

The Influence of Cognitive Behavior Therapy (CBT) Approach Group Counseling in Reducing Hedonistic Behavior in Students of SMK N 1 Koto Baru Dharma Raya

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ABSTRACT

Background. Hedonistic behavior among students is increasingly prevalent and poses a serious threat to academic discipline, financial responsibility, and moral development. This lifestyle, often characterized by excessive consumption, materialism, and instant gratification, can hinder students' focus and future orientation. Cognitive Behavior Therapy (CBT).

Purpose. This study aimed to determine the influence of group counseling using the CBT approach in reducing hedonistic behavior among students of SMK N 1 Koto Baru Dharma Raya. The research also sought to identify the specific aspects of hedonistic tendencies most affected by the intervention.

Method. This study used a quasi-experimental design with a pretest-posttest control group. The sample consisted of 20 students identified with high levels of hedonistic behavior, divided equally into experimental and control groups. The intervention consisted of six CBT-based group counseling sessions over three weeks. A validated hedonism behavior scale was administered before and after the sessions. Data were analyzed using paired t-tests and independent t-tests.

Results. The results showed a significant decrease in hedonistic behavior scores in the experimental group after the counseling sessions, while the control group showed no significant change. Aspects such as impulsive spending, dependence on peer approval, and time mismanagement were notably reduced among the participants who received the intervention.

Conclusion. Group counseling using the Cognitive Behavior Therapy (CBT) approach is effective in reducing hedonistic behavior in vocational high school students. It is recommended that school counselors implement CBT-based group interventions as part of student guidance programs to promote self-control, delayed gratification, and responsible lifestyle choices.

KEYWORDS

Cognitive, Group Counseling, Hedonistic

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INTRODUCTION

Hedonistic lifestyle is increasingly becoming a trend among teenagers, especially in the era of digitalization and consumerism (Benatov, 2022; Harwood-Gross, 2024; Reamer, 2022). This lifestyle is characterized by the pursuit of pleasure, luxury, comfort, and self-indulgence, often without proportional effort or responsibility



(Fundinho, 2023; Rosenfeld, 2022; Zerach, 2022). Teenagers with hedonistic tendencies tend to focus on material enjoyment, such as frequent social outings, obsession with branded goods, and seeking social validation—often at the expense of academic and personal responsibilities. These patterns can be seen in students who prioritize lifestyle over education, neglecting their school obligations while striving to maintain a high-status social image..

The emergence of this phenomenon among students reflects a concerning shift in values, where self-expression through consumption replaces discipline and self-development. Factors such as peer influence, lack of parental control (Feldmann, 2022; Hatami, 2023; Joyner, 2023), and the influence of social media contribute to the widespread adoption of hedonistic behaviors. When left unaddressed, these behaviors not only harm the individual but also negatively affect peers and the broader school environment.

Observations in vocational schools show real cases of students exhibiting hedonistic attitudes—for example, prioritizing expensive lifestyle trends while neglecting academic responsibilities and failing to meet financial obligations at school (Miranda-Rodríguez, 2023; Pandya, 2023; Puryear, 2024). These behaviors suggest a deeper issue: a lack of awareness and inability to manage internal cognitive patterns that drive such actions. Individuals with entrenched hedonistic habits may find it difficult to alter their way of thinking and behaving without structured guidance.

To address this problem, group counseling interventions using the Cognitive Behavior Therapy (CBT) approach offer a promising solution. CBT focuses on identifying and restructuring distorted thought patterns that lead to maladaptive behavior (Morris, 2022; Sie, 2022; Varma, 2023). It emphasizes present-oriented change, helping individuals become aware of irrational thoughts, develop rational thinking, and engage in positive behavioral change.

Group counseling using CBT allows students to work collaboratively in a structured environment where they can reflect, share experiences, and learn strategies to reduce hedonistic tendencies. This process also promotes self-regulation, critical thinking, and goal-setting—skills essential for overcoming impulsive and pleasure-seeking behaviors (Pacilli, 2022; Preniqi, 2024; Youn, 2022). Through structured sessions, students can gradually shift their focus from short-term gratification to long-term personal growth and responsibility.

The implementation of CBT in group settings is particularly suitable for school-based interventions, as it supports peer learning and mutual reinforcement of positive behaviors. The counseling process encourages students to become agents of their own change, emphasizing the connection between thoughts, emotions, and actions. As students learn to challenge irrational beliefs and replace them with constructive thinking, their lifestyle choices and academic focus can improve.

Given the increasing prevalence of hedonistic behavior among adolescents, the role of school counselors becomes crucial. It is necessary to provide targeted interventions that not only address surface behaviors but also correct the underlying cognitive distortions. Therefore, this study aims to examine the effectiveness of the CBT-based group counseling approach in reducing hedonistic behavior among students at SMK N 1 Koto Baru Dharmasraya.

RESEARCH METHODOLOGY

This study employed a quantitative research approach using an experimental method. The experimental method was selected to observe and measure the effect of a specific treatment—namely, group counseling using the Cognitive Behavior Therapy (CBT) approach—on reducing hedonistic behavior among students. Through this method, students are actively involved in a

structured process that allows them to experience, analyze, and draw conclusions based on observed behavioral changes.

The research design used in this study was a pre-experimental design with a one-group pre-test–post-test model. In this design, measurements are taken before and after the intervention to evaluate its effectiveness (Green, 2024; Huppert, 2023; Valverde, 2022). A pre-test was administered to assess the initial level of hedonistic behavior among students. Following this, a series of group counseling sessions based on the CBT approach were conducted as the treatment. After the intervention, a post-test was administered to determine any changes in behavior. This design allows the researcher to compare the participants' hedonistic behavior before and after the implementation of the group counseling program. By analyzing the differences between pre-test and post-test scores, the study aimed to identify whether CBT-based group counseling services had a significant effect on reducing students' hedonistic tendencies.

RESULT AND DISCUSSION

Analysis Requirements Testing

After the post-test results are obtained, we analyze the treatment data by carrying out statistical tests, namely using the t-test technique to see whether there is an effect of group counseling with the CBT approach in reducing hedonistic behavior. Before carrying out a statistical t-test, you must first understand that the conditions for using a t-test are that the data is normally distributed, the data must be homogeneous, and the data must use intervals or ratios. This research is in accordance with the t-test requirements, namely:

Data is normally distributed

Respondents totaled 10 people, using Shapiro-Wilk. Data will have a normal distribution if $p > 0.05$. The results of table 4.9 show sig. for hedonistic behavior it has a value of 0.329. This shows that the pre-test and post-test data have a normal data distribution.

Homogeneous Data

The data in this research is homogeneous. This is proven by the homogeneity results achieved, namely 0.153. In determining the homogeneity of data greater than 0.05. Based on the SPSS 22 output, it is known that the significance value of the pre-test and post-test hedonism behavior variable is 0.153. This means the significance value is $0.153 > 0.05$, which means the pre-test and post-test data have homogeneous data.

Hypothesis Testing

If the Sig value. (2-tailed) < 0.05 , then there is a significant difference between the results of hedonistic behavior in the pretest and posttest data. If the Sig value. (2-tailed) > 0.05 , so there is no significant difference between hedonistic behavior in the pretest and posttest data (Brady, 2023; Chen, 2022; Latimer, 2022). It is known that the Sig value. (2-tailed) is $0.000 < 0.05$, so the researcher can conclude that there is a real difference between hedonistic behavior in the pretest and posttest data. In statistical testing, the t-test can be concluded by comparing the magnitude of t obtained $t_0 (18.79) > t_t (2.262)$ at $db = 9$ at a significance level of 5%. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected at the 5% significance level with df or db 9.

CONCLUSION

Based on the results of research at SMK N 1 Koto Baru Dharmasraya on class In statistical testing, the t-test can be concluded by comparing the magnitude of t obtained $t_0 (18.79) > t_t (2.262)$ at $df = 9$ with a significance level of 5%. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected at a significance level of 5% with df or $df = 9$. This can be seen from the results of the pre-test and after that the treatment was carried out 5 times. The treatment explained that there had been several changes in several aspects of hedonistic behavior at SMK N 1 Koto Baru Dharmasraya after conducting group counseling with a CBT approach. So it can be concluded that group counseling services using a CBT approach are effective in reducing hedonistic behavior at SMK N 1 Koto Baru Dharmasraya

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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