

Cognitive Counselling in Developing Cross-Gender Friendship

I Ketut Dharsana^a, Gede Nugraha Sudarsana^b, Wayan Eka Paramartha^c,
Department Guidance Counseling, Universitas Pendidikan Ganesha^{a,b,c},
Email: ^a iketut.dharsana@undiksha.ac.id

Cross-Gender Friendships (CGFs) are relationships between men and women who are not attached. Through observing high school students in the Buleleng district, it was found that some teenagers show friendly attitudes with male or female friends, while others show distancing behaviour and will not to get too close to male or female friends. Boys will gather with boys and vice versa with girls. Seeing the phenomenon of low CGFs, it is necessary to be counselled. This research is a quasi-experimental study in which the research design uses an experimental group and a control group. The populations in this study were middle school adolescents in Buleleng district. Sampling was conducted by the purposive technique in which the characteristics of adolescents who have low CGFs were used as research subjects. The number of samples included in the criteria was 44 respondents. The data analysis technique used was two-way ANOVA. The results showed that Cognitive Counseling was effectively used in developing CGFs in adolescent boys and girls. The low CGFs in adolescents is developed using Cognitive Counseling. It is recommended that counselors can be used as an alternative to providing counselling services.

Keywords: *Cognitive Counseling, Cross-Gender Friendship, Buleleng.*

Introduction

Adolescence is a time of challenges and difficulties. Individuals at this time need to develop their potential and skills to be able to pass this developmental period successfully. This includes empowering social support resources that contribute positively to resilience. Although the industrial revolution 4.0 has been frenetic, and the negative influence of the internet began to displace the elderly (Fitria et al., 2018), the classic problem of adolescent social life is still a controversial topic in society. Cross-Gender Friendship (CGF) is a friendship relationship between men and women who are not bound by feelings (Pradana, 2010). Relationships that do not involve romance and sex are commonly referred to as cross-gender relations (Dewi & Minza, 2019; Wadsworth, 2019). During adolescence, individuals

tend to have small but intense and intimate friends compared to childhood with many friends (Grard et al., 2018; Mehta & Wilson, 2020). In adolescence, individuals tend to begin to share about personal information and try to be more familiar with their friends than when they were children (Leaper, 2019; Santrock, 2009). Teenagers are also more dependent on friends their age rather than asking for help from parents. In terms of togetherness, he also tends to prefer his age, confidence, and intimacy (Mjaavatn et al., 2016; Novianna, 2012). At this time, individuals also begin to open up opportunities to interact with the opposite sex so that in adolescence, the number of friends of the opposite sex increases (Altmann & Roth, 2020; Poulin & Pedersen, 2007).

Cross-Gender Friendship is a phenomenon that is more complex than same-sex friendships and romantic relationships (Nirwana, 2013). In same-sex and romantic relationships, the roles of both sexes are clear and in accordance with the norm (Keener et al., 2019). The results from a study conducted earlier by Baumgarten in 2002 showed that men felt greater satisfaction in establishing a friendship with women. Stressed men tend to look for female friends to get emotional support (Liddon et al., 2018). Having friends of the opposite sex will increase understanding and acceptance between genders, reduce sexual harassment, and enrich individuals because they will have a diverse group of friends (Ciarrochi et al., 2017; Gallicchio et al., 2002).

Results, observations, and interviews conducted by researchers from several high school adolescents in Buleleng found that some adolescents exhibited friendly behaviour with the opposite sex, while others showed behaviour unable to associate with the opposite sex. This behaviour included shame speaking with the opposite sex, avoidance, and withdrawal from the association of their friends. Some teens say that they are too lazy to hang out with friends of the opposite sex because they feel shy and unfamiliar. For young men, hanging out with young women in groups is too complicated and too many rules. Likewise, with young women, getting along with boys in the group is difficult, and some are sometimes too lazy to communicate. For them, it is the reason why their attention on the opposite sex is low, and love for the opposite sex is also low. The statements made by adolescents during the interview process reinforce the assumption that some adolescents experience symptoms of low promiscuity with the opposite sex. Seeing the low level of adolescent cross-gender friendship, care is needed through the education process in schools, one of which is through guidance counseling services.

Methods

Cognitive Counseling

Cognitive counseling can be used to develop Cross-Gender Friendship because of various findings that prove there is a strong cognitive component in social relations (Heifetz et al.,

2020). Cognitive counselling is a form of psychotherapy that emphasizes the importance of the cognitive role of what we feel and do (Sommers-Flanagan & Sommers-Flanagan, 2018; Sperry & Sperry, 2017). Cognitive counselling is a therapy that focuses on how to change negative thoughts or beliefs into positive ones (Beck & Beck, 1995; Epstein & Zheng, 2017; Gregory & Peters, 2017). The purpose of cognitive counselling is to help someone to solve problems regarding emotional, behavioral, and cognitive dysfunction in a systematic way (Hidayah et al., 2017; Setyowati et al., 2019). Cognitive counselling believes that clients will change if they learn to think differently, therefore, cognitive counselling therapists focus more on teaching rational independent counselling skills (Corey, 2018). Cognitive counselling is a process of changing the mindset that is expected to change behaviour (Crum et al., 2017; Damayanti & Nurjannah, 2016). Therefore, the counselling process is carried out in the form of transformation of knowledge related to the conscious mind into a consolidation with the subconscious mind. This allows a person to remember any time if needed so that the brain can maintain the implementation of one task at the same time (Wiyono & Haq, 2019). It is the role of the counsellor to apply counselling skills. Therefore, the function of cognitive counselling in developing Cross-Gender friendships is to provide new skills with re-learning and developing them procedurally (Morrissey et al., 2019). The counselling process will begin by identifying client perceptions that are distorted or cause client problems (Astuti, 2012; Meier & Davis, 2019).

The counsellor then helps the client to change maladaptive thoughts into more adaptive ones (LaSota et al., 2017; Watson & Greenberg, 2017). This process involves repetitive techniques such as self-evaluation, positive self-talk, control of negative thoughts, and feelings. Next, the counsellor will conduct an accurate check of the external situation and the emotional condition of the client (Stasiewicz et al., 2018). The client is then asked to practice the techniques themselves, with the counselor, and as much as possible. The client applies the technique to the actual situation when dealing with stressful situations (Sue & Sue, 2012). It is hoped that clients will gradually be able to increase their confidence in their ability to face and overcome difficult situations in Gender Friendship (Martin et al., 2017).

Subjects

We conducted an experimental study involving 44 respondents, including 22 men and 22 women. The sampling technique is the purposive sampling method. This is done so that the sample criteria obtained are truly in accordance with the research conducted. There are two groups: the experimental group and the control group. Each group consisted of 22 subjects, and none left during the study.

Experimental design

This study was a quasi-experimental study with a pre-post study design. Subjects were

allocated to two groups: the control group and the experimental group that received cognitive counselling. The procedure of carrying out experiments consists of three stages, namely: 1) the preparatory stage, such as preparing instruments, administering research permits, testing questionnaires, and arranging schedules. 2) The implementation stage, namely: determining the research sample group, giving a pre-test to the control group and the experimental group, implementing treatment in the experimental group for 16 meetings. 3) The final stage is conducting a post-test on both groups and conducting data analysis.

Results and Discussion

Table 1. Test Results using ANOVA Test (Two Ways)

Cases	Sum of Squares	Df	Mean Square	F	P
Group	9416.950	2.000	4708.475	69.957	< .001
Gender	599.830	1.000	599.830	8.912	0.004
Group * Gender	585.299	2.000	292.649	4.348	0.015
Residual	7134.339	106.000	67.305		

Based on the results in Table 1 of hypothesis testing using the two-way ANOVA Test, it can be seen in the experimental group (Group) where the significance value is $p < 0.05$. This is seen in Gender where the significance value is $p < 0.05$. Furthermore, it is seen in the interaction between groups and sex (Group * Gender) where the significance value is $p < 0.05$. This shows that Cognitive Counselling treatment is effective for developing Cross-Gender Friendship in adolescents.

Development of Cross-Gender Friendship can be done by providing cognitive counselling care. This shows that the emphasis on cognition and behavior has a positive effect on the development of Gender Friendship in adolescents. These results are consistent with research conducted by Hofmann & Otto) (2017), where cognitive-behavioral counselling interacts with social anxiety. Emphasis on aspects of cognition and behaviour is given a positive effect on social relationship anxiety so that it can be reduced. The development of Gender Friendship can be seen in the form of behaviour exhibited by adolescents, before and after treatment. Adolescent boys transition from keeping their distance from female friends, ignoring female friends, reluctance towards female friends to caring about stressed female friends, being able to hang out with female friends, often help that friend. In adolescent girls, there was a transition from an unwillingness to have male friends, keeping a distance from male friends, and ignoring male friends to often assisting male friends, caring for male friends with problems, and the ability to hang out with male friends. In general,



improvements in Gender Friendship can be seen after receiving Cognitive Counseling treatment.

Conclusion

Results, observations, and interviews conducted by researchers from several high school adolescents in Buleleng found that some adolescents exhibited sociable behaviour with the opposite sex, while others showed behaviour of being unable to associate with the opposite sex. This included shame speaking with the opposite sex, avoidance, and withdrawal from the association of their friends. Some teens say that they are too lazy to hang out with friends of the opposite sex because they feel shy and unfamiliar. For young men, hanging out with young women in groups is too complicated and too many rules. Likewise, with young women, getting along with boys in the group is difficult, and some are sometimes too lazy to communicate. For them, this is the reason why their attention on the opposite sex is low, and love for the opposite sex is low.

Cognitive counselling can be used to develop Cross-Gender Friendship because of various findings that prove there is a strong cognitive component in social relations (Heifetz et al., 2020). Cognitive counselling is a form of psychotherapy that emphasizes the importance of the cognitive role of what we feel and do (Sommers-Flanagan & Sommers-Flanagan, 2018; Sperry & Sperry, 2017). Cognitive counselling is a therapy that focuses on how to change negative thoughts or beliefs into positive ones (Beck & Beck, 1995; Epstein & Zheng, 2017; Gregory & Peters, 2017). The purpose of cognitive counseling is to help someone solve problems regarding emotional, behavioral, and cognitive dysfunction in a systematic way (Hidayah et al., 2017; Setyowati et al., 2019).

Our results confirm that in adolescents who experience low Cross-Gender Friendship, it can be developed through the provision of cognitive counselling, resulting in the desired increase in Cross-Gender Friendship. It is recommended for counsellors that cognitive counselling can be used as an alternative providing counselling services in the development of Cross-Gender Friendship in adolescents.

REFERENCES

- Altmann, T., & Roth, M. (2020). Individual Differences In The Preference For Cross-Sex Friendship (Heterosociality) In Relation To Personality. *Personality and Individual Differences*, 157. <https://doi.org/10.1016/j.paid.2020.109838>
- Astuti, B. (2012). *Modul Konseling Individual*. Jakarta: Program Studi Bimbingan Dan Konseling, Fakultas Ilmu Pendidikan, FIP UNY.
- Beck, J. S., & Beck, A. T. (1995). *Cognitive therapy: Basics and beyond*. New York.:Guilford press.
- Ciarrochi, J., Parker, P. D., Sahdra, B. K., Kashdan, T. B., Kiuru, N., & Conigrave, J. (2017). When empathy Matters: The Role Of Sex And Empathy In Close Friendships. *Journal of Personality*, 85(4), 494–504. <https://doi.org/10.1111/jopy.12255>
- Corey, G. (2018). *The art of integrative counseling*. John Wiley & Sons.
- Crum, A. J., Akinola, M., Martin, A., & Fath, S. (2017). The Role of Stress Mindset In Shaping Cognitive, Emotional, And Physiological Responses To Challenging And Threatening Stress. *Anxiety, Stress, & Coping*, 30(4), 379–395. <https://doi.org/10.1080/10615806.2016.1275585>
- Damayanti, R., & Nurjannah, P. A. (2016). Pengaruh Konseling Kognitif Perilaku dengan Teknik Restrukturisasi Kognitif Terhadap Harga Diri Peserta Didik Kelas VIII Di MTs N 2 Bandar Lampung. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 3(2), 221–234.
- Dewi, S. T., & Minza, W. M. (2019). Strategi Mempertahankan Hubungan Pertemanan Lawan Jenis pada Dewasa Muda. *Gajah Mada Journal of Psychology (GamaJoP)*, 2(3), 192–205. <https://doi.org/10.22146/gamajop.36946>
- Epstein, N. B., & Zheng, L. (2017). Cognitive-behavioral couple therapy. *Current Opinion in Psychology*, 13, 142–147. <https://doi.org/10.1016/j.copsyc.2016.09.004>
- Fitria, L., Ifdil, I., Erwinda, L., Ardi, Z., Afdal, A., Sari, A. P., & Zola, N. (2018). Exploring internet addiction on adolescents. *Journal of Physics: Conference Series*, 1114(1). <https://doi.org/10.1088/1742-6596/1114/1/012076>
- Gallicchio, L., Siddiqi, N., Langenberg, P., & Baumgarten, M. (2002). Gender Differences In Burden And Depression Among Informal Caregivers Of Demented Elders In The Community. *International Journal of Geriatric Psychiatry*, 17(2), 154–163. <https://doi.org/10.1002/gps.538>
- Grard, A., Kunst, A., Kuipers, M., Richter, M., Rimpela, A., Federico, B., & Lorant, V. (2018). Same-Sex Friendship, School Gender Composition, And Substance Use: A Social Network Study Of 50 European Schools. *Substance Use & Misuse*, 53(6), 998–1007. <https://doi.org/10.1080/10826084.2017.1392976>



- Gregory, B., & Peters, L. (2017). Changes In The Self During Cognitive Behavioral Therapy For a Social Anxiety Disorder: A Systematic Review. *Clinical Psychology Review, 52*, 1–18. <https://doi.org/10.1016/j.cpr.2016.11.008>
- Heifetz, M., Lake, J., Weiss, J., Isaacs, B., & Connolly, J. (2020). Dating and Romantic Relationships of Adolescents with Intellectual And Developmental Disabilities. *Journal of Adolescence, 79*, 39–48. <https://doi.org/10.1016/j.adolescence.2019.12.011>
- Hidayah, N., Ramli, M., & Hanafi, H. (2017). *Urgency cognitive-behavioral counseling based on local wisdom for the junior high school counselor in East Java*. 9th International Conference for Science Educators and Teachers (ICSET 2017). <https://doi.org/10.2991/icset-17.2017.149>
- Hofmann, S. G., & Otto, M. W. (2017). *Cognitive Behavioral Therapy For Social Anxiety Disorder: Evidence-Based And Disorder Specific Treatment Techniques*. New York: Routledge. <https://doi.org/10.4324/9781315617039>
- Keener, E., Strough, J., & DiDonato, L. (2019). Adolescents' Endorsement of Communal and Agentic Conflict-Management Strategies with Friends and Romantic Partners. *Sex Roles, 80*(9–10), 578–585. <https://doi.org/10.1007/s11199-018-0961-1>
- LaSota, M. T., Ross, E. H., & Kearney, C. A. (2017). A Cognitive-Behavioral-Based Workshop Intervention For Maladaptive Perfectionism. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 35*(3), 314–328. <https://doi.org/10.1007/s10942-017-0261-7>
- Leeper, C. (2019). Young Adults' Conversational Strategies During Negotiation and Self-Disclosure in Same-Gender and Mixed-Gender Friendships. *Sex Roles, 81*(9–10), 561–575. <https://doi.org/10.1007/s11199-019-1014-0>
- Liddon, L., Kingerlee, R., & Barry, J. A. (2018). Gender Differences In Preferences For Psychological Treatment, Coping Strategies, And Triggers To Help-Seeking. *British Journal of Clinical Psychology, 57*(1), 42–58. <https://doi.org/10.1111/bjc.12147>
- Martin, C. L., Fabes, R. A., Hanish, L. D., Gaertner, B., Miller, C. F., Foster, S., & Updegraff, K. A. (2017). Using an Intergroup Contact Approach To Improve Gender Relationships: A Case Study Of A Classroom-Based Intervention. *The Wiley Handbook of Group Processes in Children and Adolescents*, 435–454. <https://doi.org/10.1002/9781118773123.ch21>
- Mehta, C. M., & Wilson, J. (2020). Gender Segregation and its Correlates in Established Adulthood. *Sex Roles*, 1–14. <https://doi.org/10.1007/s11199-019-01099-9>
- Meier, S. T., & Davis, S. R. (2019). *The elements of counseling*. Waveland Press.
- Mjaavatn, P. E., Frostad, P., & Pijl, S. J. (2016). Adolescents: Differences in friendship patterns related to gender. *Issues in Educational Research, 26*(1), 45.



- Morrissey, L., Wettersten, K. B., & Brionez, J. (2019). Qualitatively Derived Definitions of Emotional Infidelity Among Professional Women in Cross-Gender Relationships. *Psychology of Women Quarterly*, 43(1), 73–87. <https://doi.org/10.1177/0361684318806681>
- Nirwana, H. (2013). Pengungkapan Diri Siswa Sekolah Menengah dan Implikasinya Bagi Konseling. *Jurnal Ilmu Pendidikan*, 18(1).
- Novianna, R. P. (2012). Pengungkapan Diri Pada Remaja Yang Orang Tuanya Bercerai. *Jurnal Psikologi*.
- Poulin, F., & Pedersen, S. (2007). Developmental Changes In The Gender Composition Of Friendship Networks In Adolescent Girls And Boys. *Developmental Psychology*, 43(6). <https://doi.org/10.1037/0012-1649.43.6.1484>
- Pradana, A. P. (2010). *Strategi Komunikasi Mempertahankan Cross-Sex Friendships Pada Pasangan Dewasa Muda*.
- Santrock, J. W. (2009). *Psikologi Pendidikan Edisi 3 Buku 2*. Jakarta: Salemba Humanika.
- Setyowati, A., Rayaginansih, S. F., Fahriza, I., & Fauziah, M. (2019). *Behavioral Cognitive Counseling for Reducing Test Anxiety Among University Students*. 3rd International Conference on Education Innovation (ICEI 2019). <https://doi.org/10.2991/icei-19.2019.17>
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.
- Sperry, J., & Sperry, L. (2017). *Cognitive behavior therapy in counseling practice*. New York: Routledge. <https://doi.org/10.4324/9781315626284>
- Stasiewicz, P. R., Bradizza, C. M., & Slosman, K. S. (2018). *Emotion regulation treatment of alcohol use disorders: Helping clients manage negative thoughts and feelings*. New York: Routledge. <https://doi.org/10.4324/9781315406022>
- Sue, D. W., & Sue, D. (2012). Counseling the culturally diverse: Theory and practice. *Adolescence*, 5th, 200–201. <https://doi.org/10.1097/00005053-200006000-00016>
- Wadsworth, S. (2019). New Friendship Flourished like Grass in Spring: Cross-Gender Friendship in Moods and Little Women. *Women's Studies*, 48(4), 379–392. <https://doi.org/10.1080/00497878.2019.1614870>
- Watson, J. C., & Greenberg, L. S. (2017). *Emotion-focused therapy for generalized anxiety*. American Psychological Association. <https://doi.org/10.1037/0000018-000>
- Wiyono, B. D., & Haq, M. S. (2019). *E-Counseling for Children with Disabilities*. 3rd International Conference on Special Education (ICSE 2019).