Cognitive Behavioral Counseling Guide with Cognitive Restructuring Techniques to Reduce Social Anxiety in Students Victims of Bullying

Ni Putu Harisila Mutari[1*], Kadek Suranata[2], Ari Dharmayanti[3], Ni Ketut Suarni[4], Nyoman Dantes[5] (iD)

[1,2,3,4,5] Bimbingan Konseling, Universitas Pendidikan Ganesha, Buleleng, Bali, Indonesia

A B S T R A K

Masalah kecemasan sosial yang dialami oleh siswa korban bullying telah menjadi perhatian utama, mengingat dampak negatifnya terhadap kesehatan mental dan keberhasilan akademik siswa. Penelitian ini bertujuan mengembangkan buku panduan konseling Konseling Kognitif Perilaku dengan Teknik Restrukturisasi Kognitif untuk Menurunkan Kecemasan Sosial pada Siswa Korban Bullying. Metode penelitian ini menggunakan research and development (R&D) dengan model 4D (Four D) yang dikembangkan oleh Thiagarajan, menggunakan instrumen kuesioner. Penguji pakar pada produk panduan melibatkan 3 orang pakar Bimbingan dan Konseling. Hasil penelitian ini menunjukkan bahwa (1) menghasilkan buku panduan konseling kognitif perilaku, (2) uji validitas dengan rumus Lawshe untuk isi buku panduan. Hasil analisis validitas isi mendapatkan hasil CVR setiap item lebih dari 0 (CVR>0) serta tidak ditemukan item yang bernilai lebih kecil; dari 0 (CVR<0). Nilai CVI diperoleh nilai 1, maka dapat diartikan kelayakan buku panduan ini tinggi untuk dikembangkan, (3) uji kepraktisan buku panduan atas penilaian 4 orang praktisi bimbingan konseling dinyatakan praktis (88%), (4) efektivitas buku panduan memperoleh nilai sig (2- tailed) adalah 0,000 < 0,05 atau di bawah 0,05 selanjutnya dilakukan uji efektivitas size diperoleh nilai sebesar 5,183 ini berarti pelaksanaan konseling kognitif perilaku dengan tekhnik restrukturisasi kognitif efektif untuk menurunkan kecemasan sosial pada siswa korban bullying.

A B S T R A C T

The problem of social anxiety experienced by students who are victims of bullying has become a major concern, given its negative impact on students' mental health and academic success. This study aims to develop the cognitive behavioral counseling Handbook with Cognitive Restructuring Techniques to Reduce Social Anxiety in Students Victims of Bullying. This research method uses research and development (R&D) with a 4D (Four D) model developed by Thiagarajan, using a questionnaire instrument. Expert testers on the guidance product involve 3 Guidance and Counselling experts. The results of this study show that (1) produce a cognitive behavioral counseling guidebook, (2) test the validity with the Lawshe formula for the content of the guidebook. The results of the content validity analysis obtained the result of CVR of each item more than 0 (CVR>0) and no items of smaller value were found; from 0 (CVR<0). The CVI score was obtained with a value of 1, then it can be interpreted that the feasibility of this guidebook is high to be developed, (3) the practicality test of the guidebook on the assessment of 4 counseling guidance practitioners was declared practical (88%), (4) the effectiveness of the guidebook obtained a sig value (2-tailed) of 0.000 < 0.05 or below 0.05 then a size effectiveness test was carried out to obtain a value of 5.183 This means that the implementation of cognitive behavioral counseling with cognitive restructuring techniques is effective for reducing social anxiety in students victims of bullying.

*Corresponding author
E-mail addresses: harisilamutari88@gmail.com (Ni Putu Harisila Mutari)

1. INTRODUCTION

The development of technology in world civilization, especially in the world of education, has an impact on various aspects, one of which is the aspect of student behavior. Behavioral deviation is one aspect of the impact of the progress of the era in the world of education, namely bullying. Bullying is an act that is done intentionally and repeatedly to others (bullying victims) which causes physical and psychological pain, psychological pain in the form of feelings of helplessness, being at a loss and fear of school (school phobia), so that victims isolate themselves from school and suffer from social anxiety, even tend to want to commit suicide (Dewi, 2020; Pratiwi et al., 2021; Samsudi & Muhid, 2020). A victim of bullying is someone who is targeted by a bully or a group of bullies, who is chosen to be the object of insults and then becomes the recipient of verbal, physical, psychological aggression simply because they are different in certain ways (Almira & Marheni, 2021; Praptiningsih & Putra, 2021).

There are four forms of bullying, namely: (1) bullying can be done physically such as beating, kicking, slapping, strangling, biting, scratching, spitting, and damaging and destroying the belongings of the bullied child and so on, (2) bullying can be done verbally such as taunting, slander, cruel criticism, insults, statements that have nuances of sexual invitation or sexual harassment, terror, intimidating letters, false accusations, vicious and false gossip, gossip and so on, (3) bullying can be done relationally such as ignoring, isolating or avoiding. This behavior can include hidden attitudes such as aggressive looks, glances, sighs, sneers, mocking laughter and mocking body language; and (4) cyber bullying, namely bullying carried out by the perpetrator through electronic means such as computers, cellphones, the internet, websites, chat rooms, e-mail, SMS and so on (Kardinus et al., 2022; Oktaviany & Ramadan, 2023). Social anxiety can be defined as excessive fear and worry when someone is with other people and feels anxious in social situations because they are worried about getting bad judgment or bad evaluations from other people (Damayanti et al., 2020; Zulqurnain & Thoha, 2022). According to previous research, fear can be interpreted as a psychological phenomenon that is linked to feelings of conscience, which can arise at various levels and can be accompanied by physical symptoms (Zahra & Hayati, 2022). Starting from mild feelings of worry, panic, to losing common sense in acting.

Bullying in Indonesia is indeed quite worrying, seen from several cases that have occurred. Based on data reported by UNICEF in 2020, bullying among teenagers reached 41 percent, not including cyber bullying at 45 percent at the same time. Sadly, not all victims dare or have the opportunity to fight back. In Indonesia, cases of bullying still occur in educational environments every year. In 2021, there were 17 reported cases of bullying that occurred in educational units (Nur et al., 2022; Tambunan & Mulkiyan, 2021). In a study conducted by the Avon Longitudinal Study of Parents and Children, regarding the relationship between peer bullying during adolescence and diagnosis in adulthood, of the 6,208 adolescents who were the subjects of the study, the results showed that they were two to three times more likely to develop social anxiety disorder (Tejerina-Arreal et al., 2020; Vrijen et al., 2021; Walkden et al., 2020). Social anxiety is felt to be the most experienced among others, as seen from data from Plan International and the International Center for Research on Women (ICRW), which states that 84% of children in Indonesia between the ages of 12-17 years are victims of bullying (Kim & Chun, 2020; Safaat, 2023; Salimi et al., 2021).

The phenomenon of social anxiety experienced by students who are victims of bullying was found in the phenomenon of social anxiety experienced by students of SMP Negeri 4 Mengwi from data collection through case notes and interviews with BK teachers at the school as an initial survey found as many as 38 students who experienced bullying or bullying cases. This incident can be said to be quite high because out of 246 students after being given a bullying victim questionnaire via google form, 15% of children experienced cases of being victims of bullying and experienced symptoms of social anxiety. Several other research results also support this data, which reported that out of 476 students who were the subjects of their research, 25.8% of bullying victims showed symptoms of social anxiety. Likewise, research reports that many students who are victims of bullying show symptoms of social anxiety such as difficulty speaking in front of and being unable to adapt to new social environments (Nur et al., 2022; Wibowo et al., 2021).

Social anxiety can be defined as a feeling of excessive fear and worry when someone is with other people and feels anxious in social situations because they are worried about getting bad judgment or bad evaluations from other people (Badriyah, 2020; Melati et al., 2022). Social anxiety is a feeling characterized by a feeling of insecurity and discomfort in the presence of other people which is also accompanied by feelings of shame, stiffness, awkwardness and a tendency to avoid social interaction and self-evaluation by others (Elfariani & Anastasya, 2023; Morin & Rahardjo, 2021). According to previous research, social anxiety is a fear of social situations and the fear of being observed, embarrassed, insulted or evaluated by others (Sigarlaki & Nurvinkania, 2022).

The role of BK is influential in reducing the social anxiety of victims of bullying that occurs in schools. One way to reduce social anxiety is by providing cognitive behavioral counseling services (Damayanti et al., 2020; Hayati & Yusri, 2023).. This is reinforced by research conducted which states that cognitive behavioral counseling with Cognitive Restructuring Techniques is able to reduce students' social anxiety (Nuriyah, 2023). Likewise, research has been conducted regarding the significance of cognitive behavioral counseling with cognitive restructuring techniques on reducing social anxiety in students who are victims of bullying (Islamic, 2022). Based on several positive findings of cognitive behavioral counseling in reducing social anxiety of students who are victims of bullying, in this study the researcher views that counseling is significantly used to overcome social anxiety in students who are victims of bullying at SMP Negeri 4 Mengwi. This can be utilized by BK teachers at SMP Negeri 4 Mengwi as an alternative guide used in helping students who experience social anxiety due to bullying.

Cognitive restructuring technique is a process in which counsellors help clients find self-defeating thoughts and find rational alternatives so that adolescents can learn to deal with anxiety-provoking situations. Cognitive restructuring technique focuses on efforts to identify and change negative thoughts or self-statements and irrational client beliefs into positive and rational thoughts (Fatihah et al., 2021; Nadia, 2022). Cognitive restructuring is a technique that produces new habits in clients who think, feel, act by identifying problematic habits, labelling them, and replacing negative/irrational responses/self-perceptions with more rational/realistic ones (Ireel et al., 2018; Pradana et al., 2023). Cognitive restructuring focuses on efforts to identify and change negative thoughts or self-statements and irrational client beliefs. Stating that cognitive restructuring techniques are a process in which counsellors help clients find irrational thoughts and find rational alternatives so that clients can learn to deal with anxiety-provoking situations. Cognitive restructuring is a technique that is done by stopping negative thoughts owned by clients and helping them to restructure them with positive thoughts (Darusman, 2023; Oktapiani & Putri, 2018). Previous research states that cognitive restructuring techniques are good for clients who experience distress, cognitive distortion, and for clients who show resistance to behavioral change methods (Rifaldi et al., 2020).

This study introduces innovation in the guidance and counseling approach in educational environments by developing a cognitive behavioral counseling guide based on cognitive restructuring techniques to overcome social anxiety in students who are victims of bullying at SMP Negeri 4 Mengwi. Although previous studies have identified the prevalence and negative impacts of bullying and social anxiety, and although several studies have shown the effectiveness of cognitive behavioral counseling in reducing social anxiety, not many have specifically developed practical guidelines that can be applied directly in schools. This study fills this gap by compiling a guidebook that is tailored to the local context and specific needs of students who are victims of bullying. This guide is expected to provide a systematic and structured tool for guidance and counseling (BK) teachers to implement cognitive restructuring techniques more effectively. Thus, this study offers a significant contribution to the practice of school guidance and counseling, and has the potential to improve understanding and ability in dealing with social anxiety in students affected by bullying.

2. METHOD

This study uses a research and development model, namely research and development or (R&D). Research and development are a research method used to produce a particular product, and test the effectiveness of the method. This study uses a 4D (Four D) development model. The 4D development model consists of four stages, namely the define, design, develop, dissemination stages (Lestari, 2018). This study uses the 4D development method because it aims to produce a product in the form of a Cognitive Behavioral counseling guide with cognitive restructuring techniques to reduce social anxiety in students who are victims of bullying. The next stage of the product developed will be tested for its feasibility using a validity test and product trial in order to determine whether the product developed is feasible as a guide and reference for guidance and counseling teachers in helping to overcome problems in this study which are focused on reducing social anxiety in students who are victims of bullying. The product developed was tested on a limited group with experiments to determine the effectiveness of the product. The following is a picture of the 4D development model procedure. Data collection method in this study was obtained through a questionnaire. The questionnaire was used to obtain data on the validity of the contents of the cognitive behavioral counseling guidebook with cognitive restructuring techniques and data on social anxiety in students who are victims of bullying. Data collection instruments can be interpreted as tools for researchers to conduct research. Data collection instruments that determine the results of the research (Badriyah, 2020; Ireel et al., 2018). In this study, the researcher used a questionnaire to find out. The subjects for the validity of the content of the guidebook developed used 3

experts from academics who have expertise in the field of guidance and counseling, and psychologists. The subjects for the product practicality test were 4 BK teachers who have competence in guidance and counseling. The research subjects for proving the effectiveness of the treatment in the development of a cognitive behavioral counseling guidebook with cognitive restructuring techniques to reduce social anxiety in students who are victims of bullying used 1 class taken purposively (student victims who experience high anxiety).

3. RESULTS AND DISCUSSION

Result

Based on the expert test with the results of the CVR data in the table above, a value of 1 (CVR> 0) was obtained and CVI obtained a value of 1. This result shows that the expert validity is very high. The results show that the cognitive behavioral counseling guidebook with cognitive restructuring techniques to reduce social anxiety in students who are victims of bullying meets very high validity. The results of the practicality test by four Guidance and Counseling practitioners using the mean formula were calculated using Microsoft Excel 2022 with an average result of 88%. Based on the results of the practicality calculation on the PAP criteria, it can be concluded that this guidebook is practical for use by Guidance and Counseling Teachers. The effectiveness of the Cognitive Behavioral Counseling Guidebook with Cognitive Restructuring Techniques to Reduce Social Anxiety in Bullying Victims using the dependent sample t-test or often referred to as the paired sample t-Test is a type of statistical test that aims to compare the average of two paired groups. Paired samples can be interpreted as a sample with the same subject but experiencing different treatments or measurements, namely measurements before and after a treatment is carried out. The criteria for the paired sample t-Test are as follows: 1) sig t value <0.05 means Ho is rejected, which means there is an influence between cognitive behavioral counseling, cognitive restructuring techniques and social anxiety and 2) the sig t value >0.05 means Ho is accepted and there is no influence between cognitive behavioral counseling, cognitive restructuring techniques and social anxiety. The results of the paired sample t-test conducted using SPSS were simulated on Table 1.

Table 1. Paired Sample t-Test

Paired Group		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	- 35.368	6.772	1.099	-37.594	-33.143	- 32.195	37	0.000

Descriptive statistical results from Table 1, the mean value in the pre-test was 65.92 and the mean value in the post-test was 101.29. The sig price (2-tailed) in the t-test table (p <0.05) and the coefficient t = 32.195 was obtained with a significance of <0.05, then Ho was rejected and Ha was accepted. Based on this, it can be stated that there is a difference in social anxiety before and after being given cognitive behavioral counseling with cognitive restructuring techniques to reduce social anxiety in students who are victims of bullying. The effect size price of 5.183, referring to the effect size criteria table, then the development of a cognitive behavioral counseling guidebook with cognitive restructuring techniques to reduce social anxiety in students who are victims of bullying that is given is classified as ES 'high". Based on the ES value = 5.183, this means that the implementation of cognitive behavioral counseling with cognitive restructuring techniques is effective in reducing social anxiety in students who are victims of bullying.

The results of the assessment of the validity of the contents of the guidebook conducted by three (3) experts (judges) who master the field of guidance and counseling, obtained a content validity ratio (CVR) value of the validity value of the content of the guidebook more than 0 and a content validity index (CVI) value of 1, it can be concluded that the cognitive behavioral counseling guidebook with cognitive restructuring techniques is said to be valid. The results of the practicality test analysis, the assessment was carried out by 4 BK teachers or practitioners who were in different schools, then the practicality of the guide was found with an average result of 88%, meaning that this guidebook is practical to use by guidance and counseling teachers. Based on these results, cognitive behavioral counseling with cognitive restructuring techniques to reduce social anxiety in students who are victims of bullying at SMP Negeri 4 Mengwi.

The results obtained in this development research provide implications for several parties in the world of education. These implications include producing a book in the form of a guideline development, helping to reduce social anxiety experienced by students who are victims of bullying. With this guideline, it can bring good contributions, especially in the field of services carried out by BK teachers and can be a guideline in the implementation of BK services. This guideline explains the implementation of cognitive behavioral counseling to reduce social anxiety in students who are victims of bullying. The statistical results show that there is a significant influence Asymp. Sig = 0.42. Comparison Asymp. Sig = 0.42 <α = 0.05. So, Ho is rejected and Ha is accepted, meaning that there is a significant influence on the influence of the application of cognitive restructuring techniques in group counseling cognitive behavioral counseling on victims of bullying in class XI MIPA 3 students at SMAN 17 Surabaya.

This research and development has been attempted and carried out in accordance with existing procedures, however, it still has limitations, namely as follows: (1) Product trials were only carried out up to the limited field trial stage with 38 grade VIII students of SMP Negeri 4 Mengwi, (2) The research time used in this study was relatively short even though in fact the implementation of the service requires a longer time, (3) Product trials were carried out only to see the feasibility of practicality, feasibility, and language by 4 BK teacher practitioners, (4) Student activities outside of school related to social anxiety problems cannot be controlled optimally so that they affect the counseling service process, (4) The evaluation stage used in this study only reached the formative evaluation stage, namely to reduce social anxiety in students who are victims of bullying, the shortcomings in the product and to improve the quality of the development product.

Discussion

The development of cognitive behavioral counseling guidelines with cognitive restructuring techniques showed very positive results in reducing social anxiety in students who were victims of bullying, based on the findings of this study. Very high validity, obtained from the CVR value of 1 and CVI 1, confirms that this guide substantially meets the standards of accuracy and relevance set by experts in the field of guidance and counselling (Fatihah et al., 2021; Ireel et al., 2018). The results of the practicality test which reached an average of 88% from four guidance and counseling practitioners indicate that this guide not only has a strong theory but can also be applied effectively in real practice by BK teachers. The effectiveness of cognitive behavioral counseling applied through cognitive restructuring techniques can be seen from the results of the paired sample t-test statistical analysis which showed a t value of -32.195 with a significance of p <0.05. This indicates a significant difference between students' social anxiety before and after the implementation of counseling. Before counseling, the average score of students' social anxiety was 65.92, while after counseling, the average score increased to 101.29. This significant change indicates that cognitive restructuring techniques have succeeded in overcoming negative and irrational thoughts that contribute to students' social anxiety (Nadia, 2022; Tofiqurrohman, 2019).

From several studies that have been conducted, it is stated that cognitive behavioral counseling with cognitive restructuring techniques is able to reduce students' social anxiety. The contribution obtained in this study is a reference to the theory of social anxiety.(Nuriyah, 2023). Other research focuses on identifying and changing the negative thought patterns that underlie social anxiety.(Azizah, 2020). Students who experience bullying often have distorted or irrational thoughts about themselves and social interactions, such as an excessive fear of negative judgment or feelings of worthlessness. This technique helps students change these beliefs into more realistic and positive thoughts, which in turn reduces their levels of social anxiety. The process involves several steps, including recognizing negative thoughts, evaluating evidence for or against them, and replacing them with more rational and adaptive thoughts (Fatihah et al., 2021; Riyanti, 2020).

The results of this study are in line with previous findings that show the effectiveness of cognitive behavioral counseling in reducing social anxiety. Previous studies reported that the Cognitive Restructuring technique in cognitive behavioral counseling is effective in reducing social anxiety, while in line with this, research shows that cognitive restructuring techniques can provide a significant influence in group counseling for bullying victims (Darusman, 2023; Fatihah et al., 2021). These findings support the belief that this technique is a valuable method for addressing social anxiety, particularly in student populations who experience bullying (Azizah, 2020; Nuriyah, 2023). Although the results of the study showed high effectiveness, there are some limitations that need to be noted. The product trial was only conducted on 38 students at SMP Negeri 4 Mengwi and the relatively short research time may have affected the overall results. In addition, students' activities outside of school that may be related to social anxiety could not be fully controlled, which could affect the counseling service process. Product evaluation was only conducted at the formative stage, which focused on identifying deficiencies and improving the product. Overall, the development of the Cognitive Behavioral Counseling Guide with Cognitive

Restructuring Techniques offers a significant contribution to guidance and counseling practices in schools by providing practical tools to reduce social anxiety in victim students. This guide not only provides useful guidelines for BK teachers but also has the potential to improve students' emotional well-being and support them in overcoming the psychological impact of bullying (Fatihah et al., 2021; Riyanti, 2020).

This study has several limitations that need to be considered. First, the product trial was conducted on only 38 students at SMP Negeri 4 Mengwi, which may not fully represent the student population in various schools with different backgrounds. Second, the relatively short duration of the study may not be enough to capture the long-term impact of the implementation of cognitive behavioral counseling. Third, students' activities outside the school environment related to social anxiety cannot be fully controlled, which may affect the effectiveness of counseling. In addition, product evaluation was only conducted at the formative stage, which focused on identifying deficiencies and improvements, without considering a comprehensive final evaluation. Nevertheless, this study has several significant advantages. The high validity of the guidebook obtained from expert assessments (CVR and CVI) confirms the quality and relevance of the guide. High practicality, with an average of 88% from practitioners, indicates that this guide can be easily applied in daily guidance and counseling practices. The statistical results showing a significant reduction in students' social anxiety after the implementation of cognitive restructuring techniques confirm the effectiveness of this method in overcoming problems faced by students who are victims of bullying.

The implications of this study are very important for the world of education, especially in the context of school guidance and counseling. This guide provides practical tools that can be used by guidance and counseling teachers to help students who experience social anxiety due to bullying. With the application of cognitive behavioral counseling and cognitive restructuring techniques, it is hoped that guidance and counseling teachers can be more effective in dealing with students' social anxiety, improving their emotional well-being, and creating a more supportive learning environment. This study also has the potential to be the basis for further research that can explore the long-term effectiveness and broader application of this guide in various educational contexts. The advantages of this guide which is specifically designed for the needs of students who are victims of bullying can be a valuable contribution in developing more effective strategies in dealing with the issue of social anxiety in schools.

4. CONCLUSION

This study shows that the Development of Cognitive Behavioral Counseling Guidelines with Cognitive Restructuring Techniques is effective in reducing social anxiety in students who are victims of bullying at SMP Negeri 4 Mengwi. The very high validity results from expert assessments and adequate practicality indicate that this guide is not only relevant but also easy to apply by BK teachers. The effectiveness of this method is proven through statistical testing which shows a significant decrease in students' social anxiety after the application of cognitive restructuring techniques. Although there are several limitations, such as limited samples and short research time, these findings provide important contributions to counseling strategies in schools. The implementation of this guide is expected to improve the quality of guidance and support for students who experience social anxiety due to bullying, as well as being the basis for further development in the field of school counseling.

5. REFERENCES

Almira, N. S., & Marheni, A. (2021). Analisis Fenomenologis Interpretatif tentang Definisi Bullying dan Harga Diri bagi Korban Bullying. *Jurnal Psikologi Integratif*, *9*(2), 209. https://doi.org/10.14421/jpsi.v9i2.2211.

Azizah, M. (2020). Pengaruh Penerapan Teknik Restrukturing Kognitif dalam Konseling Kelompok Cognitif Behavior Terapy Terhadap Korban Bullying pada Siswa Kelas XI MIPA 3 SMAN 17 Surabaya. *PD ABKIN JATIM Open Journal System*, *1*(1), 329–334. https://doi.org/https://doi.org/10.1234/pdabkin.v1i1.55.

Badriyah, S. (2020). Konseling Kelompok dengan Teknik Thought Stopping untuk Mereduksi Kecemasan Sosial Siswa. *Jurnal Fokus Konseling*, *6*(1), 19–25. https://doi.org/10.52657/jfk.v6i1.1111.

Damayanti, S., Nofia Sari, O., & Bagaskara, K. (2020). Perlindungan Hukum terhadap Anak Korban Bullying di Lingkungan Sekolah. *JURNAL RECHTENS*, *9*(2), 153–168. https://doi.org/10.36835/rechtens.v9i2.791.

Darusman, A. (2023). Efektivitas Konseling Kelompok Teknik Restrukturisasi Kognitif untuk Meningkatkan Percaya Diri Siswa Kelas X SMA MINQOTHROTUL Ulum Gumukmas. *PANDALUNGAN : Jurnal Penelitian Pendidikan, Bimbingan, Konseling Dan Multikultural*, *1*(1), 41–

49. https://doi.org/10.31537/pandalungan.v1i1.837.

Dewi, P. Y. A. (2020). Perilaku School Bullying Pada Siswa Sekolah Dasar. *Edukasi: Jurnal Pendidikan Dasar*, *1*(1), 39. https://doi.org/10.55115/edukasi.v1i1.526.

Elfariani, I., & Anastasya, Y. A. (2023). Regulasi Diri dan Kecemasan Sosial pada Remaja. *Jurnal Psikologi Terapan (JPT)*, *5*(2), 57. https://doi.org/10.29103/jpt.v5i1.10421.

Fatihah, D., Zen, E. F., & Lasan, B. B. (2021). Pengembangan Panduan Konseling Kelompok Teknik Restrukturisasi Kognitif untuk Mereduksi Kecemasan Komunikasi Siswa SMA. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *1*(6), 465–475. https://doi.org/10.17977/um065v1i62021p465-475.

Hayati, N., & Yusri, F. (2023). Upaya Edukasi Pencegahan Bullying pada Siswa SMPN 1 Enam Lingkung di Kabupaten Padang Pariaman. *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan*, *1*(1), 26–42. https://doi.org/10.59031/jkppk.v1i1.58.

Ireel, A. M., Elita, Y., & Mishbahuddin, A. (2018). Efektivitas Layanan Konseling Kelompok Teknik Restrukturisasi Kognitif untuk Mereduksi Kecemasan Menghadapi Ujian Siswa SMP di Kota Bengkulu. *Consilia : Jurnal Ilmiah Bimbingan Dan Konseling*, *1*(2), 1–10. https://doi.org/10.33369/consilia.1.2.1-10.

Islami, C. C. (2022). Konseling Behavioral Dengan Teknik Relaksasi Untuk Mereduksi Kecemasan Menghadapi Ujian Masuk Perguruan Tinggi Pada Siswa SMA. *Academic Journal of Psychology and Counseling*, *3*(1), 1–24. https://doi.org/10.22515/ajpc.v3i1.4107.

Kardinus, W. N., Akbar, S., & Rusfandi. (2022). Implementasi Program Pendidikan Karakter Untuk Membangun Sikap Kepedulian Sosial. *Jurnal Penelitian Dan Pendidikan IPS*, *16*(1), 31–40. https://doi.org/10.21067/jppi.v16i1.6971.

Kim, H. H., & Chun, J. (2020). Bullying Victimization, School Environment, and Suicide Ideation and Plan: Focusing on Youth in Low- and Middle-Income Countries. *Journal of Adolescent Health*, *66*(1), 115–122. https://doi.org/10.1016/j.jadohealth.2019.07.006.

Lestari, N. (2018). Prosedural Mengadopsi Model 4D Dari Thiagarajan Suatu Studi Pengembangan LKM Bioteknologi Menggunakan Model PBL Bagi Mahasiswa. *Jurnal Ilmiah Teknologi FST Undana*, *12*(2), 56–65. https://ejurnal.undana.ac.id/jurnal_teknologi/article/view/1170.

Melati, A. D., Fatimah, S., & Manuardi, A. R. (2022). Rational Emotive Behavior Therapy dalam Menangani Kecemasan Sosial Korban Bullying. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, *5*(3), 200–206. https://doi.org/10.22460/fokus.v5i3.8642.

Morin, C. R. W., & Rahardjo, W. (2021). Kecemasan Sosial, Kecenderungan Alexithymia, dan Adiksi Internet pada Mahasiswa. *Jurnal Psikologi*, *14*(1), 11–24. https://doi.org/10.35760/psi.2021.v14i1.3439.

Nadia, N. W. (2022). Pengembangan dari Rational Emotive Behavioral Therapy (REBT) hingga Cognitive Restructuring (CR). *CONS-IEDU*, *2*(2), 70–80. https://doi.org/10.51192/cons.v2i2.400.

Nur, M., Yasriuddin, Y., & Azijah, N. (2022). Identifikasi Perilaku Bullying Di Sekolah (Sebuah Upaya Preventif). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *6*(3), 685. https://doi.org/10.35931/am.v6i3.1054.

Nuriyah, N. S. (2023). Penerapan Restructuring Kognitif Dengan Konseling Kelompok Untuk Meningkatkan Self Esteem Siswa Kelas VII Di SMPN 3 Kalipuro. *PACIVIC: Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, *3*(2), 61–72. https://doi.org/10.36456/p.v3i2.8164.

Oktapiani, N., & Putri, A. (2018). Gangguan Kecemasan Sosial dengan Menggunakan Teknik Rasional Emotif Terapi. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, *1*(6), 227. https://doi.org/10.22460/fokus.v1i6.3024.

Oktaviany, D., & Ramadan, Z. H. (2023). Analisis Dampak Bullying Terhadap Psikologi Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, *9*(3), 1245–1251. https://doi.org/10.31949/educatio.v9i3.5400.

Pradana, S. R., Napisah, S., & Mursidi, A. (2023). Penerapan Teknik Cognitive Restructuring untuk Mengurangi Kecemasan Siswa dalam Menghadapi Ujian Semester. *Al-Musyrif: Jurnal Bimbingan Dan Konseling Islam*, *6*(2), 96–107. https://doi.org/10.38073/almusyrif.v6i2.1041.

Praptiningsih, N. A., & Putra, G. K. (2021). Toxic Relationship Dalam Komunikasi Interpersonal Di Kalangan Remaja. *Communication*, *12*(2), 132. https://doi.org/10.36080/comm.v12i2.1510.

Pratiwi, I., Herlina, H., & Utami, G. T. (2021). Gambaran Perilaku Bullying Verbal Pada Siswa Sekolah Dasar : Literature Review. *JKEP*, *6*(1), 51–68. https://doi.org/10.32668/jkep.v6i1.436.

Rifaldi, M., Syarafuddin, M., & Gunawan, I. M. S. (2020). Pengaruh Teknik Cognitive Restructuring Terhadap Kecemasan Sosial Siswa. *Counsenesia Indonesian Journal Of Guidance and Counseling*, *1*(02), 42–47. https://doi.org/10.36728/cijgc.v1i02.1188.

Riyanti, N. (2020). Teknik Restrukturisasi Kognitif untuk Mereduksi Kecemasan Sosial Remaja. *Jurnal Bimbingan Dan Konseling Borneo*, *2*(1). https://doi.org/10.35334/jbkb.v2i1.1475.

Safaat, R. A. (2023). Tindakan Bullying di Lingkungan Sekolah yang Dilakukan Para Remaja. *Jurnal Global Ilmiah*, *1*(2), 97–100. https://doi.org/10.55324/jgi.v1i2.13.

Salimi, N., Karimi-Shahanjarin, A., Rezapur-Shahkolai, F., Hamzeh, B., Roshanaei, G., & Babamiri, M. (2021). Use of a Mixed-Methods Approach to Evaluate the Implementation of Violence and Bullying Prevention Programs in Schools. *Education and Urban Society*, *53*(6), 607–628. https://doi.org/10.1177/0013124520972090.

Samsudi, M. A., & Muhid, A. (2020). Efek Bullying Terhadap Proses Belajar Siswa. *SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme*, *2*(02), 122–133. https://doi.org/10.37680/scaffolding.v2i02.466.

Sigarlaki, M. A., & Nurvinkania, A. A. (2022). Hubungan Kecemasan Sosial dengan Pengungkapan Diri dalam Hubungan Pertemanan. *Humanitas (Jurnal Psikologi)*, *6*(3), 345–362. https://doi.org/10.28932/humanitas.v6i3.5807.

Tambunan, S., & Mulkiyan, M. (2021). Strategi Mengatasi Trauma pada Korban Bullying Melalui Konseling Eksistensial. *Jurnal Mimbar: Media Intelektual Muslim Dan Bimbingan Rohani*, *7*(2), 204–234. https://doi.org/10.47435/mimbar.v7i1.783.

Tejerina-Arreal, M., Parker, C., Paget, A., Henley, W., Logan, S., Emond, A., & Ford, T. (2020). Child and Adolescent Mental Health Trajectories in Relation to Exclusion from School from the Avon Longitudinal Study of Parents and Children. *Child and Adolescent Mental Health*, *25*(4), 217–223. https://doi.org/10.1111/camh.12367.

Tofiqurrohman, H. (2019). Pendidikan Multikultural dan Relevansinya dengan Pendidikan Agama Islam Hanif. *Kependidikan*, *7*(2), 179–191. https://doi.org/10.24090/jk.v7i2.3080.

Vrijen, C., Wiertsema, M., Ackermans, M. A., van der Ploeg, R., & Kretschmer, T. (2021). Childhood and Adolescent Bullying Perpetration and Later Substance Use: A Meta-analysis. *Pediatrics*, *147*(3), e2020034751. https://doi.org/10.1542/peds.2020-034751.

Walkden, G. J., Gill, H., Davies, N. M., Peters, A. E., Wright, I., & Pickering, A. E. (2020). Early Childhood General Anesthesia and Neurodevelopmental Outcomes in the Avon Longitudinal Study of Parents and Children Birth Cohort. *Anesthesiology*, *133*(5), 1007–1020. https://doi.org/10.1097/ALN.0000000000003522.

Wibowo, H., Fijriani, F., & Krisnanda, V. D. (2021). Fenomena Perilaku Bullying di Sekolah. *Orien: Cakrawala Ilmiah Mahasiswa*, *1*(2), 157–166. https://doi.org/10.30998/ocim.v1i2.5888.

Zahra, S. L., & Hayati, M. (2022). Kondisi Self Awareness Pada Anak Korban Bullying. *JECED : Journal of Early Childhood Education and Development*, *4*(1), 77–87. https://doi.org/10.15642/jeced.v4i1.1854.

Zulqurnain, M. A., & Thoha, M. (2022). Analisis Kepercayaan Diri pada Korban Bullying. *Edu Consilium : Jurnal Bimbingan Dan Konseling Pendidikan Islam*, *3*(2), 69–82. https://doi.org/10.19105/ec.v3i2.6737.