

The Effect of Adolescent Therapeutic Group Therapy and Cognitive Behavioral Therapy in the Occurrence of Depression

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ABSTRACT

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Adolescents are tasked with developing identity vs. role confusion, where the search for identity will shape the individual's character. There has been an increase in the use of social media among adolescents, causing an increase in the number of depression in adolescents. The need for promotive and preventive efforts to prevent depression in adolescents. This study aims to determine the effect of therapeutic group therapy and cognitive behavioral therapy in preventing depression in adolescent social media users. This study was conducted on 70 students aged 15-18 years old using a purposive sampling technique according to inclusion and exclusion criteria. This study uses a quasi-experimental pre-post-test design with intervention and control groups. The intervention group was given therapeutic and cognitive behavioral therapy, and the control group was given therapeutic group therapy without cognitive behavioral therapy. The results of this study indicate a significant effect on the control group. The combination of therapeutic group therapy and cognitive behavioral therapy can be recommended as a therapy for reducing depression in adolescent social media users.

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INTRODUCTION

Adolescence is a transition period from the age range of children to adults; adolescents have the task of developing identity vs. Role Confusion in the theory of Psychosocial Development from Erikson, where the search for identity will form individual characters. Achievement of adolescents in this developmental task produces self-confidence, emotional stability, the ability to commit to a value system, career choice, and the ability to build a relationship (Townsend & Morgan, 2020). This developmental task is crucial in the next phase of life (Nadiyah et al., 2021). This theory shows that the achievement of the task of adolescent development is to create sustainability from the next stage of age development.

Adolescents need to have the ability to adapt to the changes that occur. Several factors, such as optimal health, good nutritional status, good self-concept, good relationships with

parents and peers, a safe environment, good spiritual abilities, and social involvement, influence this ability. These factors are called protective factors because they protect adolescents from facing various threats and challenges during changes (Maesaroh et al., 2019; Sulistiowati et al., 2018). Thus, these factors need to be possessed by adolescents in the process of achieving developmental tasks.

Some have labeled social media use as a possible cause of decreased psychological well-being, lower life satisfaction and happiness levels, and feelings of loneliness. This becomes a risk factor for adolescents to experience social isolation problems and increased depressive symptoms (Lempang et al., 2021; Twenge, 2020). The World Health Organization reports that 10-20% of children and adolescents worldwide experience mental health problems. With an estimated 50% of adolescents aged 14 years and 75% of adolescents aged 18 years, the most common disorders in children and adolescents

are generalized anxiety disorder and depression. During the pandemic, the rates of depression, anxiety, and a combination of depression and anxiety in adolescents were 48%, 23%, and 18%, respectively (Gao et al., 2020). In Indonesia, the prevalence of Mental Emotional Disorders (GMEs) in 2018 was 9.8%, and the most significant contributor to the burden of disease (DALYs) in 2017 was depressive disorders, which ranked first. Depression starts to occur in adolescence, with a prevalence of 6.2% (Minsitry of Health RI, 2018). Based on this prevalence, depression can begin in adolescence and can have an impact on disrupting adolescents in achieving developmental tasks, especially with social restrictions during this pandemic, which affect adolescents' activities in socializing and studying; this can add to psychological and social stressors on adolescents.

To prevent depression in adolescence, the Law of The Republic Indonesia no. 18 year, 2014, about mental health underlines the importance of making efforts to improve mental health through promotive, preventive, rehabilitative, and curative. Health promotion is carried out so that behavior change occurs to prevent depression (President of Republic Indonesia, 2014). Adolescents can be given developmental and health promotion through health counseling and forming peer groups or support groups (Blossom et al., 2020; Parikh et al., 2018). Preventive efforts in preventing depression in adolescents are carried out through screening and follow-up results by involving counseling teachers and families (Bhatta et al., 2018; Sánchez-Hernández et al., 2019). Based on this, it is necessary to take promotive and preventive measures for adolescents who have risk factors so that they can prevent depression.

Therapeutic group therapy (TKT) is a therapy that aims to prevent the occurrence of disorders by doing an effective way of dealing with emotional stress in a condition concerning the developmental age range (Stuart et al., 2023; Townsend & Morgan, 2020). Adolescent therapeutic group therapy is carried out by stimulating developmental aspects consisting of biological, psychosexual, cognitive, language, moral, spiritual, emotional, psychosocial, talent, and creativity aspects, which aim to achieve optimal adolescent developmental tasks (Rahmah et al., 2019; Townsend & Morgan, 2020). Therapeutic group therapy influences improving adolescent self-identity. Adolescent therapeutic group therapy can stimulate developmental aspects during the adolescent age range so that adolescents can pass the developmental task of

identity search (Astutik et al., 2019). Therefore, group therapy can be used to improve aspects of adolescent development to prevent depression.

Efforts that can be made for adolescents with risk factors for depression are to increase self-identity because adolescents spend more time with peers by socializing both directly and with social media (Keles et al., 2020; Suhariati, 2021). The ability to control oneself in using social media affects the incidence of depression. A study showed that there is an association between time spent using social media and the incidence of depression because what adolescents post and see on social media can be psychologically threatening due to the content presented. This can trigger stressors that lead to depression and self-harm, especially for vulnerable adolescent groups (Demetriou et al., 2020; Keles et al., 2020). In recent days, the era of social media is something that adolescents must face so that it does not lead to depression; adolescents must deal with stressors that can cause depression through changes in perception and behavior towards certain situations. Therefore, it is necessary to conduct therapy that can control negative automatic thoughts and negative behaviors so that adolescents avoid depression.

Therapy that focuses on changing automatic thoughts that occur spontaneously influences clients to identify distorted thought patterns and make the necessary changes for improved affective functioning (Townsend & Morgan, 2020). One of the therapies that uses problem-solving by controlling thoughts by changing perceptions of certain people and situations in minimizing maladaptive behavior is cognitive behavioral therapy (CBT). Cognitive behavioral therapy is proven to overcome negative thoughts that arise and, at the same time, change negative behaviors that often occur (Halter, 2021). Therefore, cognitive behavioral therapy can increase the control of thoughts and behaviors toward adolescent socialization in preventing depression. So the researcher wanted to know the effect of therapeutic group therapy and cognitive behavioral therapy in preventing depression in adolescent social media users

METHOD

This study used a quasi-experimental pre-post-test design with a control group with intervention group 1 giving therapeutic group therapy and cognitive behavioral therapy and intervention group 2 giving therapeutic group

therapy without cognitive behavioral therapy. The dependent variable was measured three times, namely once before the intervention (pre-test) and twice after the intervention (post-test). The sample of this study was 70 adolescents who actively used social media for the last six months. The study was conducted at Business and Management Al-Ikhlas Cisarua Vocational School and Al-Ikhlas Cisarua Health Vocational School Bogor Regency in 2022.

Measurement of developmental aspects using the Strength and Difficulties Questionnaire (SDQ) instrument from Goodman (1998), mind and behavior control using The Brief Self-Control Scale (BSCS) instrument from Tangney et al. (2004), developmental tasks using the EPOCH (Engagement, Preservation, Optimism, Connectedness, and Happiness) questionnaire from Kern (2011), and depression level using the Patient Health Questionnaire (PHQ-9) instrument from Kroenke et al (1999).

Therapy provision is carried out online and approved by the respondent and the school. Researchers provide information related to the schedule for interventions through WhatsApp groups that have been formed for each group. The intervention in Intervention Group 1 is therapeutic group therapy and cognitive behavioral therapy, and in Intervention Group 2, it is therapeutic group therapy without cognitive behavioral therapy. Intervention delivery is done online within five weeks using the Zoom media platform. The Faculty of Nursing Ethics Committee, Universitas Indonesia, has ethically reviewed this research with number Ket-249/UN2.F12.D1.2.2/PPM.00.02/2021.

RESULTS

Based on Table 1, the mean age of adolescents is 15.91 years.

Table 1. Adolescents age characteristic

Characteristic	Group	n	Mean
Age	Intervention	35	16.06
	Control	35	15.91

Based on Table 2, it is known that most genders are female, namely 51 adolescents (72.9%). The most use of social media is in the combination of both types, namely social networking and media sharing, namely as many as 50 adolescents (71.4%), the duration of social media use is >6 hours for as many as 47 respondents (67.1%).

Table 2. Characteristics of adolescents by gender, type, and duration of social media use

Characteristic	Group					
	Intervention		Control		Total	
	n	%	n	%	n	%
Sex						
Male	2	5.7	17	48.6	19	27.1
Female	33	94.3	18	51.4	51	72.9
Social media type						
Social networking	5	14.3	9	25.7	14	20
Media sharing	5	14.3	1	2.9	6	8.6
Social networking & media sharing	25	71.4	25	71.4	50	71.4
Duration of social media use						
<6 hours	7	20	16	45.7	23	32.8
>6 hours	28	80	19	54.3	47	67.1

Table 3. Effect of therapeutic group therapy and cognitive behavioral therapy on developmental aspects, mind and behavioral control, developmental tasks, and depression in adolescents in intervention group

Variable	Mean before TKT	Mean after TKT	Mean after TKT and CBT
Developmental aspects			
Emotion	4.77	5.43	5.74
Behavior	2.49	2.31	2.57
Hyperactivity	3.83	4.03	3.91
Peer problem	2.43	2.97	2.63
Prosocial behaviour	8.83	6.49	6.77
Composite	13.51	14.74	14.86
Mind and behavioral control	45.74	46.17	48.94
Developmental tasks			
Engagement	10.40	10.71	10.97
Perseverance	13.57	13.86	14.26
Optimism	15.23	15.46	15.43
Connectedness	12.31	12.83	13.23
Happiness	12.66	12.37	12.94
Composite	64.17	65.23	66.83
Depression level	10.17	8.57	7.06

Based on Table 3, the average developmental aspects experienced an increase in scores before and after being given therapeutic group therapy and cognitive behavioral therapy by 1.35 (3.37%). Mind and behavior control experienced an increase in scores after being given therapeutic group therapy and cognitive behavioral therapy by 3.19 (1.92%).

Developmental tasks experienced an increase in score after being given therapeutic group therapy and cognitive behavioral therapy by 2.66 (2.66%). Depression in adolescents decreased in score after being given therapeutic group therapy and cognitive behavioral therapy by 3.11 (11.51%).

Table 4. Effect of therapeutic group therapy and cognitive behavioral therapy on developmental aspects, mind and behavioral control, developmental tasks, and depression in adolescents in the control group

Variable	Mean before TKT	Mean after TKT	Mean after TKT without CBT
Developmental aspects			
Emotion	2.71	2.77	2.77
Behavior	1.91	1.94	2.00
Hyperactivity	2.86	3.06	3.37
Peer problem	2.51	2.49	2.60
Prosocial behaviour	6.57	5.91	5.74
Composite	10.00	10.26	10.74
Mind and behavioral control			
	45.83	49.17	49.94
Developmental tasks			
Engagement	10.74	12.49	12.49
Perseverance	13.34	14.23	14.34
Optimism	13.71	14.30	14.31
Connectedness	12.14	13.09	13.43
Happiness	12.46	13.94	14.00
Composite	62.40	68.14	68.57
Depression level	4.03	3.77	4.06

Based on Table 4, the development aspect experienced an increase in scores before and after being given therapeutic group therapy without cognitive behavioral therapy from 10.00 (25%) to 10.74 (26.85%), with an increase of 0.74 (1.85%). Mind and behavior control experienced an increase in score after being given therapeutic group therapy without cognitive behavioral therapy from 45.83 (65.47%) to 49.94 (71.34%), with an increase of 4.11 (5.87%). Developmental tasks experienced an increase in scores after being given therapeutic group therapy without cognitive behavioral therapy from 62.40 (62.40%) to 68.57 (68.57%), with an increase of 6.17 (6.17%). Depression in adolescents experienced an increase in scores after being given therapeutic group therapy without cognitive behavioral therapy from 4.03 (14.92%) to 4.06 (15.03%), with an increase of 0.03 (0.11%).

Table 5. Differences in developmental aspects, mind and behavioral control, developmental tasks, and depression in adolescents in the intervention and control group

Variable	Group	Mean Diff	p-value
Developmental aspects	Intervention	3.74	0,714
	Control	2.57	
Mind and behavioral control	Intervention	5.43	0,285
	Control	4.11	
Developmental tasks	Intervention	10.66	0,014
	Control	6.40	
Depression level	Intervention	3.97	0,000
	Control	1.86	

Based on Table 5, there is no difference in the average value of developmental aspects in groups that get therapeutic group therapy and cognitive behavioral therapy with groups that get therapeutic group therapy without cognitive behavioral therapy p-value 0.714 (>0.05). There is no difference in the mean value of mind and behavior control in groups that get therapeutic group therapy and cognitive behavioral therapy with groups that get therapeutic group therapy without cognitive behavioral therapy, resulting in a p-value of 0.285 (>0.05). There is a difference in the mean value of developmental tasks in groups that get therapeutic group therapy and cognitive behavioral therapy with groups that get therapeutic group therapy without cognitive behavioral therapy, resulting in a p-value of 0.014 (<0.05). There is a difference in the mean value of depression in adolescents between groups that get therapeutic group therapy and cognitive behavioral therapy with groups that get therapeutic group therapy without cognitive behavioral therapy, resulting in a p-value of 0.000 (<0.05).

DISCUSSION

Effect of therapeutic group therapy and cognitive behavioral therapy on adolescent developmental aspects

The developmental aspects increased but not significantly in both groups of adolescents after being given therapeutic group therapy and independent training, with the group that received therapeutic group therapy and cognitive behavioral therapy. The sub-aspect that experienced the highest increase was in the prosocial behavior sub-aspect. Therapeutic group therapy provides benefits to improve the ability

of self-development in adolescents; adolescents can learn to build healthy relationships, both friendships and relationships with the opposite sex, produce awareness of their future, and create a productive person (Maryatun, 2013). Meanwhile, cognitive behavioral therapy can improve adolescents' cognitive and behavioral aspects, which are included in the developmental aspects (Aini, 2019). However, no studies have combined therapeutic group therapy and cognitive behavioral therapy.

Seeing these results, combining the two therapies should have a significant effect. However, in this study, the researcher underlined several reasons why the treatment did not significantly impact developmental aspects. Online therapy can be one of the factors because adolescents in its implementation tend to be passive and active in participating in this therapy. Further understanding of the characteristics of individuals who can be given online treatment should be considered, especially if the subject is an adolescent who, despite using many gadgets, is not necessarily committed to online therapy. (Keinonen et al., 2021).

Effect of therapeutic group therapy and cognitive behavioral therapy on mind and behavior control

After therapeutic group therapy, adolescents' control of their minds and behaviors has increased significantly. There are cognitive and behavioral stimulation sessions in therapeutic group therapy sessions (Daulay et al., 2021). During the therapy, adolescents can perform cognitive stimulation well; they look more enthusiastic in this session compared to other sessions, for example, biological and psychosexual stimulation sessions. In addition, during the pandemic, adolescents have been accustomed to dealing with exposure to previous stressors so they can better prepare themselves for future problems (Hidayah & Borualogo, 2021).

Adolescents will be more likely to think about the good and bad things that come to them and what they will do. Adolescents have good cognitive aspects after therapeutic group therapy, so it can affect their thinking and behavior (Hasanah, 2017). Therefore, the effect of therapeutic group therapy, especially in the cognitive aspect, is seen in improving adolescents' ability to control their minds and behaviors.

Mind and behavior control showed a significant effect after therapeutic group therapy and cognitive behavioral therapy. The average

score of adolescents on this variable is still included in the normal category and managed to survive from the score before the intervention. Related research shows that cognitive behavioral therapy significantly improves adolescent self-control (Hardi et al., 2019). Mind and behavior control, including self-control, is an ability that adolescents must have to avoid depression. The ability to control thoughts and behaviors can help adolescents control the extent to which they can actively avoid situations where they are likely to be tempted (Arifin & Milla, 2020).

In this study, the ability to control thoughts and behaviors is obtained from the cognitive behavioral therapy process using a group approach conducted online. During the implementation of therapy, many adolescents revealed that the experience of using social media could be entertaining but also raises anxiety or feelings of insecurity and fear of being left behind or fear of missing out (FOMO); this FOMO condition is being experienced by adolescents using social media lately (Schmuck, 2021). Adolescents often think they are still below average compared to the luxurious life of social media. However, sometimes, one day, they want to have a life like the luxurious social media. Therefore, this can lead to depression. (Fathadhika & Afriani, 2018).

Adolescents argue that although social media can influence their thoughts and behavior, choosing to play it is inevitable to avoid boredom while doing activities at home. They can commit to reducing the duration of its use but not wholly stopping it. Providing a combination of therapeutic group therapy and cognitive behavioral therapy aims to improve developmental aspects and the ability to control thoughts and behaviors that can affect adolescent behavior, controlling maladaptive behavior by changing cognitive processes and behavior towards a positive direction.

The effect of group therapy and therapeutic cognitive behavioral therapy on developmental tasks

Developmental tasks in adolescents after therapeutic group therapy have increased and have a significant effect. The sub-sections of developmental tasks have increased in engagement and connectedness. The interactions during the therapeutic group therapy process significantly improve developmental tasks because adolescents feel connected and involved with peer relationships. This aligns with other

research stating that developmental tasks increase after therapeutic group therapy (Maryatun, 2013).

It is undeniable that social media currently plays a significant role in the adolescent development stages. The content presented can be an influence on the daily behavior of adolescents. The adolescent phase, entering identity vs role confusion, is the reason for the increased use of social media during the COVID-19 pandemic. Behavior using social media in adolescents is often a means of proving themselves; for example, uploading selfies, showing their existence with their wealth, and other proving activities are usually labeled as "addiction" (Beames et al., 2021). The desire to publish all aspects of their lives becomes necessary for adolescents to prove themselves.

However, this has a negative impact on the achievement of adolescent developmental tasks. For some adolescents, activities on social media may be an encouragement. However, it can threaten other adolescents, causing insecurity, which means they are not confident in what they have at this time and tend to compare. Besides, there needs to be more interaction when gathering in person because adolescents are busy with their gadgets (Schmuck, 2021). During the therapeutic group therapy, the researcher emphasized that therapy participants are expected to focus on following the entire session from beginning to end and actively involve each therapy member to express opinions and respond to other members. Thus, the essence of therapeutic group therapy can be applied to adolescents to improve the achievement of their developmental tasks.

Effect of therapeutic group therapy and cognitive behavioral therapy on depression in adolescents

Depression in adolescents decreased after therapeutic group therapy but did not have a significant effect. This shows that the group therapy intervention carried out is sufficient to reduce depression in adolescents. Therapeutic group therapy can direct adolescents to achieve a good self-identity so that from this good self-identity, adolescents can view themselves positively and be ready to face various kinds of stressors so that they can prevent depression (Florensa et al., 2016). Although the results are primarily classified in the mild depression category, the characteristics of adolescents affect changes in depression before and after therapeutic group therapy. Good interactions and friendships will reduce depression in adolescents.

(Schwartz-Mette et al., 2021). In addition, good social support will also reduce mental health problems, one of which is depression (Scardera et al., 2020).

The interaction during therapeutic group therapy has become a medium for adolescents to pour out their feelings to each other. The experience of social distancing and online schooling has been a challenging thing for adolescents to go through. School with online methods is a trigger for increased depression in adolescents (Chen et al., 2020). It was seen during the implementation of therapeutic group therapy that many adolescents expressed this because not all adolescents have a trusted person to share their feelings with at home.

Depression in adolescents decreased significantly after therapeutic group therapy and cognitive behavioral therapy. Adolescents, after therapeutic group therapy and cognitive behavioral therapy, are in the mild depression category. By previous research, depression in adolescents after cognitive behavioral therapy has decreased (Wilmots et al., 2020). Although it has not reached the minimal depression range, the achievement of this score is good because mild depression means that adolescents do not show significant symptoms of depression and do not interfere with their daily activities; the symptoms determine further handling of mild depression experienced (Diatri et al., 2017).

Cognitive behavioral therapy is an effective therapy for adolescent depression, as it can help motivate adolescents to engage with cognitively and emotionally challenging tasks (Wilmots et al., 2020). Therefore, the combination of these two therapies is effective in preventing depression in adolescents, compared to the group that only received therapeutic group therapy.

CONCLUSION

The results showed that developmental aspects and tasks had no significant effect before and after receiving therapeutic group and cognitive behavioral therapy. At the same time, on the variables of mind and behavior control and depression in adolescents, there was a significant effect before and after receiving therapeutic group therapy and cognitive behavioral therapy. The combination of the two therapies can be used as a promotive method in preventing depression in adolescents. This finding is the basis for developing nursing care standards, especially in adolescents exposed to social media, and can be integrated into the school health unit program.

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