

## REFRAMING: COGNITIVE COUNSELING STRATEGY TO ACHIEVE STUDENT HAPPINESS IN POST PANDEMIC

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### ABSTRACT

Happiness is something that every individual desires. Happy Feelings Refer to well-being of mental health. Not students at school. High academics that are not in accordance with abilities and good self-management can lead to unhappy conditions. Happiness (happiness) is synonymous with the term emotional well-being (EWB). Emotional well-being (EWB) or emotional well-being is an individual's state consisting of life satisfaction and positive feelings. The problem that occurs is that students feel less happy when they are at school because they do not immediately take perspective on a situation. For example, feeling that school is a place full of burdens, school is a boring place, and so on. The reframing technique is one of the techniques of cognitive therapy that aims to reorganize the desired emotional content and direct/reframe it towards a rational mind, so that the counselee can have various points of view on the self-concept/cognitive concept in various situations. This research method is literature study. Analysis of the data used is content analysis. The result of this research is the elaboration of theoretical studies on reframing techniques in cognitive therapy approaches that can be used to achieve students' emotional well-being.

### Keywords

strategy, reframing, emotional well-being

### ABSTRAK

Kebahagiaan adalah sesuatu yang didambakan oleh setiap individu. Perasaan Bahagia Mengacu pada kesejahteraan kesehatan mental. Bukan siswa di sekolah. Akademisi tinggi yang tidak sesuai dengan kemampuan dan manajemen diri yang baik dapat menyebabkan kondisi yang tidak bahagia. Happiness (kebahagiaan) identik dengan istilah emotional well-being (EWB). Emotional well-being (EWB) atau kesejahteraan emosional adalah keadaan individu yang terdiri dari kepuasan hidup dan perasaan positif. Permasalahan yang terjadi adalah siswa merasa kurang senang ketika berada di sekolah karena tidak segera mengambil perspektif terhadap suatu keadaan. Misalnya perasaan bahwa sekolah adalah tempat yang penuh beban, sekolah adalah tempat yang membosankan, dan sebagainya. Teknik reframing adalah salah satu teknik terapi kognitif yang bertujuan untuk menata kembali isi emosional yang diinginkan dan mengarahkan/membingkai kembali ke arah pikiran yang rasional, sehingga konseli dapat memiliki berbagai sudut pandang tentang konsep diri/konsep kognitif dalam berbagai situasi. . Metode penelitian ini adalah studi literatur. Analisis data yang digunakan adalah analisis isi. Hasil dari penelitian ini adalah penjabaran kajian teoritis tentang teknik reframing dalam pendekatan terapi kognitif yang dapat digunakan untuk mencapai kesejahteraan emosional siswa.

### Kata Kunci

strategi, reframing, emotional well-being

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## **INTRODUCTION**

Happiness is something that is desired by every individual in his life. Feelings of happiness or those included in positive feelings are described as feelings of satisfaction with the past, optimism about the future, and happiness in the present (Seligman, 2002). Feelings of satisfaction with the life lived and having positive feelings or what is called Emotional Well-being (EWB) are needed to achieve a prosperous life. EWB is described as a positive feeling in living life (Langeland, 2014). However, in this life sometimes things will appear that we cannot control and, in the end, it will interfere with the emergence of this feeling of happiness.

Facing the post-pandemic period or some who call it endemic, is not always easy. The problem students used to face was that student happiness had decreased since the Covid 19 pandemic in 2020. Currently, schools are ready to carry out 100% face-to-face activities, so what problems arise when it's time to study at school? The problem that occurs is regarding new adaptation to an environment that may be old or new to learn. It can also affect student happiness. The social life that must be faced after two years of more face-to-face meetings with laptops, mobile phones or computers has resulted in the ability to socialize directly and adapt to the environment directly which also does not rule out obstacles. Good social support is highly expected in an effort to increase students' EWB in the post-pandemic period.

The term learning loss which is echoed as a result of online learning is also evident during this offline learning. The Education and Development Forum (2020) defines learning loss as a situation in which students lose general or specific knowledge and skills or academic setbacks, which occur due to prolonged gaps or the non-sustainability of the educational process.

## **METHODS**

The research method in this research is library research. Literature study or library research is a series of activities that include collecting library data, reading, taking notes and processing research materials (Zed, 2003). Data collection techniques used are editing, organizing, and finding. Through the editing stage, the researcher re-examined the data obtained regarding the completeness, clarity, and harmony of meaning. The organizing stage is organizing the data obtained with a research framework. The last stage is finding, namely analyzing and finding conclusions which are the answers to the formulation of the problem.

The data analysis used is content analysis or content analysis (Arikunto, S., & Jabar, 2010). Content analysis is an analytical technique used to analyze various types of data sources, such as journal articles, interview transcripts, websites and so on which aims to answer the problems being studied (White & Marsh, 2006). For the sake of the validity of the assessment and preventing misinformation, an elaboration of data sources or libraries is carried out.

## RESULTS

The results of the literature study obtained from content analysis through journal articles, it was found that Emotional well-being is a domain of human life that cannot be simply ignored. EWB focuses on life satisfaction and happiness. Meanwhile, for post-pandemic EWB students, it was found that low motivation in learning was also a serious problem faced by post-pandemic students. The process of adapting to offline learning requires students to have specific strategies in undergoing the learning process at school. Then the results of the literature review regarding the reframing technique as a technique to increase EWB, namely techniques in cognitive behavioral counseling that emphasize changing perspectives on something.

In relation to increasing EWB, reframing is an intervention that can be used to change students' negative views about different learning conditions during a pandemic. The mentality and mindset regarding online learning that is relaxed and less serious can be changed by reframing. Including negative views regarding difficult adaptation when socializing directly at school also needs to be changed.

## DISCUSSIONS

### Emotional Well-being (EWB)

Langeland (2014) explains that the concept of positive mental health has three parts, namely emotional well-being (EWB), psychological well-being (PWB) and social well-being (SWB). These three parts are known as a tripartite positive mental health concept. Wellness in a singular sense and in the context of mental health according to (Swarbrick, 2006) has several dimensions, namely physical, emotional, intellectual, social, environmental, and spiritual dimensions.

EWB focuses on life satisfaction and happiness. In contrast to PWB, which mostly focuses on human development such as self-acceptance, personal growth, achieving goals in life (purpose in life), positive relationships with others, independence (autonomy), and environmental mastery. environmental mastery). While SWB describes the functioning of individual lives optimally in terms of social integration, social contribution, social coherence, social actualization, and social acceptance (Keyes, 2002).



Picture 1. A Tripartite Positive Mental Health Concept (Langeland, 2014)

According to (World Health Organization, 2012), EWB is defined as a state of well-being in which individuals are aware of their own abilities, can cope with the stresses of life, work productively, and are useful and able to contribute to society. From this understanding, it shows that EWB is not only in the personal realm but also in its social contribution. This is supported by (Coverdale & Long, 2015), which states that EWB is very important in developing individual psychosocial fields.

Emotional Well-being (EWB) in particular is a condition in which individuals feel satisfied with the life they live and have positive affect, including happiness. Actually, not only positive affect, but also how individuals can balance positive and negative affection. (Langeland, 2014) adds that someone who achieves EWB also feels positive feelings or positive feelings about life. Positive affect can be in the form of joy, enthusiasm, happiness, tranquility, peace, feeling satisfied, and interpreting life well. Happiness in question is feeling happy both in the past and present life. Life satisfaction in question is a sense of satisfaction with life in the past, present and in all domains of life. This is also explained by (Seligman, 2002) that happiness includes satisfaction in the past life (past), optimism in the future (future), and happiness in the present (present).

In positive psychology, there are two perspectives in defining well-being, namely hedonistic and eudaimonic (Aulia, 2018). The hedonistic perspective explains that well-being or well-being is related to happiness and attention to pleasant or unpleasant experiences. Simply put, the hedonistic perspective sees that what makes life good is pleasure, and what makes life bad is pain (Tumanggor, 2018). Furthermore, the eudaimonic perspective explains that well-being or well-being is related to achieving optimal self-function and being able to realize the potential that exists within oneself (Lent, 2004). In the division of the two perspectives, EWB is included in the hedonistic perspective, while PWB and SWB are included in the eudaimonic perspective (Langeland, 2014). Well-being and positive psychology are important things to consider in several fields such as education (Salavera, et al., 2020). This shows that welfare is not only in the field of Health or others but students in schools also need it.

### **Student Happiness in Post Pandemic**

Two years of life since the 2019 COVID-19 pandemic has not been easy for the education sector. Not only teachers have to redesign the learning mode but also students have to adapt to Belajar Dari Rumah (BDR) circumstances. Two years have passed, currently re-learning activities are carried out offline in schools with various considerations and concerns about the threat of prolonged learning loss.

The return of students to school is also not without problems. Adapting to new circumstances from BDR to learning at school is a process that must also be faced and is not always easy for some students. Low motivation in learning is also a serious problem faced by students after the pandemic (Rizaldi, et al., 2022). The online learning process that is not supervised enough, makes students have the perspective that learning can be done by doing other work. Learning is interpreted as an obligation to enter the Zoom or Google Meet

application, not interpreting the learning process as an activity that requires the "presence" of the soul, body and mind that must always be focused.

The problems mentioned above affect students' happiness because of the perspective they have which then turns into a negative thought. Negative thoughts affect not only the way you think but also how you feel and act. Feelings of unhappy (unhappy) and lazy behavior can be a result of having negative thoughts.

### **Reframing Technique**

The reframing technique is one of the cognitive therapy (CT) techniques from cognitive behavior therapy (CBT). CT was coined by Aaron T. Beck in 1960 (Beck, 2011). Initially CT was an extension of REBT which was developed by Ellis in the mid-1950s. Beck named his approach cognitive therapy because it is included in the category of cognitive therapy, which includes REBT and other approaches (Froggatt, 2006). The main purpose of CT is to change the counselee's perspective through his dysfunctional thoughts and provide ideas for restructuring negative thoughts and rigid belief systems (Oemarjoedi, 2003).

Reframing is an attempt to reframe the counselee's perceptions and thoughts (Cormier, Nurius & Osborn, 2009). Framing this mind means trying to find a new angle in seeing an event or event. Beck (in Corey, 2009) emphasized that individuals who live according to their own rules will face problems when the individual labels or interprets something inappropriately. When this happens over a long period of time, it can cause the counselee to develop self-functional determinations which see things from only one perspective and it is difficult to develop a new, more constructive perspective (Cormier, Nurius & Osborn, 2009).

Reframing can be divided into two types, namely context reframing and content reframing. Context reframing is the re-interpretation of the same experience in a different context, resulting in a completely different meaning from the previous meaning. Content reframing is re-interpreting the content of the same experience, resulting in a different meaning from the previous meaning (Cormier, Nurius & Osborn, 2009).

Reframing is a psychological process which changes a frame of mind or a person's frame of feeling a condition in order to change the meaning or meaning that is in him. When the meaning changes, the response and behavior that appears will also change. In the reframing technique, the counselor always asks and encourages the counselee to frame the problem from a different perspective.

Gerber, Reiff, & Ginsberg (1996) argue that reframing is a dynamic process which is one of the keys to adjustment across the developmental continuum. Gerber argues that one can really feel the effects of reframing techniques if in the process the individual is able to grow awareness, insight, and introspection. Successful individuals are given reframing techniques to see more meaningful life opportunities.

### **Purpose of Reframing Technique**

Reframing technique's goal is to explore how a given situation is often framed, and this technique offers a fresh perspective or new frame for that situation. Reframing techniques

also help clients to improve their emotions, mental clarity, and perspective. This can lessen the client's initial keystone concerns and perceptions of the situation, person, and event that have already become the client's bias (Cormier, Nurius, & Osborn, 2009). Reframing technique can be described as a method that lessens a person's mental deterioration since it might trigger effects of perception such as physical tremors and lingering maju energy. This technique can create a hazard warning about how someone might be able to make changes that previously seemed unlikely. Reframing is also a very effective tool when applied to projects with the goals of creating new buildings, keterampilan, and improving existing conditions (Cormier, 2007).

### **Reframing Techniques to Achieve Student Happiness**

In restructuring dysfunctional thoughts, the reframing technique uses the ABC model (activating event, beliefs, & consequence). The use of the ABC model is intended so that the counselee can later have self-control regarding his negative thoughts on the task. According to Calhoun & Acocella (1995) the ABC model applies three techniques, namely: (1) manipulating antecedent stimuli; (2) manipulating responses; and (3) manipulating consequences. In restructuring dysfunctional thoughts, the reframing technique uses the ABC model (activating event, beliefs, & consequence).

The ABC model was originally developed by Ellis (Puspitarini & Nawantara, 2021), but has now been developed to become more common in the use of cognitive therapy (CT) (Frogatt, 2006). Based on the opinions of several experts, it can be concluded that the reframing technique is a technique used to restructure individual dysfunctional perceptions and thoughts to get new perceptions and thoughts that are more functional. Problems related to students' emotional well-being regarding the perspective on the start of offline school which is full of new ways of adaptation are the main things in this technique.

### **CONCLUSION AND RECOMMENDATION**

Happiness is the right of all individuals. Happy conditions are an indicator of welfare or well-being. Happiness is synonymous with emotional well-being. The definition of Emotional Well-being (EWB) in particular is a condition where individuals feel satisfied with the life they live and have positive affection including a sense of happiness. Problems of adaptation and the impact of learning loss are also faced by our students at school. The perspective of students who think that it is very difficult to adapt, feel bored studying at school, and have a pessimistic mind will be able to follow the lesson well after the issue of learning loss exacerbates the negative thoughts they have. The reframing technique is a compatible technique to help students achieve happiness or in this case emotional well-being. Using the ABC model, the reframing technique helps students restructure dysfunctional perceptions and thoughts.

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