Borneo Journal of Guidance and Counseling, 6 (2) 2024, (65-73)
http://ojs.borneo.ac.id/ojs/index.php/JBKB
P-ISSN: 2685-0753 (print)
E-ISSN: 2685-2039 (*online*)

The Effectivenes of Individual Counseling Based on the Rational Emotive Behavior Theraphy (Rebt) Approach Using Cognitive Disputation Techniques in Reducing Bullying Behavior

Miftahur Rahmah [1] Fitria Kasih[2*] Fuaddillah Putra[3*]

[1,2,3] Guidance Counseling, PGRI University West Sumatera, Padang, Indonesian
E-mail addreses: miftahurrahmah476@gmail.com[1] , dra.hjfitriakasih@gmail.com[2] , putraalyanifahmi@gmail.com[3]

ARTICLE INFO
Article history:
Received Oktober, 2024;Revised Oktober, 2024; Accepted November 2024;Published November 2024

Kata kunci: *bullying*, konseling individual, pendekatan *rational emotive behavior therapy*

Keywords: bullying, individual counseling, rational emotive behavior therapy

Conflict of Interest Disclosures: The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of thework described in this manuscript.This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2023 by author

A B S T R A K

Penelitian ini dilatarbelakangi dengan adanya peserta didik yang menendang temannya ketika belajar, mengancam temannya agar tunduk kepadanya, diasingkan teman sekelasnya, melukai temannya ketika jam pelajaran, memanggil temannya dengan menggunakan gelar serta didiamkan teman sekelasnya. Tujuan penelitian ini untuk mendeskripsikan: 1) Gambaran perilaku *bullying* sebelum dilakukan konseling individual berbasis pendekatan REBT dengan menggunakan teknik *cognitive disputation* pada peserta didik; 2) Gambaran perilaku *bullying* setelahdilakukan konseling individual berbasis pendekatan REBT dengan menggunakan teknik *cognitive disputation* pada peserta didik; 3) Gambaran efektivitas konseling individual berbasis pendekatan REBT dengan menggunakan teknik *cognitive disputation* dalam mengurangi perilaku *bullying* pada peserta didik. Penelitian ini menggunakan metode eksperimen dengan desain *One Grup pre-test* dan *post-test*, populasi sebanyak 11 orang peserta didik dengan teknik mencari sampel menggunakan teknik *purposive sampling* yang berjumlah 3 orang peserta didik. Instrumen atau alat pengumpul data yang digunakan yaitu angket, sedangkan untuk analisis data menggunakan interval persentase dan analisis uji t. Hasil penelitian ini adalah: 1) Gambaran perilaku *bullying* sebelum dilakukan konseling individual berbasis pendekatan REBTdengan menggunakan teknik *cognitive disputation* pada peserta didik berada pada kategori tinggi; 2) Gambaran perilaku *bullying* setelah dilakukan konseling individual berbasis pendekatan REBT dengan menggunakan teknik *cognitive disputation* pada peserta didik berada pada kategori rendah; 3) Terdapatnya perbedaan perilaku setelah diberikan konseling individual berbasis pendekatan REBT dengan menggunakan teknik *cognitive disputation* dalam mengurangi perilaku *bullying* pada eserta didik. Penelitian ini merekomendasikan kepada Guru BK agar mampu memberikan konseling individual berbasis pendekatan REBT dengan menggunakan teknik *cognitive disputation* dalam mengurangi perilaku *bullying*.

A B S T R A C T

This research was motivated by students who kicked their friends while studying, threatened their friends to submit to them, alienated their classmates, injured their friends during class hours, called their friends using their titles and silenced by their classmates. The purpose of this study is to de- scribe: 1) An overview of bullying behavior before individual counseling based on the REBT approachusing cognitive disputation techniques in students; 2) An overview of bullying behavior after individual counseling based on the REBT approach using cognitive disputation techniques in students; 3) An overview of the effectiveness of individual counseling based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students. This research is using a experimental method with the One-Grup Pre-Test Design and Post-Test Design. The population of this research is 11 students by using Purposive Sampling Technique which amounts to 3 students. The instrument of this research is questionnaire, whereas for the data analysis, this research using a percentage interval and t-test analysis. The results of this study are: 1) The description of bullying behavior before individual coun- seling based on the REBT approach using cognitive disputation techniques in students is in the high category; 2) The description of bullying behavior after individual counseling based on the REBT ap- proach using cognitive disputation techniques in students is in the low category; 3) There are behav- ioral differences after being given individual counseling based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students. So, it can be concluded that the appli- cation of individual counseling based on the REBT approach using cognitive disputation techniques has succeeded in reducing bullying behavior in students. This research is recommended to BK teacher so that they are expected to be able to provide services routinely, especially by using cognitive dissemination techniques.

How to cite: Miftahur Rahmah, Fitria Kasih, Fuaddillah Putra. 2024. Title manuscript. Bisma, VV (N): pp. XX-XX, DOI: 10.24036/XXXXXXXXXX-

1. INTRODUCTION

School is one of the environments that can have positive and negative impacts such as the implementation of group learning, the role of peers, the implementation of the teaching and learning process and so on. Schools have a big influence on the development of students, schools should be the most comfortable for students because children's active time is longer at school, but not all children get this good treatment and can even make them anxious, stressed and afraid of going to school. One of the causes is the many cases of brawls between schools, cases of violence (bullying*)* that are increasingly being carried out in schools that are widely seen on social media.

Bullying behavior is currently very concerning for students, parents and society. School is one of the environments that provides positive and negative impacts such as the implementation of group learning, the role of peers, the implementation of the teaching and learning process and so on. But behind the positive impact that occurs there is also a *negative* behavior between fellow students which is often known as *bullying*.

Bullying behavior in students has several forms of physical forms such as holding a friend's shoulder, pushing, physical pointing and stepping on the foot. While verbal bullying is by calling parents by name, borrowing by force, demonizing physical forms, accusing friends, saying harsh words and making fun of them. Then finally cyber bullying is the act of bullying on social media.

According to Sari, (2020: 1) bullying is an abusive act that is repeatedly carried out through the imposition of strength and power on its victims. In bullying behavior, there are several forms of behavior, namely physical bullying, verbal bullying, non-verbal bullying, which are examples of behavior such as teasing, gossiping, keeping someone away from social relationships, hitting, attacking with strong words and physically attacking (Sari, 2020: 1). Bullying is aggressive behavior by hurting physically or mentally committed by a person or group against other people or groups.

The forms of bullying behavior according to Coloroso (Sapitri, 2020: 15-16) are: Verbal bullying with examples including name calling, reproaches, slander, cruel criticism, insults, statements of sexual harassment, terrorizing intimidating money letters, untrue accusations, vicious and false rumors, gossip and so on. Secondly physical bullying examples of physical bullying are hitting, kicking, slapping, choking, biting, scratching, spitting and damaging and destroying property of the bullied child, blackmailing, and others. Third, relational bullying with examples of relational bullying are hidden behaviors or attitudes, such as aggressive glances, glances, sighs, sneers, mocking laughter and mocking body language. Third*,* cyber bullying such as computers, cell phones, internet, websites, chat rooms, e- mail, SMS and so on. It is usually aimed at terrorizing the victim by using writings, animations, pictures and video recordings or movies that are intimidating, hurtful or cornered.

Bullying cases have become a part that is difficult to separate from the variety of people's lives, bullying seems to be a sub-culture inherent in society (Nurhadiyanto, 2020: 114). *Bullying* has penetrated into various sectors of life, social, cultural, political, especially schools contribute a considerable accumulation of *bullying* cases (Nurhadiyanto, 2020: 114).

Based on some of the sources above, it can be concluded that bullying is an abusive act that hurts someone physically and mentally in the form of words, actions, harassment and social media. Therefore, to respond to these problems requires cooperation from various parties such as counseling teachers, whereby using individual counseling services using certain approaches that can reduce bullying behavior around students. Individual counseling is the key to all guidance and counseling activities, where the individual counseling process is a relationship between the counselor and the client with the aim of achieving the goals of the counselee. According to Hellen (Putri, et al, 2021: 23) individual counseling is one of the guidance and counseling services that allows counselors and clients to meet face-to-face to alleviate personal problems experienced by clients.

Prayitno and Amti (Hoala, et al 2018: 2018: 13) argue that individual counseling is the most important service in carrying out alleviation of client problems, it can even be said that individual counseling is the "heart of the heart" of guidance and counseling services as a whole. This means that counseling is a core service whose implementation demands really high requirements and quality ofeffort. To be able to master the "heart" of guidance, a counselor needs to study, apply, and have extensive experience in the counseling service with all its intricacies (Prayitno & Amti, 2004: 288-289).

Based on the above opinion, it can be concluded that individual counseling is part of a responsive service that aims to alleviate a client's problem together. In addition, the counseling requires approaches that are carried out during the counseling process. In this case the researcher tries to carry out a counseling

service model that can help students and counselors in reducing *bullying* behavior by using Rational Emotive Behavior Therapy *(REBT)* counseling. According to Nadila & Syarif (2021: 100) the REBT approach is a cognitive *behavioral* approach that is related to feelings, attitudes, as well as thoughts, this REBT approach was developed with the basic view that humans are individuals who have a tendency to think irrationally, one of which is obtained from the environment, and also humans have the potential to return to irrational thinking. According to Hapsyah (Rahmawati, et al. 2019: 25) REBT is an approach in counseling that helps clients to change clients' irrational views and beliefs to rational, helps change attitudes, ways of thinking and perceptions, therefore clients are expected to be able to develop and achieve optimal self-realization. Low student motivation results in poor learning achievement according to Hapsyah, et al. (2019: 25).

In the REBT approach, the counseling teacher will help students to rationalize irrational thoughts, help students foster new motivation in themselves so that their learning achievement can increase. (Ellis, et al. 2015: 21) argue that at this time we find many students who with the initial intention are just joking but over time it continues to insult each other. Therefore, to respond to these problems based on the obligations of counselors in schools, an individual counseling model is needed using the REBT approach and cognitive disputation techniques to reduce bullying behavior in students.

According to Sari, (2020: 7) cognitive disputation is a technique that focuses on identifying and changing negative thoughts or statements and irrational beliefs into rational ones through philosophical persuasion, didactic presentation, socratic dialogue, vicarious experiences and various other verbal expressions, the cognitive dispute technique is a technique for deconstructing one's beliefs or thoughts, in this case, it is closer to efforts to destroy irrational thoughts or beliefs and build rational beliefs on the ruins of irrational thoughts that have been destroyed before. Cognitive dispute is a technique to transform irrational beliefs into rational beliefs. One form of irrational belief identified by Ellis (Putri, et al, 2019: 16) is that running away from difficulties and responsibilities is easier than facing them.

Based on the results of observations made by researchers when replacing PPG teachers at SMP Negeri 14 Padang from January 2 to February 6, 2024, a phenomenon occurred, namely students kicking their friends while learning, being alienated by classmates and calling their friends using titles.

Meanwhile, the results of interviews conducted by researchers with one of the BK teachers with conventional methods on January 29 and 30, 2024 stated that there are still students who threaten their friends to submit to them, hurt their friends during class hours and inhabit their classmates. With impacts such as the onset of emotional disturbances, mental problems, sleep disturbances, decreased achievement, and so on.

Based on the above phenomenon, the researcher is interested in conducting research at SMP Negeri 14 Padang with the title "The Effectiveness of Individual Counseling Based on the Rational Emotive Behavior Therapy (REBT) Approach by Using Cognitive Disputation Techniques in Reducing Bullying Behavior (Experimental Study on Students who Commit Bullying at SMP Negeri 14 Padang)."

2. METHOD

The method used in this research is an experimental method with a method that is a quasi-research method or pseudo experiment. Experiments carried out in this study are in the form of applying individual counseling based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students. The quasi-experimental method is widely used in educational research with a one group pretest-posttest design because many variables cannot be observed, such as maturity, testing effects, statistical regression and adaptation. Likewise, research on social problems, such as delinquency, unrest, immoral acts, where control and manipulation cannot always be implemented. The research design can be seen in Figure 1:

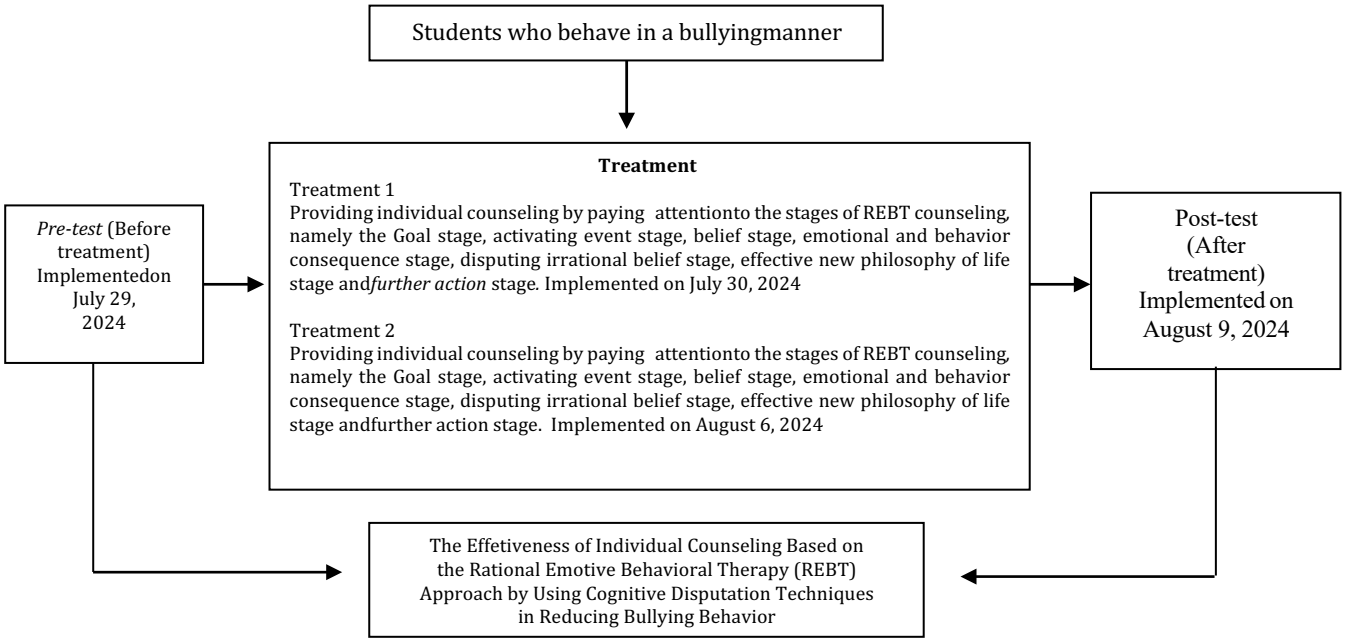


Figure 1. Research Design

This study begins with a pre-test using a research instrument in the form of a questionnaire about bullying behavior. REBT counseling is carried out in two treatments with an interval of the first and second treatments a week then a post test is carried out using the same questionnaire instrument at the time of the pre-test. Individual counseling experiments based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students are carried out using the ABCDEFG formula with the following steps: (1) The first stage: Goal (G). At this stage the counselor conveys the purpose of the counseling, by explaining to the client that this counseling is nothing but to foster awareness to change. Here the counselor makes an agreement with the client to follow and volunteer for the stages that will be carried out by the counselor in this counseling approach. (2) The second stage: Activating event (A). This stage tries to reveal the cause of the problems experienced by the counselee and asks them to explain the rea- sons why this can happen. The counselor makes clients aware that their thinking and behavior are irrational. (3) The third stage: Belief (B). At this stage the counselor builds confidence in the counselee that hiswrong beliefs about his way of thinking so far can still be changed to rational. (4) The fourth stage: Emotional and behavior consequence (C). At this stage the counselor reveals the consequences of feelings and behavior that arise as a result of the client's irrational beliefs. (5) The fifth stage: Disputing irrational belief (D). At this stage the counselor debates the beliefs that cause the disorder believed by the client, namely by providing rebuttals to the wrong beliefs of the counselee. (6) The sixth stage: Effective New philosophy of life (E). At this stage the counselor creates an effective and new rational view followed by changes in emotions and behavior. (7) The seventh stage: Further action (F). At this stage the counselor challenges the counselee to internalize the knowledge and understanding he already has in appropriate attitudes andbehaviors.

After individual counseling based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students, the post test is then carried out. The population in this study were all students with bullying behavior at SMP Negeri 14 Padang as many as 11, and the sample was students who were bullying many 3 students. Sampling was done by purposive sampling. The five students agreed and were willing to counsel with the researcher. This research was conducted from July to August (Odd Semester 2024-2024). Data collection tools used questionnaires about bullying behavior. This instrument was developed by the researcher and judged by 3 lecturers of counseling at PGRI University of West Sumatra, and after judging the results 44 items were accepted and 6 items were rejected. Data analysis in this study was using percentages and narrative analysis.

3. RESULT AND DISCUSSION

Analysis of the results of bullying behavior before being given individual counseling (pre-test) based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students can be seen in Table 1.

Table. 1 Categorization of Bullying Behavior Level Scores Before Being Given REBT Approach-Based Individual Counseling Using Cognitive Disputation Techniques in Learners (Pretest*).*

Table. 1 Categorization of Bullying Behavior

Classification	Category	(f)	%
44-80	Very Low	0	0
81-116	Low	0	0
117-152	High enough	0	0
153-188	High	3	100
189-220	Very High	0	0
Σ	3	100	

Source: research results

Based on the categorization table above, of the 3 students who have been determined as samples at SMP Negeri 14 Padang, 3 students (100%) have a level of bullying behavior in the high category and there are no students in the categories of very low, low, quite high and very high. To better understand the score of the level of bullying behavior in students before being given individual counseling based on the REBT approach using cognitive disputation techniques, it can be seen in the following graph:

Based on the graph above, students in the pretest, totaling 3 students, had a level of bullying behavior in the high category and there were no students in the very low, low, quite high and very high categories before being given individual counseling based on the REBT approach using cognitive disputation techniques*.*

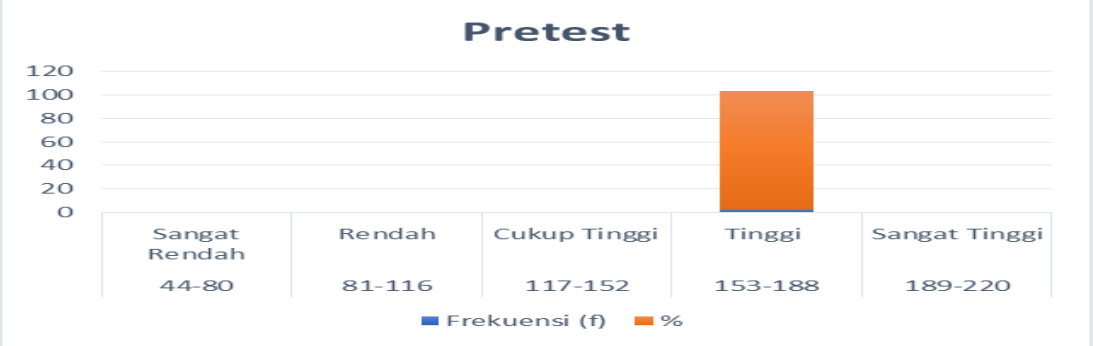


Figure 2. Diagram of the Level of Bullying Behavior in Students Before Being Given REBT Approach Based Individual Counseling Using Cognitive Disputation Techniques (Pretest).

Based on the graph above, it can be seen that students in the pretest, totaling 3 students, had a level of bullying behavior in the high category and there were no students in the very low, low, quite high and very high categories before being given individual counseling based on the REBT approach using cog- nitive disputation techniques*.*

According to Ariesto (2009: 29), the factors that cause bullying are family, school, peer group factors, social environmental conditions. Based on the opinions of the experts above, it can be concluded that the factors for the emergence of *bullying* behavior are family, school, social environment, which causes irrational thoughts of the child that bad behavior can be considered good. If the individual lacks attention from his family environment so he seeks attention from the surrounding environment or his school.

Table 2. Categorization of Bullying Behavior Level Scores After Being Given Individual Counseling Based on REBT Approach by Using Cognitive Disputation Techniques for Students. (Posttest*)*

Classification	Category	(f)	%
44-80	Very Low	0	0
81-116	Low	3	100
117-152	High enough	0	0
153-188	High	0	0
Classification	Category	0	0
Σ	**3**	**100**	

Based on the categorization table above, it can be seen that of the 3 students who have been determined as samples at SMP Negeri 14 Padang, 3 students (100%) have a level of bullying behavior in the low category and there are no students in the categories of very low, quite high, high and very high. To better understand the score of the level of bullying behavior in students after being given individual counseling based on the REBT approach using cognitive disputation techniques at SMP Negeri 14 Padang, it can be seen in the following graph:

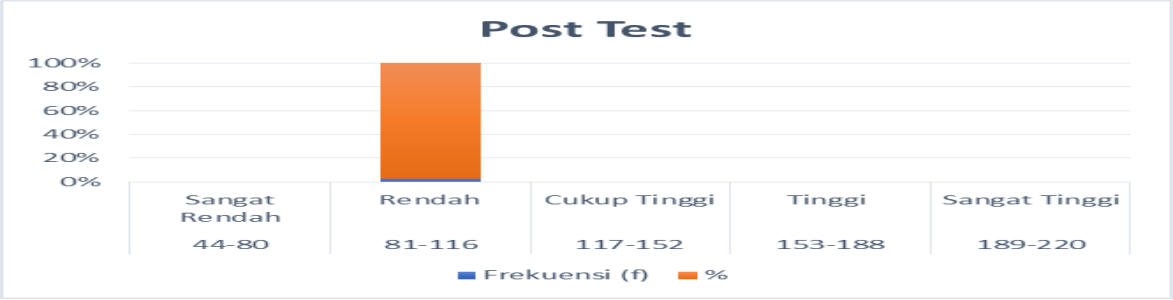


Figure2. Diagram of Posttest Level of Bullying Behavior After Being Given Individual Counseling Based on REBT Approach by Using Cognitive Disputation Techniques in Learners.

Based on the results of data research conducted by researchers, it can be revealed that behavior beforebeing given individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students is in the high category with a percentage of 100%. Mean- while, based on behavioral indicators before being given individual counseling services based on the REBTapproach using cognitive disputation techniques in reducing bullying behavior in students are as follows

The description of bullying behavior before being given individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior at SMP Negeri 14 Padang is seen from the verbal bullying indicator revealed 3 students (100%) in the high category, and there are no students in the very low, low, quite high, high and very high categories. The description of bullying behavior before being given individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior at SMP Negeri 14 Padang is seen from the Physical bullying indicator revealed 2 students at a percentage of 66.67% are in the high enough category and 1 student with a percentage of 33.33% is in the high category, and there are no students in the very low, low, and very high categories.

The description of bullying behavior before being given individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior at SMP Negeri 14 Padang seen from the relational bullying indicator revealed 3 students (100%) in the high enough category, and there were no students in the very low, low, high and very high categories.

The description of bullying behavior before being given individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior at SMP Negeri 14 Padang is seen from the verbal bullying indicator revealed 3 students (100%) in the high category, and there are no students in the very low, low, high enough, high and very high categories.

According to Ariesto (2009: 29), the factors that cause bullying include: Family Bullying perpetrators

often come from troubled families: parents who often punish their children excessively, or home situations that are stressful, aggressive, and hostile. Children learn bullying behaviors by observing their parents' conflicts, and then imitate them towards their peers. If there are no strict consequences from the environment for his trial-and-error behavior, he will learn that "those with power are allowed to behave aggressively that can increase one's status and power". From here the child will develop bullying behavior. Schools often ignore the existence of bullying. As a result, children as perpetrators of bullying will get reinforcement for their behavior to bully other children. Bullying thrives in an environment where schools often provide negative feedback to their students, for example in the form of unconstructive punishments that do not develop a sense of respect and honor among fellow school members.

Peer group factors, when children interact in school and with friends around the house, sometimes encourage bullying. Some children bully to prove that they can fit into a certain group, even though they themselves feel uncomfortable with the behavior. Social environmental conditions can also be a cause of bullying behavior. One of the social environ mental factors that cause bullying is poverty. Those who live in poverty will do anything to fulfill their needs, so it is not surprising that in the school environment there is often extortion between students.

Conclusion

Based on data analysis and discussion, conclusions can be drawn regarding the effectiveness of individual counseling based on the Rational Emotive Behavior Therapy (REBT) approach using cognitive disputation techniques in reducing bullying behavior in students who engage in bullying behavior at SMP Negeri 14 Padang. From the results of this study, it can be concluded that (1) The description of bullying behavior in stu- dents before individual counseling based on the REBT approach using cognitive disputation techniques in the high category. (2) The description of bullying behavior in students after individual counseling based onthe REBT approach using cognitive disputation techniques in the low category. (3) The effectiveness of in- dividual counseling based on the REBT approach using cognitive disputation techniques in reducing bullying behavior. From the results of data processing carried out through the Microsoft Excel program, there is a decrease in bullying behavior in students at SMP Negeri 14 Padang. The average level of bullying behavior in students before being given individual counseling based on the REBT approach using cognitive disputation techniques is 161.6667 with the average level of bullying behavior in students after being given individual counseling based on the REBT approach using cognitive disputation techniques is 100.6667. This means that there are differences in the behavior of students after participating in services, individual counseling based on the REBT approach using cognitive disputation techniques on students effectively reduces bullying behavior in students at SMP Negeri 14 Padang. Based on the paired sample test table above, the effect of individual counseling ser- vices based on the REBT approach using cognitive disputation techniques in reducing bullying behavior in students is 161.6667 with a variance of 92.3333 then the t value is 0.0067. According to Ghozali (2018: 152) says that the t test is used to determine each independent variable on the dependent variable. If t count> t table or the significance value of the t test <0.05, it is concluded that individually the independent variable has a significant effect on the dependent variable, then the explanation obtained is the sig value. (2-failed) = 0.0067 <0.9969 means that this test is significant or there is an average difference in bullying behavior before and after the provision of individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior. This means that there is a significant difference using individual counseling services based on the REBT approach using cognitive disputation techniques in reducing bullying behavior. It can be concluded that the Alternative Hypothesis (Ha) is accepted because there is a significant difference in the provision of individual counseling services based on the REBT approach using cognitive disputation techniques for students at SMP Negeri 14 Padang.

REFERENCES

Akdon Riduwan. (2012). *Rumus dan Data dalam Aplikasi Statistika*. Bandung: Alfabeta

Alawiyah, S., Rahman, I. K., & Handrianto, B. (2020). Meningkatkan kesadaran Menutup Aurat Melalui Pendekatan Konseling Islami. *Aatthulab: Islamic Religion Teaching and Learning Journal,* Vol.5, Nomor 2

Athletes," *The Sport Psychologist*, 2014, doi:10.1123/tsp.2013-0012.

Ariesto, A. (2009). Pelaksanaan Program Anti *bullying* Teacher Empowerment

Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta

Arifin, H.M. (2022) *Pedoman Pelaksanaan Bimbingan dan Konseling dan Penyuluhan Agama.* Jakarta: Golden Terahu Press. Nomor 3

Astuti, Ponny Retno. 2008. Meredam Bullying: *3 Cara Efektif Mengatasi K.P.A (Kekerasan Pada Anak*). Jakarta: Grasindo.

Ayu Mustikasari Wahyuni dan Gantina Komalasari Eka. (2011) Pengaruh *Rational Emotive Behavioral Therapy* Terhadap Peningkatan Strategi Coping Mengatasi Kecemasan Menghadapi Perkuliahan. Nomor 16

Baliyo Ahmad. 2011. *Bullying di Sekolah dan Dampaknya Bagi Masa Depan Anak* Laporan Penelitian FPSB UII Yogyakarta Nomor 23

Dharmayana, W., Sinthia, R., & Afriyati, V. (2017). Efektivitas Penerapan Konseling *Rational Emotive Behavior Therapy* (REBT) untuk menghilangkan kecemasan pada Klien. *Konselor,* Vol.6, Nomor 2

Dina Rahmawati Hapsyah Handayani, Happy Karlina Marjo, Wirda HanimRiska. (2019). Bimbingan Kelompok Dengan Pendekatan *Rational Emotive Behavior Theraphy* (REBT) Dalam Meningkatkan Motivasi Belajar. *Jurnal Selaras kajian bimbingan dan konseling serta psikologi dan pendidikan*, Nomor 25

Dwinda Tiara Putri, Purnamasari, Wirda Hanim, Happy Karlina MarjoRif'ah. (2019). Konseling Kelompok Perspektif *Integrative* (Teknik *Dispute Cognitive* & Teknik Imageri) untuk Mencegah Upaya Percobaan Bunuh Diri Siswa Berasrama Di Pesantren. *Jurnal Selaras*, Nomor 73

Haolah, S., Atus, A., & Irmayanti, R. (2018). Pentingnya Kualitas Pribadi Konselor dalam Pelaksanaan Konseling Individual. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, Vol.1, Nomor 6

Hannysa Okta Fiyah Sani, Fitria Kasih, Rahma Wira Nita. (2023). Efektivitas Konseling Individual Berbasis Pendekatan *Rational Emotive Behavior Therapy* (REBT) dengan Menggunakan Teknik *Cognitive Disputation* untuk Mengentaskan Afeksi *Overpersonal* pada Peserta Didik. Jurnal Ilmu Pendidikan dan Ilmu Sosial, Nomor 18

Husni, MM., (2017) Layanan Konseling Individual Remaja; Pendekatan Behaviorisme*. Jurnal Al-Ibrah*. Vol.2 Nomor 2

Indah Etika Putri Sesmiarni, Alfi Rahmi Zulfani. (2021). Efektivitas Konseling Individual melalui Pendekatan Konseling *Rasional Emotif* dalam Mengatasi Kecemasan. Consilium : Berkala Kajian Konseling Dan Ilmu Keagamaan, Nomor 23.

Martin J. Turner and Jamie B. Barker. (2014) "Using *Rational Emotive Behavior Therapy*"

Nadila, E. Y., & Syarif, S. (2021). Analisis Konseling *Rational-Emotive Behavior. Jurnal stkip Muhammadiyah baru.* Vol. 1 Nomor 2

Nindiya Eka Safitri, D. P. (2017). Assessment Kebutuhan Pedoman Penyusunan Program Bimbingan dan Konseling Komprehensif Pada Guru Bimbingan Dan Konseling Tingkat Smk Di Kota Yogyakarta. *Jurnal Bimbingan dan Konseling*, Nomor 3-5

Nurhadiyanto, L. (2020). Analisis *Cyber Bullying* Dalam Perspektif Teori Aktivitas Rutin pada Pelajar SMA di Wilayah Jakarta Selatan. *Jurnal IKRA-ITH Humaniora*, 114

Padmomarto, Sumardjono. 2014. Konseling Remaja. Yogyakarta: Penerbit Ombak, Nomor 283Prayitno & Erman Amti. (1994). *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta

Tyas, P. H. P. (2015). Pendekatan Naratif dalam Konseling *Rational Emotive Behavior Therapy* (REBT) untuk mengelola Emosi. *Jurnal Fokus Konseling*, Vol.1 Nomor 2

Sapitri, W. A. (2020). *Cegah dan Stop Bullying Sejak Dini*. Guepedia. Nomor 15-16

Sari, D. F. (2020). Konseling Islam Dengan Teknik *Cognitive Disputation* Untuk Mengurangi Trauma Akibat *Bullying* Remaja Di Bareng Jombang. Nomor 1

Sugiyono. (2013). Metode *Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif dan R&D.* bandung: Alfabeta

Sukmadinata, Nana Syaodih. 2009. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya

Surya, Mohammad. 2003. *Teori-teori Konseling*. Bandung: CV Pustaka Bani Quraisy, Nomor 3

Yanti, I. M., & Saputra, S. M. (2018). Penerapan Pendekatan REBT (*Rational Emotive Behavior Theraphy*) untuk Meningkatkan Motivasi Belajar Peserta didik. *Fokus (Kajian Bimbingan dan Konseling dalam Pendidikan)*, Vol. 1 Nomor 6

Zulamri, Z. (2019). Pengaruh Layanan Konseling Individual terhadap keterbukaan Diri (*Self Disclosure*) Remaja di Lembaga Pembinaan Khusus Anak Kelas II B Pekanbaru*, At-Taujih : Bimbingan dan Konseling Islam*, Vol. 2 Nomor 2