Cognitive Behavioral Therapy Using the Redha Concept to Handle the Problem of Depression Among Students : A Pilot Study

Noor Azimah Binti Sulaiman[1]* (iD)

[1] Universiti Brunei Darussalam, Bandar Seri Begawan, Brunei Darussalam

ARTICLE INFO

ABSTRAK

Kesehatan mental terutamanya kemurungan menjadi isu global yang serius. Masalah kemurungan ini mempengaruhi individu. Penelitian ini bertujuan untuk menganalisis Terapi Kognitif Tingkah Laku (CBT) yang diintegrasikan dengan Konsep Redha dalam menangani masalah kemurungan di kalangan pelajar. Kajian ini juga mengadaptasi pendekatan yang sesuai dengan nilai budaya dan spiritual masyarakat setempat, dengan harapan dapat memberikan solusi yang lebih relevan terhadap masalah kesihatan mental pelajar. Kajian kuantitatif eksperimen ini melibatkan 291 pelajar Tingkatan Enam yang melengkapkan Skala Kemurungan, Keresahan dan Tekanan 21 item (DASS21) untuk mengukur tahap kemurungan mereka. Dari jumlah tersebut, 12 pelajar dipilih secara rawak berdasarkan tahap kemurungan mereka untuk mengikuti sesi intervensi dan mengisi Soal Selidik Kesihatan Pesakit (PHQ9) pada peringkat pra dan pasca intervensi. Analisis data dilakukan menggunakan ujian Friedman dan Wilcoxon Signed Rank Test untuk menilai perubahan dalam tahap kemurungan. Hasil kajian menunjukkan penurunan signifikan dalam tahap kemurungan selepas sesi terapi, dengan skor median menurun dari 12.00 kepada 8.00 (p < 0.001). Kesimpulannya, CBT yang diintegrasikan dengan Konsep Redha berpotensi menjadi pendekatan yang efektif dalam mengurangkan kemurungan pelajar, dengan implikasi yang menunjukkan pentingnya penerapan pendekatan ini dalam skala yang lebih luas untuk menyokong kesejahteraan mental pelajar, terutama dalam konteks budaya dan spiritual masyarakat Brunei.

ABSTRACT

Mental health, especially depression, is a serious global issue. This problem of moodiness affects individuals. This research aims to analyze Cognitive Behavioral Therapy (CBT) which is integrated with the Redha Concept in dealing with the problem of depression among students. This study also adapts an approach that is in line with the cultural and spiritual values of the local community, with the hope of providing more relevant solutions to students' mental health problems. This experimental quantitative study involved 291 Sixth Form students who completed the 21-item Depression, Anxiety and Stress Scale (DASS21) to measure their level of depression. Of this number, 12 students were randomly selected based on their depression stage to take part in the intervention session and complete the Patient Health Questionnaire (PHQ9) at pre- and post-intervention levels. Data analysis was carried out using the Friedman test and the Wilcoxon Signed Rank Test to assess changes in the stages of depression. The results of the study showed a significant reduction in levels of moodiness after therapy sessions, with median scores decreasing from 12.00 to 8.00 (p < 0.001). In conclusion, CBT integrated with the Redha Concept has the potential to be an effective approach in reducing student depression, with implications that show the importance of applying this approach on a wider scale to support students' mental well-being, especially in the cultural and spiritual context of Brunei society.

1. INTRODUCTION

Mental health, especially depression, is increasingly becoming a serious global issue. This problem of depression can affect individuals regardless of age, gender, or social status. According to

*Corresponding author
E-mail addresses: tr_azie@yahoo.com (Noor Azimah Binti Sulaiman)

previous research, melancholy is a mental disorder involving persistent feelings of sadness, lack of interest in daily activities, as well as sleep and appetite disorders (Mutiara et al., 2023). If left untreated, moodiness can cause behavioral problems in adolescents and adults, with symptoms including mood swings, loss of interest in activities, lack of focus, prolonged feelings of sadness, disturbed sleeping and eating patterns, and suicidal feelings (Handayani et al., 2017; Rohman, 2019).

Moreover, the Covid-19 pandemic has had a deep impact on the mental well-being of global society and exacerbated depression, as stated by several previous studies (Amran et al., 2021; Manurung, 2021). Holmes and colleagues' study found that the pandemic led to an increase in long-term mental health problems, including widespread depression in all levels of society. This impression is felt more clearly by the student group, who are forced to face various challenges such as sudden changes in learning modes, social isolation, and increasing academic pressure. This situation not only affects their academic performance, but also their overall emotional well-being (Abu Zarim & Surat, 2022; Assabilah & Murni, 2023). Therefore, it is very important to formulate a comprehensive and holistic strategy in dealing with the issue of depression, especially among students, so that they can adapt to change and maintain mental stability in facing the challenges of modern life.

However, there is a clear gap between expectations and reality in efforts to deal with this depression. On the one hand, there are various approaches that are expected to deal with depression, but on the other hand, the level of depression among students remains high and may not reflect an approach that is in accordance with the cultural and spiritual values of the local community (Nugraha & Hasanah, 2021; Rahman et al., 2022). Therefore, it is important to study and adapt treatment approaches that are more relevant to the sociocultural and religious context, especially in countries that have strong Islamic values such as Brunei Darussalam. One approach that has proven effective in treating moodiness is Cognitive Behavioral Therapy (CBT), which was introduced by Aaron Beck. Based on previous studies, Cognitive Behavioral Therapy (CBT) is identified as an effective method in treating depression, especially for individuals who have a history of depression (Carpenter et al., 2019; Krisnanda et al., 2022). However, according to other research, although Cognitive Behavioral Therapy (CBT) has proven to be effective, there are gaps in the application of this approach in certain cultural and religious contexts, especially in societies that have deep spiritual values (Kapailu et al., 2021). This raises questions about the effectiveness of Cognitive Behavioral Therapy (CBT) when combined with spiritual elements in treating mental health problems (Krisnanda et al., 2022; Nurhikmah et al., 2021). In an attempt to address this gap, a study was conducted involving a pilot study. This pilot study aims to examine the effectiveness of Cognitive Behavioral Therapy (CBT) which is integrated with the Redha Concept, as an important element in Islamic teachings. The concept of Redha is defined by previous research as a state of contentment and acceptance of everything that happens without feelings of pressure or hatred towards the tests given by Allah, which is able to produce patient, sincere and optimistic qualities in the individual (Nadia, 2022; Ngatiman & Ibrahim, 2018).It is hoped that the integration of spiritual values like this can provide an additional dimension in dealing with the problem of depression among students, especially in the sociocultural context of Brunei Darussalam society.

This pilot study aims to answer the main problem, namely to test the effectiveness of Cognitive Behavioral Therapy (CBT) which is integrated with the Redha Concept in overcoming depression among students. Apart from that, this pilot study also aims to assess the suitability of the counseling session period, identify problems that may arise, and provide practice for a larger main study (Anggara, 2019; Tasya & Abadi, 2019). This study also aims to identify whether any changes or improvements are needed in the instruments or procedures used before the main study is carried out. This study presents novelty value through the application of the Redha Concept as an additional element in Cognitive Behavioral Therapy (CBT), an approach that has so far never been applied in the context of the Islamic community in Brunei Darussalam. This innovation not only provides a new dimension in understanding the dynamics of psychological therapy, but also highlights the importance of adapting mental health interventions to local cultural and religious values. This research aims to analyze Cognitive Behavioral Therapy (CBT) which is integrated with the Redha Concept in dealing with the problem of depression among students. It is hoped that this more inclusive approach can make a significant contribution to the field of mental health studies, especially in dealing with the issue of depression among students. By integrating spiritual elements relevant to the local context, this study offers the potential to create more effective and memorable interventions. In addition, the results of this study can serve as a guide for the development of intervention strategies in the future, as well as expand understanding of the importance of harmony between scientific approaches and traditional values in psychological practice.

2. METHOD

This study uses a quantitative experimental approach with a pilot study design (Riyanto & Atmawan, 2020). This study aims to examine the effectiveness of Cognitive Behavioral Therapy (CBT) integrated with the Redha Concept in treating students' depression problems in Brunei Darussalam, by paying attention to spiritual and spiritual aspects, especially among Islamic students. This approach was adapted to overcome the shortcomings of Western psychotherapy approaches which do not emphasize cultural and spiritual values in the context of Brunei society. This study sample involved 12 Sixth Form students from a Sixth Form Center in the Brunei Darussalam Muara Region. These students were aged between 18 and 19 years and were selected based on the stage of depression identified through the DASS21 instrument. The criteria for selecting participants were based on their moodiness scores which were categorized as mild (n=4), moderate (n=4), and severe (n=4). Exceptions were made to participants who recorded a score of more than 14 (severe category).

Data was collected using two main instruments, namely, 1.) DASS21 (Depression, Anxiety, and Stress Scale - 21 items): This instrument is used at an early stage to identify the level of depression, restlessness and stress among students. These questionnaires were given to 291 Sixth Form students, and only moodiness scores were analyzed for selection of participants for the pilot study. This instrument contains 21 items that measure three main dimensions: moodiness, restlessness, and stress. Only the depression section was used for this study. The score for each item ranges from 0 to 3, with the maximum score for moodiness being 63. Assessments are categorized into mild, moderate and severe levels based on the total score. 2.) Patient Health Questionnaire (PHQ9 - Patient Health Questionnaire): This instrument is used to quantitatively measure the level of depression at two levels, namely before and after the counseling session (pre and post). PHQ9 is used to monitor changes in the moodiness stages of study subjects after Cognitive Behavioral Therapy (CBT) intervention integrated with the Redha Concept. This questionnaire consists of 9 items that assess symptoms of depression based on symptoms that have occurred in the last two weeks. Each item is rated on a scale of 0 to 3, with total scores ranging from 0 to 27. Higher PHQ9 scores indicate more severe levels of moodiness.

Data collected through PHQ9 on pre- and post-therapy ratings were analyzed using Friedman and Wilcoxon Signed Rank statistical methods. Friedman's test was used to assess changes in moodiness scores among participants before and after the intervention. The Wilcoxon Signed Rank test was used to assess the difference in scores between two ratings (pre and post) to determine the effectiveness of the Cognitive Behavioral Therapy (CBT) intervention with the Redha Concept. Lower scores after therapy indicate a decrease in the participant's level of depression, indicating the effectiveness of the intervention. It is hoped that these findings will provide results that can be used as a guide for adapting therapeutic approaches that are more holistic and relevant to the culture and religion of Bruneian society, especially in the student context. It is also hoped that the results of this study can contribute to improving mental well-being among students through the combined application of Cognitive Behavioral Therapy (CBT) and Islamic spiritual values.

3. RESULTS AND DISCUSSION

Result

This study involved 291 students from a Sixth Level Center in the Brunei and Muara Regions. All students included in this study completed the DASS21 instrument with a response rate of 100%. Of the total sample, 114 (39%) were men and 177 (61%) were women. For the pilot study, a total of 12 students were randomly selected, consisting of 6 men and 6 women, based on certain criteria established in this study. The DASS21 instrument used in this study measures three aspects, namely depression, restlessness, and stress. Based on the results of DASS21 data analysis, students' depression stages can be categorized into four main categories, namely normal, mild, moderate, and severe. Table 1 shows the student's depression stage score through the analyzed DASS21 instrument.

Table 1. The Student Depression Stage Scores through Instruments DASS21

Stage of depression	Number of Students	Percentage
Mild	15	5%
Simple (Moderate)	50	17%
Severe	48	16%
Normal	152	52%

Based on Table 1, the most frequently recorded stage of moodiness was normal (52%), followed by moderate (17%), mild (16%), and very severe (5%).

Changes in Levels of Melancholy (Pre and Post Intervention)

To examine changes and differences in levels of depression at pre- and post-intervention levels, the PHQ9 (Patient Health Questionnaire) instrument was used. PHQ9 contains 9 questions to help identify clinically significant symptoms of depression. The score for each item is 0 to 3, and the overall score ranges from 0 to 27. Table 2 shows changes and differences in levels of depression in pre- and post-intervention ratings based on PHQ9 scores.

Table 2. The Changes and Differences in Levels of Depression in Pre- and Post-Intervention Ratings

	N	Mean Rank	Percentiles			Chi-Square	df	Asymp. Sig.
			15th	50th (Median)	75th			
PHQ9 Score KR1 (Pre)	12	2.00	8.25	12.00	16.75	12.00	1	0.001
PHQ9 Score KR1 (post)	12	1.00	4.00	8.00	9.75			

Based on Table 2, The results of the Friedman test showed that there was a statistically significant difference in moodiness scores between two time points, namely pre-intervention and post-intervention [$\chi^2(2, n=12) = 12.000$, $p < .001$]. Examination of median scores showed a decrease in median scores from pre-intervention (Md = 12.00) to post-intervention (Md = 8.00), indicating a significant reduction in students' levels of moodiness after the intervention.

Next, the Wilcoxon Signed Rank t-test was carried out as a post-hoc test to control type 1 error (Type I error). Test results showed a significant change in scores, with a z value = -3.066, p < 0.002, and a large impression size (r = 0.63). The median score decreased from 12.00 to 8.00, reflecting a significant reduction in levels of moodiness. Table 3 the following shows the results of the Wilcoxon Signed Rank test.

Table 3. The Changes and Differences in Levels of Depression in Pre- and Post-Intervention Levels

		N	Mean Rank	Sum of Ranks
PHQ9 KR1 Score (Post) – PHQ9 KR1 Score (Pre)	Negative Ranks	12a	6.50	78.00
	Positive Ranks	0b	0.00	0.00
	Ties	0c		
	Total	12		
Test Statistics2				
PHQ9 KR1 Score (Post) – PHQ9 Score (pre)				
Z		-3.066b		
Asymp. Sig. (2-tailed)		0.002		

Based on Table 3, the results of this study provide in-depth insight into the impact of interventions on students' levels of depression. Based on the results of the Friedman test, there was a statistically significant difference in moodiness scores between pre- and post-intervention, with a clear decrease in moodiness levels (from Md = 12.00 to Md = 8.00). This shows that Cognitive Behavioral Therapy (CBT) therapy integrated with the Redha Concept is effective in reducing symptoms of depression among students. The results of the Wilcoxon Signed Rank test showing a large effect size (r = 0.63) also confirmed that the change in the level of depression was not only statistically significant, but also important from a clinical perspective.

Discussion

The significant reduction in levels of moodiness after the intervention shows that the approach used in this study is effective in dealing with the problem of moodiness among students. This provides support to the pilot study question, which aims to examine the effectiveness of Cognitive Behavioral Therapy (CBT) combined with the Redha Concept in reducing depression (Manan, 2017; Tasya & Abadi, 2019). This intervention not only has the potential to reduce symptoms of depression, but can also improve the quality of life and daily functioning of students, which can have a positive impact on other aspects such as academic achievement and social relationships. Thus, effective interventions not only treat depression symptoms, but can also improve participants' overall well-being.

This study provides a clear picture of the effectiveness of Cognitive Behavioral Therapy (CBT) integrated with the Redha Concept for dealing with the problem of depression among students in Brunei Darussalam. The results of the study show that this intervention is successful in reducing levels of depression, which leads to improvements in their mental well-being, because the nature of humility that has been embedded in the heart will produce a sense of gratitude and patience with the trials that arise (Haikal, 2022; Kapailu et al., 2021). Based on the significant reduction in mood symptoms following counseling sessions, this study supports the use of this approach as a therapy that has the potential to help students experiencing mental health problems, particularly moodiness. These results are consistent with previous study findings supporting the effectiveness of Cognitive Behavioral Therapy (CBT) in treating depression (Nurhikmah et al., 2021; Tella & Bashorun, 2012).

The findings in this study show that Cognitive Behavioral Therapy (CBT) which is adapted to spiritual values, especially the Redha Concept, has a positive impact on students' emotional and cognitive changes (Dyah Puspitaningrum, 2019; Priatna, 2018). This approach proves relevant in the context of Bruneian society which adheres to religious values, where Redha functions as an important factor in helping students overcome the pressures of life and the exams they face. These findings are in line with results that argue that therapeutic approaches integrated with Islamic spiritual values can not only improve acceptance among Muslim communities, but also improve their therapeutic impression and overall mental well-being (Hanum & Annas, 2019; Sriwiyanti & Saefudin, 2022). By instilling this concept in students, they can accept life's trials more calmly, which in turn can reduce symptoms of depression and improve their quality of life.

This study also shows that therapy involving spiritual elements can provide a more holistic impression in dealing with depression problems. This opens up opportunities for a more comprehensive treatment approach that is appropriate to the cultural and religious context of the local community (Anggara, 2019; Dyah Puspitaningrum, 2019). Therefore, the use of Cognitive Behavioral Therapy (CBT) with the Redha Concept as an intervention in student counseling provides great potential to help them face mental and emotional challenges (Kudadiri, 2023; Nur et al., 2022).The impact or impression of counseling from an Islamic perspective is deeper because, no matter how big the problem of depression, if the individual becomes sad, Islamic-based therapy can touch a person's heart and spirit, not just limited to cognitive, affective and psychomotor aspects (Dyah Puspitaningrum, 2019; Tasya & Abadi, 2019).From a broader perspective, this study is not only important for increasing awareness about the problem of depression among students, but can also contribute to practical developments in the field of counseling, especially in the formation of prevention and treatment programs that are more sensitive to local values. .

Although this study provided positive results, there were several limitations such as small sample size and short intervention period, which may affect the generalizability of the results. Therefore, further studies with a larger sample size and a longer intervention period are highly recommended to validate the long-term effectiveness of Cognitive Behavioral Therapy (CBT) with the Redha Concept (Nur et al., 2022; Sumarni, 2019). Justification of a larger sample size is important to ensure the study can provide sufficient and precise information, as well as increasing the reliability of the inference results obtained. In addition, to confirm these findings, further studies to make comparisons between control groups and maintenance groups also need to be carried out (Khairiah, 2018; Marisa et al., 2020).

However, there are several limitations in this study, such as the small sample size and limited study period. Therefore, further research with a larger sample size and longer study period is needed to confirm the long-term effectiveness of Cognitive Behavioral Therapy (CBT) with the Redha Concept. In addition, future studies may investigate other factors that may influence the effectiveness of therapy, such as social support and environmental factors, to improve the intervention and make it more effective. Overall, the results of this study provide a strong basis for continuing the use and development of effective interventions in dealing with the problem of moodiness among students. The effectiveness of Cognitive Behavioral Therapy (CBT) combined with the Redha Concept gives hope for improving students' mental well-being in the context of Brunei Darussalam.

4. CONCLUSION

Cognitive Behavioral Therapy (CBT) integrated with spiritual concepts such as Redha can play an important role in helping students overcome depression, as well as making a meaningful contribution to the fields of counseling, education and student welfare in Brunei. Implementing this approach has the potential to improve students' quality of life, improve their mental well-being, and reduce social problems that may arise as a result of moodiness. This study is also a first step for further investigation in this field, and can provide inspiration for other intervention programs that utilize cultural and religious values in mental therapy.

5. REFERENCES

Abu Zarim, N. Z., & Surat, S. (2022). Kompetensi Sosial Emosi dan Pendidikan : Kajian Tinjauan Sistematik (Social Emotional Competence and Education : A Systematic Review). *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, *7*(10), e001853. https://doi.org/10.47405/mjssh.v7i10.1853.

Amran, A., Suhendra, S., Wulandari, R., & Farrahatni, F. (2021). Hambatan Siswa dalam Pembelajaran Daring pada Mata Pelajaran Matematika pada Masa Pandemik Covid-19 di Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 5179–5187. https://doi.org/10.31004/basicedu.v5i6.1538.

Anggara, A. P. (2019). Pengembangan Media Pembelajaran Powerpoint Untuk Meningkatkan Kognitif dan Kemampuan Sosial Anak Usia Dini. *Jurnal Teologi Berita Hidup*, *2*(1), 11–19. https://doi.org/10.38189/jtbh.v2i1.18.

Assabilah, A. D., & Murni, A. W. (2023). Pengembangan Media Pembelajaran Interaktif JERA pada Mata Pelajaran PPKn Materi Mengenal Pengamalan Nilai-Nilai Pancasila dalam Kehidupan Sehari-Hari Kelas V SDN Sumokali Candi. *Nusantara Educational Review*, *1*(1), 15–22. https://doi.org/10.55732/ner.v1i1.996.

Carpenter, R., DiChiacchio, T., & Barker, K. (2019). Interventions for self-management of type 2 diabetes: An integrative review. *International Journal of Nursing Sciences*, *6*(1), 70–91. https://doi.org/10.1016/j.ijnss.2018.12.002.

Dyah Puspitaningrum, T. (2019). Teknik Modeling Terhadap Perencanaan Karir Peserta Didik Sma. *G-Couns: Jurnal Bimbingan Dan Konseling*, *3*(1), 1–10. https://doi.org/10.31316/g.couns.v3i1.76.

Haikal, M. (2022). Terapi Kognitif Perilaku untuk Mengurangi Gejala Kecemasan. *Procedia : Studi Kasus Dan Intervensi Psikologi*, *10*(2), 47–52. https://doi.org/10.22219/procedia.v10i2.19215.

Handayani, D., Laksono, D. E., & Novitiana, L. (2017). Pengaruh Perilaku Agresif Terhadap Potensi Kecelakaan Pengendara Sepeda Motor Remaja Dengan Studi Kasus Pelajar Sma Kota Surakarta. *Jurnal Riset Rekayasa Sipil*, *1*(1), 64. https://doi.org/10.20961/jrrs.v1i1.14724.

Hanum, A., & Annas, A. (2019). Penggunaan Kurikulum Serta Penanaman Nilai dan Spiritual Siswa. *Indonesian Journal of Learning Education and Counseling*, *1*(2), 160–168. https://doi.org/10.31960/ijolec.v1i2.84.

Kapailu, F. R., Ululi, I. F., Mukti, M. R. G., & Basri, A. S. H. (2021). Penerapan Terapi Kognitif untuk Remaja yang Mengalami Fobia Sosial: Sebuah Kajian Kepustakaan [Implementation of Cognitive Therapy to Adolescents with Social Phobia: A Literature Review]. *Acta Islamica Counsenesia: Counselling Research and Applications*, *1*(1), 13–20. https://doi.org/10.59027/aiccra.v1i1.84.

Khairiah, D. (2018). Assesmen Perkembangan Sosio-emosional Kementerian Pendidikan dan Kebudayaan. (2015). Pedoman Penilaian Pembelajaran Pendidikan Anak Usia Dini (K. Yulaelawati, Ella & Restuningsih (ed.); 1st ed.). Direktorat Pembinaan Pendidikan Anak Usia Dini.Anak Usia Di. *Al Athfal*, *1*(1), 1–22. https://www.ejournal.stainupwr.ac.id/index.php/Al_Athfal/article/view/85.

Krisnanda, V. D., Ramli, M., & Hidayah, N. (2022). Konseling Cognitive Behavioral Therapy (CBT) untuk Mengembangkan Self-love Penyintas Trauma Kekerasan Dalam Rumah Tangga (KDRT). *Counsellia: Jurnal Bimbingan Dan Konseling*, *12*(2), 116. https://doi.org/10.25273/counsellia.v12i2.14167.

Kudadiri, S. (2023). Pengembangan Media Pembelajaran Berbantuan Adobe Flash Cs 6 dalam Pelayanan Konseling untuk Meningkatkan Keterampilan Berbicara Sekolah Dasar. *Jurnal Basicedu*, *7*(5), 3158–3165. https://doi.org/10.31004/basicedu.v7i5.6122.

Manan, S. (2017). Pembinaan Akhlak Mulia Melalui Keteladanan dan Pembiasaan. *Jurnal Pendidikan Agama Islam-Ta'lim*, *15*(2), 1. http://jurnal.upi.edu/file/05_PEMBINAAN_AKHLAK_MULIA_-_Manan1.pdf.

Manurung, P. (2021). Multimedia Interaktif Sebagai Media Pembelajaran Pada Masa Pandemi Covid 19. *Al-Fikru: Jurnal Ilmiah*, *14*(1), 1–12. https://doi.org/10.51672/alfikru.v14i1.33.

Marisa, C., Yekti, W. B., & Yekti, K. (2020). Konseling Behavior Contract Untuk Mengurangi Perilaku Membolos Sekolah Di Tingkat Menengah Kejuruan. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, *4*(2), 330–338. https://doi.org/10.26539/teraputik-42421.

Mutiara, F., Kholil, A. Y., & Dewi, R. A. (2023). Penyuluhan dan Sosialisasi Lingkungan Sehat pada Komunitas Waria, Karangploso, Kabupaten Malang. *Journal of Indonesian Society Empowerment*, *1*(2), 55–62. https://doi.org/10.61105/jise.v1i2.43.

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.

Ngatiman, N., & Ibrahim, R. (2018). Pendidikan Karakter Dalam Perspektif Pendidikan Islam. *Manarul Qur'an: Jurnal Ilmiah Studi Islam*, *18*(2). https://doi.org/10.32699/mq.v18i2.949.

Nugraha, D., & Hasanah, A. (2021). Pendidikan Karakter Berbasis Nilai-Nilai Budaya di Sekolah. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, *2*(1), 1.

https://doi.org/10.26418/jppkn.v2i1.40803.

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.

Nurhikmah, Gani, H. A., Pratama, M. P., & Wijaya, H. (2021). Development of an Android-based Computer Based Test (CBT) In Middle School. *Journal of Education Technology*, *5*(2), 272–281. https://doi.org/10.23887/jet.v5i2.33527.

Priatna, T. (2018). Inovasi Pembelajaran Pai Di Sekolah Pada Era. *Jurnal TATSQIF (Jurnal Pemikiran Dan Penelitian Pendidikan)*, *16*(1), 16–41. https://doi.org/10.20414/jtq.v16i1.158.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, *2*(1), 1–8. https://journal.unismuh.ac.id/index.php/alurwatul/article/view/7757.

Riyanto, S., & Atmawan, A. A. (2020). *Metode Research Penelitian Kuantitatif Penelitian di bidang Manajemen,Teknik, Pendidikan dan Eksperimenn*. Cv Budi Utama.

Rohman, M. A. abdur. (2019). Pendidikan Karakter di Sekolah Menengah Pertama (SMP): Teori, Metodologi dan Implementasi. *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama*, *11*(2), 125–146. https://doi.org/10.5281/zenodo.3559290.

Sriwiyanti, S., & Saefudin, W. (2022). Spiritual well-being, self-efficacy, and student engagement of muslim juveniles during an educational program in prison. *Muslim Education Review*, *1*(1), 106–130. https://doi.org/10.56529/mer.v1i1.7.

Sumarni, N. M. (2019). Penerapan Model Konseling Behavioral Teknik Modeling untuk Meningkatkan Self Intraception Siswa. *Journal of Education Action Research*, *3*(4), 433. https://doi.org/10.23887/jear.v3i4.22479.

Tasya, N., & Abadi, A. P. (2019). Faktor Penyebab Rendahnya Hasil Belajar Siswa. *Sesiomedika*, *2*(1), 660–662. http://repository.lppm.unila.ac.id/9533/.

Tella, A., & Bashorun, M. T. (2012). Attitude of undergraduate students towards computer-based test (CBT): A case study of the university of Ilorin, Nigeria. *International Journal of Information and Communication Technology Education*, *8*(2), 33–45. https://doi.org/10.4018/jicte.2012040103.