

## ABSTRAK

Fenomena keruntuhan disiplin dalam kalangan remaja sekolah dewasa ini semakin membimbangkan dan peningkatan jumlah remaja yang terlibat dengan pelbagai bentuk salah laku semakin ketara. Masalah tingkah laku seperti agresif, ingkar, mengganggu dan antisosial semakin berleluasa di sekolah. Justeru, faktor resilien memainkan peranan penting sebagai benteng yang menjadi pelindung dalam diri remaja daripada terjerumus dalam kemelut permasalahan disiplin. Kajian ini bertujuan untuk membina modul Intervensi Terapi Kognitif (ITK) dan menguji kesannya ke atas resilien remaja sekolah. Kajian ini melibatkan dua fasa, iaitu fasa pertama adalah proses pembinaan modul ITK manakala fasa kedua adalah menguji kesan modul ITK ke atas resilien remaja sekolah. Dalam fasa pertama, pembinaan modul telah melalui proses penilaian pakar untuk mendapatkan kesahan kandungan, manakala nilai kebolehpercayaan diperoleh melalui ujian rintis yang ditadbir oleh pengkaji sendiri. Hasil kajian menunjukkan nilai pekali kesahan modul adalah 0.86 sementara pekali kebolehpercayaannya pula ialah 0.83. Dapatan pekali kesahan dan kebolehpercayaan yang tinggi ini bermakna Modul ITK sesuai dan boleh digunakan sebagai intervensi. Fasa kedua kajian ini pula adalah untuk menguji kesan ITK dengan menggunakan reka bentuk kajian eksperimen benar praujian dan pascaujian kelompok kawalan rawak (*pretest posttest randomised control group design*). Ujian pengekalan ini dilakukan selama sebulan selepas pascaujian yang bertujuan melihat sejauh mana ketekalan intervensi selepas sebulan setelah pascaujian diberikan. Seramai 60 orang pelajar dipilih sebagai subjek kajian berdasarkan persampelan rawak yang dibahagikan kepada kumpulan rawatan (30 subjek) dan kumpulan kawalan (30 subjek). Subjek kumpulan rawatan diberi intervensi sebanyak lapan kali sesi kelompok secara mingguan dalam tempoh masa selama lapan minggu. Manakala kelompok kawalan tidak

diberi sebarang intervensi sehingga selesai kajian dijalankan. Instrumen Skala Ketahanan Diri (SKD) yang mengandungi lima pemboleh ubah iaitu ketabahan, berdikari, falsafah kesunyian, makna dan ketenangan digunakan untuk mengukur kesan ITK ke atas resilien remaja sekolah. Data kajian dianalisis menggunakan analisis ANOVA dan SPANOVA pada aras signifikan 0.05. Keputusan kajian menunjukkan secara signifikan, terdapat peningkatan nilai min skor resilien bagi kelompok rawatan berbanding dengan kelompok kawalan dalam pascaujian dan ujian pengekalan. Maka dengan ini, jelaslah bahawa ITK berkesan bagi meningkatkan resilien dalam kalangan remaja sekolah. Implikasi kajian ini memberi sumbangan kepada perkhidmatan bimbingan dan kaunseling dengan kejayaan membina Modul Intervensi Terapi Kognitif. Disampingitu, gabungan kombinasi aplikasi teori kognitif dan elemen resilien dapat meningkatkan resilien remaja sekolah. Pada masa akan datang kajian boleh diperluas kepada pelbagai jenis sekolah sebagai perbandingan kesan rawatan. Kajian juga perlu mencakupi aspek kualitatif agar dapat memberi pemahaman yang lebih mendalam dan melibatkan tempoh masa yang lebih panjang.

**Kunci:** Intervensi terapi kognitif, resilien, remaja sekolah, pembinaan modul, reka bentuk kajian eksperimental benar.

## **ABSTRACT**

### ***Development of Cognitive Therapy Intervention Module and Its Effects on School Adolescents' Resilience***

*The phenomenon of disciplinary decline among school adolescents these days is drastically becoming more alarming, and the escalating number of adolescents engaged with various forms of misconduct is turning out to be more evident. The problems of misconduct such as being aggressive, disobedient, disruptive, and antisocial are becoming increasingly prevalent in schools. Therefore, resilience factors play an important role in protecting adolescents from falling into the crisis of disciplinary problems. This study aims to develop the Cognitive Therapy Intervention (CTI) module and test its effects on school adolescents' resilience. This study involves two phases; phase one is the development process of CTI and phase two is for testing the effects of CTI on the school adolescents' resilience. In the first phase, there were two processes involved in developing this module which include the verification of the module's content validity by experts from the counselling field, and also a pilot study conducted by the researcher to obtain its reliability value. The results obtained showed a validity index of 0.86 and 0.83 for reliability. Therefore, based on these significant indexes, it shows that the CTI module is suitable to be used as an intervention. In the second phase, the effects of CTI was tested by applying a true experimental study design, pretest, posttest randomized control group. This follow-up test was conducted for a period of one month after the post-test was administered in order to observe the consistency of the intervention. There were sixty students selected as the subjects based on random assignment and they were equally divided into two groups, namely the treatment group (thirty subjects) and the control group (thirty subjects). In the treatment group, the subjects were given a total of eight interventions in the form of weekly group sessions, in a*

*duration of eight weeks. Meanwhile, the control group was not administered any interventions during the whole period of this study. The instrument used in this study is the Resilience Scale (RS) which consists of five variables which includes perseverance, self-reliance, existential aloneness, meaning, and equanimity. This instrument is used to measure the effects of CTI on the resilience level of the teenagers with behavioural problems. The data was then analysed using ANOVA and SPANOVA with the significance level of 0.05. The results of this study have significantly indicated that there is an increase in the min score value in the resilience level of the treatment group compared to the control group in both the post-test and follow-up test. Therefore, it is proven that CTI is effective in increasing the resilience level among school adolescents. The implication of this study contributes to the guidance and counselling service with the success of developing the CTI module. By combining cognitive theory application with elements of resilience, it has helped to increase the resilience level of school adolescents. In the future, the study may be expanded to other types of school to compare treatment effects. The future study can also include the qualitative aspects to allow for a deeper understanding and a longer period.*

**Keywords:** *Cognitive therapy intervention, resilience, school adolescents, development of the module, true experimental study design*