language barriers were also a big issue. 91.7% of students found it hard to work with the material because much of the literature was in English (P6).

The response to the need for content showed strong enthusiasm. Research indicates that using practical and engaging learning tools can improve understanding (Litke dkk., 2023). The analysis revealed that 97.2% of students needed learning materials that were practical, engaging, and usable on their own (P2). There was a very high demand for media in the Indonesian language. 100% of students believed it would be helpful if CBT learning resources were available in Indonesian (P7). Furthermore, all students thought that materials in Indonesian would make understanding CBT concepts and techniques easier (P8). Additionally, 94.4% of students wanted media that provided visualizations or examples of how to apply CBT theory in real-life situations (P14).

### **B. Visual and Interaction Design Aspects**

The need for interactivity in CBT learning materials is very high. All students felt that interactive media for teaching CBT thinking patterns would be helpful (P9). Previous research shows that interactive learning materials can increase student engagement in the learning process. For example, research highlights that video media can create a more dynamic and engaging learning experience (Adianto dkk., 2023). The demand for practice and simulation features is also significant, with 94.4% of students wanting materials that include practice questions or case simulations to improve their case conceptualization skills using a CBT approach (P10). The analysis indicates that using interactive simulations can help students apply theory in practice. Studies suggest that multimedia, including simulations, offers a more engaging and interactive learning experience (Nurgianti dkk., 2023).

Additionally, students believe that learning materials should have practical and engaging elements. Research shows that learning with integrated technology in an interactive model can offer a more engaging experience, promoting greater interaction between students and the content (Firman dkk., 2023). In this context, 97.2% of students expressed the need for media that is engaging, practical, and can be used independently (P2). This aligns with the goal of developing materials that are accessible and cater to individual learning styles. The need for such media matches research that indicates learning through interactive multimedia can help students better apply what they have learned (Costa dkk., 2023).

Learning evaluation features are also important, with 88.9% of students asking for exercises or quizzes to test their understanding of CBT counseling theory (P13). Various studies show that quizzes and exercises effectively improve student learning outcomes and reflection (Julianti dkk., 2022). Developing assessment tools like interactive quizzes often encourages active student participation, which can boost their motivation and engagement in learning.

The interactive simulation aspect received positive feedback from all students, who found access to interactive simulations helpful for improving their skills in using CBT theory in case studies and treatment (P15). Learning motivation also closely relates to media design. All students reported feeling more motivated when using engaging, accessible learning materials in Indonesian (P17). Using a language familiar to students, in this case, Indonesian, is crucial for enhancing the overall learning experience. Studies support the idea that using familiar language in learning materials can enhance comprehension (Alyspa dkk., 2023).

### **C. Technology and Accessibility Aspects**

Digital platforms and websites received strong support from students. All students believed that digital learning media would help them understand the stages of CBT counseling in order (P12). The ability to access resources flexibly was important. All students rated digital-

based learning media as tools that support independent and flexible learning using a laptop or mobile phone (P16). Results show that digital platforms can improve flexibility and accessibility in learning. Research indicates that internet-based education, including CBT, is easy for students to access, allowing them the freedom to manage their study schedules (Al Mamun dkk., 2021). Additionally, studies have found that using technology, especially Google Classroom, as a learning tool is linked to better student learning outcomes (Ramadhan dkk., 2021).

Having access to media on laptops or mobile phones is vital for enhancing the learning experience. The demand for easy access and independent study is reflected in the 94.4% of students who need engaging and simple media for independent CBT learning at any time and in any location (P11). Research shows that student satisfaction with user-friendly learning media, like computer technology, positively impacts their learning experience, even if it is not directly related to CBT (An & Kim, 2021). This also relates to the high motivation to learn when using accessible and flexible media (Abdurrokhim dkk., 2022). In this study, all students felt more motivated by learning media that was engaging, easily accessible, and used the Indonesian language (P17).

#### **D. Relation to Previous Theory and Research**

Digital platform-based websites received strong support from students. All students believed that digital learning tools would help them understand the stages of CBT counseling in order (P12). Flexibility of access was a key factor, with all students rating digital-based learning media as a website that supports independent and flexible learning on laptops or mobile phones (P16). Results indicate that digital platforms can improve flexibility and access in learning. Research shows that internet-based education, including CBT, is easy for students to access and allows them to manage their study schedules flexibly (Al Mamun dkk., 2021; Elindasari dkk., 2024). Additionally, research has found that using technology, especially Google Classroom, as a learning tool is positively linked to student learning outcomes (Gillespie, 2022; Ramadhan dkk., 2021).

The availability of media that can be accessed via laptop or mobile phone is vital for improving one's learning experience. The need for easy access and independent learning is shown by 94.4% of students who want engaging and easy-to-understand media for independent CBT study anytime and anywhere (P11). Research indicates that student satisfaction with user-friendly learning media, such as computer technology, positively enhances their learning experience, though it is not directly connected to CBT (An & Kim, 2021; Lee dkk., 2020). This is consistent with the high learning motivation linked to accessible and flexible media (Abdurrokhim dkk., 2022). In this study, all students felt more motivated when using media that was engaging, easy to access, and in Indonesian (P17).

#### **E. Research Limitations**

This study has several limitations, namely: 1) the number of research samples is small, which potentially does not represent the overall heterogeneity of the characteristics of guidance and counseling students; 2) this study is a pilot test so that further testing is needed to confirm the existing findings on a wider scale; 3) the method used is a statement with closed answers, so it does not explore respondents' answers related to the expected learning media.

### **4. Conclusion**

The analysis of this study found that students tend to prefer interactive, practical, and accessible CBT learning media, which support independent learning, contain Indonesian language content, provide exercises and quizzes, and are integrated with technology. The research findings identify the characteristics of learning media for CBT lectures that are attractive to students. Based on existing limitations, it is recommended that further research focus on developing CBT learning media tailored to student needs and scientifically proven for

effectiveness. Furthermore, further research can also focus on identifying student perspectives on the characteristics of attractive CBT learning media on a broader scale, thereby reaching a more heterogeneous population.

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