

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

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### Abstrak

Mahasiswa Bimbingan dan Konseling masih menghadapi kesulitan dalam memahami dan menerapkan teori Cognitive Behavior Therapy (CBT) dalam praktik konseling. Penelitian ini dilakukan untuk mengetahui media pembelajaran seperti apa yang dianggap menarik dan efektif oleh mahasiswa dalam mempelajari pendekatan CBT yang menarik dan efektif. Metode yang digunakan adalah survei kuantitatif yang melibatkan tiga puluh enam mahasiswa BK Universitas Negeri Yogyakarta. Instrumen penelitian berupa skala Likert empat tingkat yang terdiri atas tujuh belas pernyataan yang berfokus pada aspek kebutuhan mahasiswa terkait konten, desain visual, interaktivitas, serta teknologi dalam media pembelajaran pendekatan CBT. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa mengalami kesulitan memahami teori CBT jika hanya melalui metode konvensional dan membutuhkan media yang interaktif, praktis, serta berbahasa Indonesia. Hampir seluruh responden menyatakan menyukai media dengan fitur latihan dan simulasi kasus, dan semua peserta menilai pentingnya aksesibilitas melalui platform digital. Mereka juga tertarik dengan media pembelajaran CBT yang ideal, yaitu interaktif, berbasis teknologi, mudah diakses, serta dilengkapi fitur simulasi dan latihan soal. Temuan ini dapat menjadi acuan dasar pengembangan media pembelajaran inovatif untuk meningkatkan pemahaman dan keterampilan praktik konseling mahasiswa BK.

**Kata Kunci:** Cognitive Behavior Therapy; mahasiswa; media pembelajaran; perspektif

### Abstract

Counseling and Guidance students frequently struggle to grasp Cognitive Behavior Therapy (CBT) concepts through traditional learning methods. This study explores what kind of learning media students find engaging and effective for studying CBT. A method used was a quantitative survey involving thirty-six counselling and guidance students from Universitas Negeri Yogyakarta. The research instrument using a four-level Likert scale consisting of seventeen statements focusing on their needs regarding content, design, and accessibility. The results revealed a strong preference for interactive media featuring practical case examples in Indonesian. Almost all students were particularly interested in simulation features, and all participant considered accessibility through digital platforms to be important. They were also interested in ideal CBT learning media, namely interactive, technology-based, easily accessible, and equipped with simulation and exercise features. These findings can be used as a basic reference for the development of innovative learning media to improve students' understanding and counselling skills.

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

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## 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.

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 et al., 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 et al., 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 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, enabling students to apply their knowledge in real-world situations. 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 to explore students' perspectives on learning media. CBT that they find interesting and supportive of understanding.

**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 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

## 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. Table 1 is a code table corresponding to each statement item.

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

Item Code	SD		D		A		SA		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

## 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. Table 2 shows the frequency distribution for each survey item, highlighting how students viewed content, design, interactivity, and accessibility of the media

The data analysis indicates that most students struggled to grasp CBT theory when relying solely on books of lectures. This suggests that traditional methods do not foster deep understanding. Students expressed a strong desire for media that combines theoretical explanations with practical examples. They believe that visual and interactive methods can help them better understand CBT principles.

In terms of content and language, students noted that many existing CBT materials were too theoretical and hard to understand, mainly because they were written in English. This created barriers to comprehension and practical application. Consequently, students stressed the need for

resources in the Indonesian language, featuring clearer examples of counselling dialogues and case studies. These findings underscore materials that are culturally and linguistically accessible to enhance students' learning experiences.

Regarding visual design and interaction, the results showed that students highly valued interactivity in learning materials. They thought interactive media, especially those with simulations and visualizations of CBT processes, would clarify abstract concept like cognitive restructuring, automatic thoughts, and reframing techniques. The demand for case simulations and practice exercises suggests that students prefer a learning model that not only explains CBT principles. This supports prior findings that interactive features can boost engagement and retention of complex subjects.

Evaluation features were also seen as important. Students showed a strong preference for quizzes or practice questions within the learning media. They viewed these elements as useful for checking comprehension and reinforcing learning. Including self-assessments tools would allow learners to gauge their progress and identify areas for improvement, which is especially relevant in CBT learning that demands reflection and application of techniques.

From a technological and accessibility standpoint, students had a positive attitude towards digital learning media. They preferred media that could be accessed on both laptops and mobile devices, promoting flexible and self-paced learning. This highlights to encourage students independence in mastering CBT concepts. Students felt more motivated when using engaging, easy-to-negative supports the incorporation of technology-enhanced learning as an effective approach for counselling education.

In summary, the descriptive findings showed that students want CBT media that is not only informative but also practical, interactive, and accessible. They value materials in the Indonesian language, featuring visual simulations and exercise, and offered via digital platforms. These preferences provide a solid base for creating innovative learning media aimed at improving both conceptual and practical mastery of CBT among Guidance and Counselling students.

## **DISCUSSION**

The results of the analysis show that BK students still face significant challenges in understanding CBT theory through conventional learning methods. Most students admit that learning through books or modules alone is not enough to help them understand the basic principles of CBT application in the context of counselling. For example, research emphasizes the importance of a more interactive approach in therapy that combines cognitive and behavioral aspects to achieve better outcomes in patients (Li et al., 2023). This problem is reinforced by the tendency of students who consider that the CBT materials currently available are too theoretical and do not provide adequate examples of application in real situations.

Furthermore, the challenge of conceptual understanding is clearly seen in the aspect of automatic mind identification; some students admitted that they have not been able to recognize the automatic mind of counseling properly because of the difficulty of applying CBT techniques in the context of counseling. Similarly, with the main techniques of CBT such as cognitive restructuring and reframing, some students have difficulty understanding them. In addition to facing obstacles in understanding theory, students also show high enthusiasm for the availability of practical and interesting learning media, as research has shown that the use of practical and interesting learning media can improve understanding (Li et al., 2023). Therefore, students' needs for learning media that are practical, easy to use independently, and display examples of the application of CBT theory are very important to pay attention to.

The need for Indonesian language media also emerged as a dominant factor that influenced students' interest in learning, and all students considered that the availability of CBT learning media in Indonesian would help them understand concepts better. Not only that, students also show interest in media equipped with visualizations or examples of the application of CBT in real cases, because this kind of presentation is considered to be more helpful for them in understanding the relationship between theory and counseling practice.

The need for interactivity in CBT learning media shows a very high level. Almost all students stated that it would be helpful if there were interactive media that taught CBT thinking patterns in understanding cases. Previous research has shown that interactive learning media can increase student engagement in the learning process. For example, research emphasizes that video media can provide a more dynamic and interactive learning experience (Adianto et al., 2023). The need for practice and simulation features is also very high, most students say they need media containing practice questions or case simulations to improve case conceptualization skills using the CBT approach. The results of the analysis show that the use of interactive simulations can help students apply theory in practice, considering that the results of the study state that multimedia, including simulations, offer a more interesting and interactive learning experience (Nurgianti et al., 2023).

In addition, students also argue that learning media needs to have practical and interesting elements. Research has shown that learning that uses a blended learning model that is integrated with technology is able to provide a more engaging learning experience, facilitating greater interaction between students and the material (Firman et al., 2023). In this context, students demonstrate that they need an engaging, practical, and self-usable medium, which is in line with the need to develop media that is accessible and supportive of each individual's learning style. The need for this media is in line with research that states that learning through interactive multimedia can answer students' difficulties in learning to apply the material learned (Costa, Kuswandi & Wedi 2023).

The learning evaluation feature is also a priority, most students want an exercise feature or quiz to test the understanding of CBT counseling theory. This can be found in various studies that show the effectiveness of the use of quizzes and exercises in improving learning outcomes and reflection for students (Julianti et al., 2022). For example, the development of evaluation tools in the form of interactive quizzes often encourages students' active participation, which can increase their motivation and engagement in the learning process.

The interactive simulation aspect received a positive response from all students who felt that it would be helpful if they could access the interactive simulation to hone the skills of using CBT theory in cases and treatment. Learning motivation is also closely related to media design, namely students feel more motivated to use learning media that is interesting, easily accessible, and uses Indonesian. Media that uses a language known to students, in this case Indonesian, is also considered important to improve the overall learning experience. This view is reinforced by studies showing that the use of familiar language in learning media can improve comprehension (Alyspa et al., 2023)

Website-based digital platforms have received very high support from students. All students believe that digital learning media will help understand the stages of CBT counseling in a more systematic and structured manner. This shows that students assess that digital-based learning is able to provide a clear and easy-to-follow learning flow. Flexibility of access is a key factor in supporting learning success, students consider that web-based learning media facilitates independent and flexible learning through various devices, such as laptops or mobile phones.

Results show that digital platforms can improve flexibility and accessibility in learning, and studies have identified that internet-based education, including CBT, can be easily accessed by students thus providing them with flexibility in their learning schedules (Mamun et al., 2021). Moreover, the study also found that the use of technology, Google Classroom, as a learning medium was proven to be positively correlated with student learning outcomes (Ramadhan, Susilaningsih & Husna 2021).

The availability of media that can be accessed through various devices, whether laptops or mobile phones is essential in enhancing one's learning experience. The need for easy access and independent learning is reflected in most students who need interesting and easy-to-understand media to learn independent CBT anytime and anywhere according to the conditions and time they have. Research shows that students' satisfaction with user-friendly learning media (such as the use of computer technology) contributes positively to their learning experience, even though it is not directly related to CBT (An & Kim, 2021). This is in line with the high motivation to learn when using accessible and flexible media (Abdurrokhim, Kuswandi & Ulfa., 2022), which seems that all students in this study feel more motivated by learning media that are interesting, easily accessible, and use Indonesian.

The need for learning media in students emphasizes the integration of technology that encourages their interests and learning outcomes. These findings support previous research that emphasized that technology-based interactive media can be a flexible means of student learning (Elindasari, Hastuti, Wibowo & Suyitno., 2024). In line with these findings, other research revealed that students showed a preference for visual-based learning materials, such as videos, mind maps, or interactive digital modules that can connect theory with practice in a more realistic way (Gillespie, 2022). Not only that, in particular, the research also revealed that the use of mobile learning media can help increase understanding of counseling approaches in students and is confirmed by lecturers as a media needed in learning activities (Astuti & Lestari, 2022).

The results of this study provide a new perspective that the use of local languages encourages learning motivation and makes it easier for students to understand the concepts of CBT theory and techniques. In line with this, the university can consider the development of learning media that has been translated into Indonesian. Although the findings in this study show that students tend to like the integration of technology in learning media, there are different previous findings. For example, students who tend to be satisfied with traditional methods, such as pencil-paper tests, compared to using smart device-based testing (Lee, Kwon, Hwang & Ko., 2020).

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

## **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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