

IMPLEMENTATION OF INDIVIDUAL COUNSELING COGNITIVE RESTRUCTURING TECHNIQUES TO REDUCE VERBAL BULLYING OF JUNIOR HIGH SCHOOL STUDENTS IN THE PESANGGARAN AREA

IMPLEMENTASI KONSELING INDIVIDU TEKNIK RESTRUKTURISASI KOGNITIF UNTUK MEREDUKSI BULLYING VERBAL SISWA SMP DI WILAYAH PESANGGARAN

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Abstrak

Tujuan umum penelitian ini adalah untuk mengetahui perubahan nyata konseling individual dengan teknik restrukturisasi kognitif dalam mengurangi perilaku perundungan verbal pada siswa. Permasalahan penelitian ini adalah perilaku perundungan verbal sering terjadi di lingkungan siswa. Tujuan khusus penelitian ini adalah dapat membantu siswa dalam mengurangi perilaku perundungan verbal yang sedang terjadi. Perilaku perundungan verbal merupakan ucapan atau tindakan agresif dalam bentuk verbal yang dilakukan secara sengaja dan berulang-ulang yang bertujuan untuk menyakiti, meneror, mendominasi, atau hanya iseng saja, pemicu perundungan verbal banyak sekali diantaranya adalah pikiran, perasaan, dan perilaku perundungan. Kekerasan verbal banyak memberikan dampak negatif mulai dari hilangnya rasa percaya diri, stres, hingga trauma berkepanjangan. Penelitian ini menggunakan jenis penelitian kuantitatif kasus tunggal pola A-B. Analisis data yang digunakan adalah deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa skor awal perilaku perundungan verbal siswa sebelum diberikan intervensi adalah 151. Nilai ini berada pada kategori sangat tinggi. Setelah diberikan empat kali intervensi, skor siswa turun menjadi 96 dan termasuk dalam kategori rendah. Sehingga dapat dikatakan bahwa teknik restrukturisasi kognitif dapat menurunkan perilaku bullying verbal siswa SMP Negeri Pesanggaran.

Abstract

The general objective of this study is to determine the real changes in individual counseling with cognitive restructuring techniques in reducing verbal bullying behavior in students. The problem of this study is the frequent occurrence of verbal bullying behavior in the student environment. The specific objective of this study is to be able to help students in reducing ongoing verbal bullying behavior. Verbal bullying behavior is an aggressive speech or action in verbal form that is done intentionally and repeatedly with the aim of hurting, terrorizing, controlling, or just for fun. Many triggers for verbal bullying include bullying thoughts, feelings, and behavior. Verbal bullying has many negative impacts ranging from loss of confidence, stress, to prolonged trauma. This study uses a quantitative single-case A-B pattern. Data analysis used is descriptive quantitative. The results of the study show that the initial score of student's verbal bullying behavior before being given intervention was 151. This value is included in the very high category. After being given intervention four times, the student's score dropped to 96 and entered the low category. Therefore, it can be said that cognitive restructuring techniques can reduce student's verbal bullying behavior in Pesanggaran Junior High School.

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INTRODUCTION

Recently, the world of education has been concerned about the many cases of *bullying* that occur in schools, especially at the secondary school (SMP) level. Junior high school is the early age of adolescence (around the age of 12-15 years). That age is an important period in a person's physical, emotional, social and cognitive development. Here are some common conditions that occur in this phase, including children starting to be more aware of changes in their body, emotions tend to be unstable or changeable, peers become very important, there is a strong urge to be accepted in the group, starting to think abstractly and logically, and confusion of identity or a sense of inferiority. In this phase, the role of individuals with peers is quite strong in the development of personality and behavior. In order to feel welcome in a group, teenagers often want to act like their classmates. Adolescents have a high need for recognition, which is often shown in their tendency to act in a way that attracts attention. This includes a desire to get along with certain people. As a form of self-actualization, this happens.

Verbal bullying is a form of aggression that involves the use of words, disputes, and derogatory names or nicknames, according to Hidayanti, et al. (2023). According to Coloroso (2007), verbal bullying occurs when a person oppresses or hurts another person by using verbal words. According to Sapitri (2020), the most common type of *bullying* carried out by boys and girls is *verbal bullying*. *Verbal bullying*, according to Hasnawati (2013), is defined as hostile verbal actions or statements that are done intentionally and continuously with the aim of hurting, intimidating, controlling, or simply having fun. One type of *bullying* that uses spoken language is called verbal bullying (Amanda, 2021). Spreading unpleasant rumors, calling someone a negative nickname, making fun of them, giving harsh criticism, and using abusive language are examples of verbal bullying (Nugroho 2019). In other words, verbal bullying is any repetitive verbal behavior that is done for self-satisfaction and has the potential to negatively impact and hurt others.

Some of the impacts and factors caused by verbal bullying behavior. Negative impacts that occur due to verbal bullying behavior on students at school include loss of confidence, stress, prolonged trauma and fear of entering school. Then, the factors that cause verbal bullying include family factors and social factors. *Verbal bullying* occurs in schools because there is a circle of friends that is often done by students and is considered as mediocre behavior without thinking about the impact that will be caused in the future.

From the results of the questionnaire given to 30 students of Pesanggaran Junior High School, there was one student indicated to have *verbally bullied* one student with a high level of verbal bullying behavior. Forms of verbal bullying that are often carried out include cursing, yelling, threatening, giving bad nicknames, accusing without evidence, and spreading gossip. This is strengthened by the results of interviews during PPL at the junior high school. The student who was indicated to have committed verbal bullying behavior said it was just a joke or joke without the intention to deeply understand the impact of his actions. The problem of verbal bullying that occurs at Pesanggaran Junior High School has not been specifically handled for children who behave *verbally bullying*, it is still limited to monitoring.

Guidance and counseling teachers (BK) play a crucial role. Providing individual counseling services is one of the things that BK teachers can do. Cognitive restructuring is a type of individual counseling that can be used to reduce verbal bullying behavior. Beck (2011) pioneered a counseling theory known as cognitive behavioral counseling. Cognitive therapy is a method that helps people change their behavior and emotions by combining behavioral and cognitive strategies. The basic principle of cognitive therapy is that a person's behavior is largely influenced by the way they

interpret an event. Ideas that are self-harming and trigger bad moods are the main focus of cognitive therapy. A method of counseling called cognitive restructuring can help clients replace irrational or negative beliefs with more reasonable or realistic beliefs. People interpret and respond to an event by creating beliefs, expectations, attitudes, and cognition based on their knowledge of the event, according to Martin and Pear (2015), who cite cognitive assumptions and theories. Emotional and behavioral illnesses can result from a defective or maladaptive mindset.

Cognitive restructuring, according to Connolly (in Ramadhoni, 2018), teaches clients to think differently by replacing ideas that are fundamentally wrong with more logical, practical, and constructive ones. Turning negative thoughts into positive ones can be done by using cognitive restructuring strategies (Riyanti & Darwis, 2020). The goal of cognitive restructuring is to recognize problematic mindsets and create more constructive mindsets. The seven stages of cognitive restructuring techniques are gathering information about the subject's problems, helping the subject become aware of the thought process, helping the subject focus their minds, helping them change their internal beliefs and assumptions, repeating the rational thinking process and teaching key aspects, combining simulation and forced termination, giving homework, and relaxing until the mindset is formed, according to Doyle (in Zulkifli et al, 2022).

Cognitive restructuring is a technique used to provide therapeutic assistance by changing negative mindsets towards positive thoughts. The cognitive restoration strategy will be applied in the form of individual counseling to make changes and utilize the individual's potential to the fullest. Previous research on cognitive restructuring techniques conducted by Utomo (2020) stated that cognitive restructuring techniques have an influence on reducing *bullying* behavior in grade VIII students of SMP Persatuan Martoyudan. Previous research on cognitive restructuring techniques conducted by Setiyowati (2023) stated that cognitive restructuring techniques are effective in increasing the confidence of grade IX students of SMP Negeri 7 Jember.

Verbal *bullying* behavior is indeed a big task in the world of Education. Every teacher is tasked with solving this problem. Based on the introduction that has been presented, the author decided to take research in the field of counseling implementation in the problem of verbal bullying. Based on this description, the author is interested in conducting a research entitled, "Implementation of Individual Counseling with Cognitive Restructuring Techniques to Reduce Verbal Bullying Behavior of Pesanggara Junior High School Students"]

METHOD

This research uses *the Single Subject Research* method. *Single Subject Research* is a research method that studies the effects of intervention in depth on a single subject through repeated observations during the baseline and intervention phases (Kazdin, 2011). In general, the single-case experimental design has an A-B pattern, and the single-case experimental design format used in this study is the A-B format, which involves the basic phase (A) and the intervention phase (B). Design A-B is the basic design of single-subject experimental research. This design procedure is structured based on what is called basic logic. In simple terms, basic logic indicates the repetition of the measurement of the target behavior or behavior in at least two conditions, the baseline condition (A) and the intervention condition (B). The basic condition (A) in this study is verbal bullying behavior, while the basic condition (B) is cognitive restructuring techniques.

In the A-B design, basic phase measurements are the main step, followed by the provision of intervention after data stability is achieved. Subjects were measured repeatedly during the intervention phase until consistent data were obtained. An independent variable or intervention is

considered to be responsible for any changes in the target's behavior that occur during the intervention period compared to baseline conditions

Since the baseline phase (A) and intervention (B) of each influence on the dependent variable (target behavior) cannot be determined, there is no replication (repetition) of the measurement in this A-B design. As a result, the likelihood of changes in the target's behavior is also influenced by other variables or factors that are not controlled. One of the junior high school students in Pesanggaran was the subject of the research. Based on the findings of the pre-research test and the dissemination of the verbal bullying questionnaire, one student in this case was identified as having a high level of verbal bullying. This research includes interviews, documentation, and questionnaires (questionnaires) to obtain data which are all done once. Therefore, it is not possible to conclude or confirm that the change in the target's behavior is caused exclusively by independent variables (interventions) with this approach. Thus, the expectation that the data collected will be accurate and comprehensive is influenced by the presence or absence of interventions.

The data analysis from this study was carried out individually because it used *single subject research*, namely quantitative descriptive. Quantitative descriptive is used to provide an overview of the data collected such as distribution, tendencies, generalities, and properties in the data. Quantitative descriptive can make it easier to explain the change of negative thoughts from counseling to more positive thoughts. Quantitative descriptive that will show tangible results from the implementation of individual counseling cognitive restructuring techniques to reduce verbal bullying in students.

RESULTS AND DISCUSSION

This research was carried out on one of the students who experienced verbal bullying behavior in junior high schools in the Pesanggaran area. This study uses cognitive restructuring as an intervention provided to reduce *verbal bullying behavior*. The first thing to do is to determine the research subject using verbal *bullying* or carry out a *baseline* (phase A). From these results, students with the initials IK were obtained who had a very high verbal bullying score, which was 151. This is also supported by the results of teacher observations, peer reports, and the results of filling in verbal *bullying* measurement instruments, which show that IK is consistently involved in the act of mocking, degrading, calling with negative nicknames, and throwing harsh words at his friends. The frequency and intensity of these behaviors are quite high and occur in various situations, both inside and outside the classroom.

Table 1. Classification of *Levels of Verbal Bullying Behavior*

Category	Interval Class Range
Very High	149-176
Tall	123-148
Keep	97-122
Low	71-96
Very Low	44-70

In addition, IK tends not to realize that his behavior falls into the category of verbal bullying and considers it as a form of joke or habit in getting along. This condition reflects the incompatibility between the mindset that is owned and the social norms that should be followed. Therefore, IK is considered the right subject to be given individual counseling intervention with cognitive restructuring techniques, which aim to change the negative way of thinking that underlies his verbal aggressive behavior. The selection of IK as a subject is also based on the consideration that he is

willing to participate in the counseling process voluntarily and get support from the school and parents.

Based on the results of observations and interviews with BK teachers and homeroom teachers, IK is often seen mocking friends, calling them derogatory names, speaking rudely, and engaging in verbal conflicts with peers. This behavior tends to appear when IK feels competitive, wants to show dominance, or tries to attract attention from his environment. From a cognitive aspect, IK exhibits distorted mindsets, such as over generalization (e.g., "all friends suck"), labeling (e.g., "he is indeed stupid, deserves ridicule"), and dichotomous thinking (seeing people as friends or enemies without nuance). When asked about his behavior, IK considered the act as an ordinary joke and was unaware of its negative impact on the victim.

IK verbal *bullying* is influenced by a combination of internal and external factors. Internally, IK has cognitive distortions, such as negative and irrational ways of thinking, including a tendency to overgeneralize, label, and think dichotomously. This distortion makes it easy for IK to judge and verbally demean others. In addition, IK shows low empathy, difficulty in managing emotions, and lack of moral awareness regarding the impact of his words on others.

Meanwhile, from the external side, the social environment also contributes. IK grows up in an environment that lacks a healthy communication model, such as family or peers who justify mocking behavior as a form of joke. In schools, the lack of supervision and coaching in managing interactions between students also reinforces these behaviors. In addition, the desire of IK to gain attention, show dominance, or maintain self-esteem in front of peers makes him choose to be verbally aggressive.

In other words, verbal bullying behavior carried out by IK does not appear suddenly, but is the result of an interaction between cognitive, emotional, and social factors that affect each other. This shows that IK's understanding of empathy and the moral consequences of his actions is still low. Based on these conditions, individual counseling interventions with cognitive restructuring techniques are designed to help IK identify and reconstruct negative thoughts that encourage verbal aggressive behavior, so that it is expected that there will be a change in attitudes and behaviors in a more positive direction.

After the baseline phase, it is followed by the intervention phase (B), which is the provision of individual counseling services with cognitive restructuring techniques for 4 meetings. This intervention is designed to help IK identify, evaluate, and replace the negative mindset that is the basis of his verbal bullying behavior. Each counseling session focuses on the process of recognizing cognitive distortions, building self-awareness, and practicing rational and empathic thinking skills. During the intervention phase, observations were made of changes in IK's behavior, both in the verbal context and in their social interactions. The results of the observation showed a *gradual decrease in the frequency of verbal bullying behavior*, which indicates that cognitive restructuring techniques are effective in helping people change their way of thinking and behavior in a more positive direction.

This is shown by the results of measurements at each intervention session which show a gradual trend of decreasing *verbal bullying behavior* scores. In the first intervention (B1), IK obtained a score of **139**, which still shows a high level of verbal bullying behavior. However, in the second intervention (B2), the score decreased to **126**, followed by a further decrease in the third intervention (B3) to **111**. The most significant decrease occurred in the fourth intervention (B4), where the IK score reached **96**, which had been included in the **low category**.

This decrease in score reflects the effectiveness of *cognitive restructuring* techniques in helping IK recognize and change their negative mindsets, so that the verbal *bullying* behavior shown is significantly reduced over time. These results reinforce that the interventions provided are effective

and have a positive impact on changes in IK's behavior. The graph of the decline can be seen in the image below.

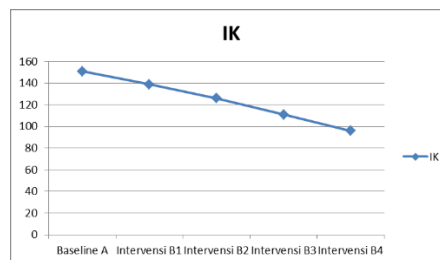


Figure 1. IK Rating Decline Chart

Discussion

In this study, the verbal *bullying* behavior of a junior high school student with the initials IK will be reduced after receiving individual counseling services using a cognitive restructuring approach. The initial stage and the intervention stage are the two stages of the Single Subject Research (SSR) design with the A-B model used in this study. In the baseline phase, observations were made on IK behavior without intervention, with results showing that the level of verbal bullying carried out was relatively high. The forms of behavior shown include mocking friends, speaking rudely, calling with derogatory names, and verbally threatening. Based on the results of initial observations and assessments, it is known that these behaviors are influenced by cognitive distortions such as overgeneralization, labeling, and dichotomous thinking. IK tends to think of his behavior as a form of joke or the usual way of getting along, without being aware of the negative impact on others.

After the baseline phase, it is followed by the intervention phase, which is the provision of individual counseling services using cognitive restructuring techniques for four meetings. The results of the intervention showed a gradual decrease in the score of verbal bullying behavior. In the first intervention (B1), the IK obtained a score of 139, which then decreased to 126 in the second intervention (B2), 111 in the third intervention (B3), and finally reached 96 in the fourth intervention (B4), which was included in the low category. This decrease in score shows that cognitive restructuring techniques have a positive influence on changes in IK behavior. This is in line with the theory of Cognitive Behavioral Therapy (CBT) developed by Beck (2011), which states that behavioral disorders often stem from irrational mindsets, and that behavior change can be achieved by changing the mindset to be more rational. In the counseling process, IK is helped to recognize the negative thoughts behind his aggressive behavior, challenge them with logic and facts, and replace them with a more adaptive and empathetic mindset.

The changes that occurred in IK were not only seen from the decrease in scores, but also from the increase in his awareness of the impact of his verbal behavior. IK began to understand that his speech could hurt other people's feelings, and showed a more reflective and open attitude in establishing social relationships. These results are in line with the opinion of Corey (2013), who states that cognitive restructuring is effective in helping individuals overcome dysfunctional behaviors by changing false beliefs and mindsets. This research is also supported by the results of previous research, such as those conducted by Lestari and Wibowo (2022), which found that cognitive restructuring techniques are able to reduce aggressive behavior in junior high school students. Likewise, research by Nurlaili and Anggraini (2020), which shows that cognitive approaches are effective in reducing verbal bullying behavior through increasing self-awareness and logical thinking skills.

Practically, the results of this study provide important implications for the implementation of guidance and counseling services in schools, especially in dealing with students who have a tendency to verbal aggressiveness. Cognitive restructuring techniques can be used as intervention strategies to help students recognize and address the cognitive distortions that are at the root of deviant behaviors. The counseling process carried out individually allows the counselor to provide more personalized attention and approach, according to the needs and characteristics of the student. In addition, the results of this study reinforce that counseling that focuses on cognitive aspects is able to bring significant changes to student behavior in a relatively short time.

Although the results obtained were very positive, the study had limitations in terms of the number of subjects with only one person, so the results could not be generalized widely. In addition, the intervention was only carried out in four sessions, so it is not yet known whether changes in IK behavior will last in the long term. Therefore, it is recommended to conduct follow-up studies with a larger number of subjects and a longer duration of intervention to see the consistency of behavior change. In addition, the involvement of the social environment such as teachers, peers, and family is also important to support the sustainability of student behavior change after the intervention is completed.

Taking all things into account, this study shows that individual therapy using a cognitive restructuring approach is an intervention that shows measurable results in reducing verbal bullying behavior of junior high school students. This method teaches students to think more logically, develop empathy, and improve their social interactions, in addition to teaching them how to manage their behavior. These findings add to the knowledge about the use of cognitive techniques in education and offer practical solutions for guidance and counseling professionals to address behavioral issues in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research conducted on junior high school students with the initials IK, it can be concluded that individual counseling services with cognitive restructuring techniques are effective in reducing verbal bullying behavior. This is evidenced by the gradual decrease in score from the baseline phase to the fourth intervention, where the last score reached 96 which is classified as a low category. These interventions help IK identify and transform the negative mindsets underlying aggressive verbal behaviors, such as overgeneralization, labeling, and dichotomous thinking, into more rational and empathetic mindsets. In addition to showing behavioral changes, IK also experienced an increase in self-awareness and ability to manage emotions and social relationships. Thus, cognitive restructuring techniques can be used as one of the effective approaches in individual counseling services in schools to deal with students who have a tendency to engage in verbal bullying.

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