

The Effect of Mindfulness-based Cognitive Behavior Therapy in Improving Self-Confidence of Broken Home Students

Rita Kartika Sari¹, Bagus Abdillah², Abdul Hadi³, Faisal⁴

¹ Universitas Islam Sultan Agung, Indonesia; rita.kartika@unissula.ac.id

² SMAN Sumatera Selatan, Indonesia; bagus.adbillah@smansumsel.sch.id

³ UIN Raden Fatah Palembang, Indonesia; abd.hadhy@radenfatah.ac.id

⁴ UIN Raden Fatah Palembang, Indonesia; faisalradenfatah@gmail.com

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ABSTRACT

This study aims to determine the effectiveness of cognitive behavior therapy with mindfulness techniques through group counseling to increase the confidence of high school students who experience a broken home, through experimental research with a single group pretest & posttest design. The sample selection in the study was the purposive sampling technique, which obtained 8 samples from 12 populations that became the research sample. Data analysis used the Wilcoxon test to determine the increase in self-confidence before and after the intervention and the Mann Withney U Test to determine the differences between the intervention groups. The results of experiments that have been carried out show an increase in the self-confidence of students who experience a broken home after being given group counseling on cognitive behavior therapy with mindfulness techniques.

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Corresponding Author:

Rita Kartika Sari

Universitas Islam Sultan Agung, Indonesia; rita.kartika@unissula.ac.id

1. INTRODUCTION

During adolescence, there are physical and psychological changes known as puberty. Puberty is marked by rapid physical growth and development so that adolescents begin to build an assessment of themselves. In adolescence, self-image begins to form which is related to the way teenagers see themselves both physically and psychologically (Cash, Morrow, Hrabosky, & Perry, 2004). It often happens that not all teenagers can go through all the maturation processes properly and optimally at their age. The individual's confidence influences the individual's ability to pass through the process. According to Fatimah (Fatimah, 2006) self-confidence is a positive attitude of an individual that enables him to develop a positive assessment both of himself and of the environment or situation he faces. Based on this explanation, to get through a positive maturation process, every teenager should have confidence in himself.

Self-confidence is influenced by supporting factors both from within and from the environment, such as family factors, friends and other external factors, which are important factors in helping teenagers to process and grow well. Not infrequently teenagers fail in the development process so the teenager experiences low self-confidence (Sardi, Budianto, & Joni Pranata, 2021). Confidence grows naturally from within and grows due to stimulation from external parties, such as parents, teachers, and the environment (Sumiyati, Amri, & Sukayasa, 2017; Wulandari, 2017). The family also provides shelter to ensure security (Pudjihastuti & Astuti, 2019). As a teenager with various kinds of complex problems, of course, support from the family is very necessary because the family is the first and foremost place for the growth and development of children.

Nowadays, we often hear about divorce cases online and in the mass media. This makes the ties in the family disharmonious and cracked, etymologically, this family rift is called a broken home (Echols & Shadily, 2010). No family wants destruction in their family, they certainly expect a harmonious family. However, the journey did not match those expectations and what happened was disputes and disputes that resulted in divorce. According to Gintulangi W (2018), a broken home can decrease self-confidence due to a lack of attention from family.

Furthermore, another impact caused by Broken Home is the occurrence of aggressive behavior. Aggressive behavior is acts of violence, either directly or indirectly (Susantyo, 2011). When students in their teens in middle school (high school students) experience problems in their families, in this case, the family cannot play a maximum role to help overcome these problems and have an impact on students' low self-confidence (Pudjihastuti & Astuti, 2019). Students who experience low self-esteem due to family problems, in this case a broken home, require special handling from Guidance and Counseling teachers (counselors) at school to resolve these problems.

Handling the problem of low self-confidence in students who experience a broken home requires curative services from counselors at schools as a form of assistance to students who have low self-confidence, there are several strategies for counseling approaches that can be utilized, one strategy that can be done to increase self-confidence to these students, namely through cognitive behavior counseling (CBT) Mindfulness techniques. In practice, the direction and objectives of the counseling provided are problematic behavior, cognition, and emotions that have been learned later, which can be modified through new learning (Corey, 2012). In the role of the counseling relationship, Westbrook, Kennerly and Kirk (2007) describe CBT based on collaborative projections between the counselor and the counselee, the counselor as a party has the expertise to find effective ways to help solve problems, while the counselee is a party who recognizes problems based on experiences that occur. In addition, in identifying self-problems, Cormier et.al (2009) describe this process leading to the identity of dysfunctional beliefs that individuals have and efforts to change them to be more realistic. From the explanation, CBT involves behavior modification techniques that aim to change dysfunctional thoughts that impact self-behavior. In the curative treatment of self-confidence, counseling should be done in a group setting and its own technique in handling it.

In this study, one of the techniques tested was the mindfulness technique, the use of mindfulness techniques to increase the confidence of high school students who experienced a broken home based on the fact that mindfulness techniques condition attention and awareness of current events (Brown & Ryan, 2003). Furthermore, Kabat-Zinn (1990) argues that Mindfulness is awareness and giving personal attention in every moment. Furthermore, Mindfulness briefly means awareness, attention, and remembering. Awareness makes humans aware of their experiences, attention is focused on awareness, and paying attention to experiences from time to time that have been passed (Alidina & Hickman, 2010). The aspect of consciousness is a condition in which a person is aware of the entry of stimuli, including the five senses, kinesthetics, and activities in mind, while the aspect of attention is the process of focusing into a conscious state (Brown, Ryan, & Creswell, 2007). Mindfulness has five more concrete aspects, including observing, describing, acting with awareness, not judging inner experiences and not reacting to inner experiences (Baer et al., 2008). Another thing that can't be separated from mindfulness is that the

experience is faced "as they are" (Brown & Ryan, 2003). Mindfulness is a counseling technique that is very influential on changing client behavior from negative to positive.

Considering using group counseling with a cognitive behavior therapy (CBT) approach with mindfulness techniques increases the confidence of high school students who experience a broken home. In this study, it is based on several previous research results that have proven that the application of the CBT approach can increase positive things in life. Research Brown & Ryan (2003) CBT approach in counseling can reduce negative things that impact well-being and happiness. Research conducted by Utomo et.al (2018) concluded that the CBT counseling approach in a group setting increased student motivation. Another study related to mindfulness conducted by Budianto et.al (2021) concluded that the application of two approaches, namely the reality counseling approach and mindfulness in high school children, had a positive and effective impact in overcoming juvenile delinquency due to a broken home. Research related to students' self-confidence who experience a broken home was carried out by Astriyani et.al (2018). The results showed a strong relationship between the self-confidence of students who experienced a broken home and teachers' actions with student achievement in high school.

Based on previous research, there was a positive relationship between CBT and mindfulness techniques in group counseling settings. Through the CBT approach, it is hoped that every student who is given treatment can be able to measure the success he has achieved (Wiyono, 2013). Thus, through CBT intervention with mindfulness techniques in this group counseling setting, students are expected to be able to overcome the low self-confidence they are currently facing, and attempt new behavioral actions to increase their self-confidence. Based on the explanation that has been presented, this study aims to test the CBT approach, mindfulness techniques can be used as an alternative in increasing self-confidence in high school students who experience a broken home through group counseling. From the study results, it is hoped that it can be a reference for further research to develop CBT approach group counseling with mindfulness techniques.

2. METHODS

The study used a quantitative approach with a quasi-experimental design. The design is pretest-posttest with control group design. This research was conducted for three weeks with 3 meetings. The population in this study were students of SMA Negeri Sumatera Selatan for the academic year 2021-2022, who were identified as students with a broken home background with 12 students. The sample selection in this research is purposive sampling technique. Based on the pretest data, it was found that 8 students experienced a broken home with self-confidence in the moderate category. So, the researcher divided the 8 students into two groups, namely 4 students in the experimental group and 4 students in the control group.

The instrument used is the self-confidence scale of high school students and observation guidelines. However, the main reference in collecting this data is the self-confidence scale of high school students. The self-confidence scale uses the Guttman scale, consisting of two intervals, namely agree or disagree. Through the use of the Guttman scale, the answer is unequivocally true or false, never or never. Analysis of the self-confidence profile of high school students uses analytical measurements in the form of intervals, as a measuring tool to determine the level of student self-confidence. Calculations in the categorization are carried out using the formula:

Table 1. Confidence Interval Score Calculation Formula

$\text{Interval Score} = \frac{\text{Maximum score} - \text{minimum score}}{\text{Category}}$

After getting the results of the interval score range through calculations using the formula in table 1, then the self-confidence achievement of high school students is categorized.

Table 2. Confidence Classification Rubric

Interval Score	Category	Interpretation
76-100	High	Students have fully and optimally have self-confidence
51-75	Currently	Students have some self-confidence
26-50	Low	Students do not have optimal self-confidence
0-25	Very low	Students do not have self-confidence

This self-confidence scale preparation was compiled based on the study of self-confidence theory developed by Lauster (2012) which consists of 20 statement items derived from 4 (four) main aspects and each aspect has 2 indicators.

Table 3. Confidence Scale Grid

Variable	Aspect	Indicator	Statement
Confidence	Personal Abilities	a. Have the ability to develop yourself	I dare to cross the catwalk by walking backward
			I'm holding on as I cross the walkway
			I dare to be the first to cross the catwalk
		b. Don't depend on other people	I tried again when I fell over the bridge
			I can keep my balance while crossing the catwalk
			When crossing the bridge I try not to ask others for help
	Social interaction	a. Have the ability to adapt	I tried to get past the beam walkway after seeing my friends make it through
			I watched the walkway play before doing it
			I feel envious to see my friend made it through the bridge
		b. Have communication skills	I want to keep walking on the catwalk even though I've crossed it
			I'm disappointed after several times failed to cross the bridge
			I'm cheering my friend on passing the bridge
Self concept	a. Knowing the advantages and disadvantages	I dare to tell my friends even though I fail to pass the bridge	
		I have doubts about crossing the beam walkway	
		I feel happy when I can pass the bridge	
	b. Assess yourself positively	I dare to ask the teacher how to climb the block	
		I feel confident that I can pass the catwalk	
		I feel climbing the block is easy	
Dare to express opinion	a. Able to express thoughts	The walkway game makes me more concentrated	
		I'm telling a friend how to get through the catwalk	
	b. Have the ability to express feelings		

Observation guidelines are used to observe every process or event that is being carried out to obtain information or power about student behavior given the intervention in the experimental group and control group. In line with Sanjaya (2011) observations were made to determine the effect of the actions that have been taken. The type of observation carried out is participant observation, in which the researcher is involved in group counseling activities with the CBT approach to mindfulness techniques. Observations were made using a high school student self-confidence observation sheet containing guidelines for observing student activities during group counseling.

Table 4. Observation Guidelines

Aspect	Indicator	Behavior	Time (Minute)					
			10	20	30	40	50	60
Student response to group counseling	a. The behavior of students shows an attitude of confidence in participating in group counseling with a mindfulness technique CBT approach	Dare to speak						
		Ask						
		Notice						
		Listen						
		Answer the question						
		Dare to have an opinion						
		Dare to be a part						
	b. Student behavior shows a lack of confidence in participating in group counseling with a mindfulness technique CBT approach	Dare to show progress						
		Just be quiet						
		Embarrassed to answer						
		Afraid of opinion						
		Afraid to be a part						
		Talking nervous alone						
		not focus						
Evening								

Data analysis using the Wilcoxon test using the IBM SPSS Statistics 21 App help program, to determine the increase in student confidence given group counseling with a cognitive behavior therapy approach with mindfulness techniques before and after being given the intervention and the Mann Whitney U Test to determine whether the two groups that given the treatment there is a difference. The hypothesis that forms the basis of this experiment is that mindfulness techniques can be used as an ideal technique in the cognitive behavior therapy approach to increase the confidence of high school students.

3. FINDINGS AND DISCUSSION

This study uses Cognitive Behavior Therapy (CBT) mindfulness technique through group guidance to increase student confidence in SMA Negeri Sumatera Selatan. The researcher was the group leader and gave the intervention to both groups. However, the experimental group of researchers also collaborated with BK teachers at SMA Negeri Sumatera Selatan. The counseling teacher assisted the researcher in making observations when group members were given an intervention. In the experimental group, the researchers provided CBT interventions with group guidance settings using mindfulness techniques as a treatment to increase students' self-confidence in accordance with the experimental guidelines that had been made, while in the control group, researchers provided interventions in group guidance settings by applying discussion techniques without any intervention. CBT mindfulness techniques.

Before doing the intervention, the researcher first gave a pretest to SMA Negeri Sumatera Selatan students for the academic year 2021-2022, which were identified as students with a broken home background with a total of three 12 students. On Monday, February 28, 2021, the researcher gave a pretest to 12 selected students. Based on the pretest results, 8 students experienced self-confidence in the medium category. Even though there were only 8 students who had confidence in the moderate category, they still needed help to increase their confidence. This is because if self-confidence is not managed properly, it can have a negative impact on people who experience it and can also have a negative impact on others. Therefore, giving intervention to the eight students still needs to be done. The eight students were then divided into two groups, namely 4 students in the experimental group and 4 students in the control group.

Furthermore, both groups were given the intervention. In giving the intervention to the experimental group, the group leader not only provided a scenario as an intervention in providing group guidance services, but before giving the scenario, the group leader first gave an explanation of the description of mindfulness techniques and provided an example sheet of mindfulness technique procedures that group members could learn both when providing intervention or non-intervention. In addition, at the end of each meeting the group leader also provides evaluation and direction.

Table 5. Results of the Pretest and Posttest of the Experimental Group

Sample	Pretest		Posttest		Difference
	Score	Category	Score	Category	
DAT	58	Currently	98	High	40
HMAI	54	Currently	94	High	40
NPK	52	Currently	92	High	40
RP	52	Currently	92	High	40
Average	66,5	Currently	84,5	High	18

From table 1 above, it can be seen that on average the research subjects in the experimental group experienced an increase after being given group counseling intervention with the CBT approach to mindfulness techniques as much as 2 times therapy, the results of the pretest and posttest increased self-confidence from the medium category to the high category. Individually the increase in each subject showed that (1) the DAT sample had an increase in score of 16 points, (2) the HMAI sample had an increase of 18 points, (3) the NPK sample had an increase of 12 points, (4) the RP sample had an increase of 18 points. an increase of 8 points. On average, the increase in self-confidence in the study sample showed a moderate to high increase.

Table 6. Results of the Pretest and Posttest of the Control Group

Sample	Pretest		Posttest		Selisih
	Skor	Kategori	Skor	Kategori	
DH	74	Sedang	76	Sedang	2
RKS	72	Sedang	74	Sedang	2
AP	72	Sedang	72	Sedang	-
DA	70	Sedang	72	Sedang	2
Rata-rata	71	Sedang	73,5	Sedang	2,5

From table 6 above, it is known that on average the research subjects in the control group who were not given an intervention such as the experimental group did not experience a significant increase in self-confidence. Individually the increase in each subject showed that (1) the DH sample had an increase in score of 2 points, (2) the RKS sample had an increase of 2 points, (3) the AP sample did not increase (4) the DA sample had an increase of 2 points. On average, the increase in self-confidence in the study sample showed a moderate increase in the moderate category.

Table 7. Wilcoxon test results in the experimental group

Test Statistics ^a	
	Posttest - Pretest
Z	-2.000 ^b
Asymp. Sig. (2-tailed)	.046

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From table 7 it can be seen that the value ($z = -2,000b$) and the value of Asymp.sig (2-tailed) is 0.046. Based on the results of the analysis, it is known that 0.046 ($\text{sig} < 0.05$), then H_0 is rejected and H_a is accepted for it can be interpreted that there is a significant difference in the mean increase in the pre-test and post-test scores, thus it can be interpreted that there is a difference in the level of confidence before and after being given group counseling with a CBT approach with mindfulness techniques in the experimental group.

Table 8. Wilcoxon test results in the control group

Test Statistics ^a	
	Posttest - Pretest
Z	-1.732 ^b
Asymp. Sig. (2-tailed)	.083

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From table 4 it can be seen that the value ($z = -1.732$) and the value of Asymp.sig (2-tailed) is 0.83. Based on the analysis results, it is known that 0.083 ($\text{sig} > 0.05$), then H_0 is not accepted, thus it can be interpreted that there is self-confidence before and after the intervention is given to the control group.

Table 9. Test Results of Mann-Whitney U

Test Statistics ^a	
	Group Conseling
Mann-Whitney U	.000
Wilcoxon W	10.000
Z	-2.337
Asymp. Sig. (2-tailed)	.019
Exact Sig. [2*(1-tailed Sig.)]	.029 ^b

a. Grouping Variable: Kelas

b. Not corrected for ties.

Based on decision making based on probability values, if probability > 0.05 , then H_0 is accepted, whereas if probability < 0.05 then H_0 is not accepted. Based on table 9 above, there are Asymp values. Sig (2-tailed) is 0.019 ($0.019 < 0.05$), then H_0 is rejected. Thus, it means that the Cognitive Behavior Therapy strategy with mindfulness techniques through group guidance effectively increases the confidence of South Sumatra Senior High School students who experience a broken home.

Based on the research data that has been obtained, it shows that group counseling with a cognitive behavior therapy approach with mindfulness techniques can be used to increase the confidence of high school students who experience a broken home at SMA Negeri Sumatera Selatan. This is supported empirically from the results of previous research which proves that the use of the CBT approach can be used to overcome problems that occur in students. The research results by Zyromski and Joshep (2008) concluded that the CBT approach with self-instruction techniques can help improve student achievement. In line with the research conducted by Fatimah et.al (2013), the study results concluded that the CBT technique can reduce students' off-task behavior by changing negative thoughts into positive ones, which is reflected in new learning. Another study by Fajarwati (2015) concluded that junior high school students experienced an increase in achievement motivation after being given a CBT approach intervention.

This intervention emphasizes more on affect and behavior is largely a product of cognition, through h the CBT approach it can bring changes to thinking, feeling, and behavior (Stallard, 2019). Thus, in an

effort to increase the confidence of broken home students, students will restructure their metacognition through new learning. This is as confirmed by Arif (2016) Mindfulness arises from a mind that is trained continuously making individuals have the characteristics of being non-judgmental, patient, a beginner's perspective, trusting, not arguing, accepting, and not clinging, letting go. Through the path of mindfulness, a person can accept himself at this moment as it is, even though there are symptoms such as pain or pain, fear or not being afraid (Kabat-Zinn, 1990). Based on the study's findings, it was found that the use of CBT counseling with mindfulness techniques had a significance that it could be used as an alternative in dealing with low self-esteem for high school students who experienced a broken home.

4. CONCLUSION

From the results of the analysis and discussion, it can be concluded that (1) group counseling with a Cognitive Behavior Therapy approach with Mindfulness techniques is effective in increasing the self-confidence of South Sumatra Senior High School students who experience broken homes; (2) there is a difference in scores between the experimental group and the control group.

Research suggestions are intended for counselors, future researchers, and BK teachers. First, BK teachers can apply Cognitive Behavior Therapy with Mindfulness techniques through group counseling to increase the confidence of high school students who experience broken homes. The interventions provided can increase self-confidence in students who experience broken homes based on research findings. Second, BK teachers can use this intervention by learning Cognitive Behavior Therapy with Mindfulness techniques through group guidance to increase students' self-confidence that has been made. Third, further researchers, namely (a) this research is only focused on high school students so it is recommended for further researchers to develop research subjects at other levels, such as junior high school and elementary school; (b) future researchers should take advantage of different research designs, especially those that are more focused, such as single-subject designs.

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