



Effectiveness of REBT Group Counseling with Reframing Techniques to Reduce Academic Stress in High School Students

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Abstract. The purpose of this study was to determine the effectiveness of rational emotive behavior therapy (REBT) group counseling with reframing techniques to reduce academic stress in Senior High School students. The approach used is quantitative with an experimental method with a one group pretest-posttest design, and purposive sampling is used in taking the sample. Based on the results of the pre-test and the confirmation process, a sample of 6 students who had academic stress scores in the high category were obtained, who were given 6 meetings of intervention and continued with the posttest. The instrument used is the Academic Stress Scale which was developed by researcher based on the Nist-Olejnik and Holschuh theories. The results of the analysis of pre-test and posttest scores through the Wilcoxon test showed $Asymp.Sig (2-tailed) < 0,05$, which is 0,028, which meant that there were significant differences before and after the intervention was given, so it can be concluded that the REBT group counseling with reframing techniques effective to reduce academic stress in senior high school students. Based on the results of the conclusions, the researcher provide suggestions: (1) Guidance and Counseling teachers or counselors can provide group counseling using reframing techniques to reduce academic stress in senior high school students, (2) for further researchers can use a different experimental research design, for example using a control or comparison group..

Keywords: Academic Stress, Group Counseling, Reframing

1 Introduction

Academic stress is a student's response consisting of thoughts, behavior, body reactions, and feelings towards an academic condition, such as the many academic demands that must be carried out [1]. Demands are a form of academic stressor that can trigger academic stress. Academic stressors are events or situations that require individuals to adapt beyond the things that usually occur in their lives, which in this case originate from the learning process or things related to learning activities, such as demands for going to class, lots of assignments, getting test scores, deciding on a major, or facing exams, giving rise to negative physical, emotional, behavioral and thought responses [2-4].

From a preliminary study at SMA Negeri 8 Malang, students at this high school were also not free from academic stress problems. Through unstructured interviews with

Guidance and Counseling teachers, it was discovered that the change in the curriculum and learning system from online to offline caused students to experience complaints of academic stress, such as being burdened by the assignments and homework given. Apart from that, there is a demand to be able to understand assignments with explanations which they find difficult to understand, making it difficult for them to submit assignments, thus affecting their learning grades. In this case, students who experience academic stress will show obstacles in their learning process [5].

Academic stress certainly has its own impact on the lives and selves of high school students, such as disrupting their academic condition and performance, even leading to cases of suicide [6]. There are factors that can influence academic stress, namely internal factors from within the student and external factors from outside the student. Internal factors, including procrastination, as well as a pessimistic personality, not being able to control thought patterns, and self-confidence or self-judgment which can influence thought patterns. Meanwhile, external factors include oral or written exams and public speaking, high academic standards, increasingly dense lessons, pressure to achieve high levels (either from family, teachers, friends or oneself), encouragement of social status, and parents compete with each other [1,2].

From the academic stress problem that occurs, it is implied the importance of efforts to help high school students reduce academic stress, including students at SMA Negeri 8 Malang. This effort can be carried out by Guidance and Counseling teachers and counselors as a form of responsive service by providing counseling interventions in the field of learning, one of which is through REBT group counseling using the reframing technique. In Firdaus & Navion's research on one of the sixth semester BKI students at IAIN Tulungagung, counseling using the reframing technique was proven to reduce academic stress, as shown by a decrease in academic stress before and after the intervention was given [7].

As stated by Nist-Olejnik & Holschuh, academic stress is a student's response consisting of thoughts, behavior, body reactions, and feelings towards an academic condition, such as the many academic demands that must be carried out [1]. The reframing technique is considered to be able to be used for this problem. Reframing is one of the cognitive techniques in the REBT approach. In REBT, Ellis & MacLaren reveal that there are emotional consequences as a result related to irrational beliefs and activating events that individuals see as unpleasant events [8]. Irrational beliefs are individual beliefs or thinking systems that are wrong, unreasonable, and can damage an individual's life goals. In REBT, dysfunctional thinking is the main determinant of stressful emotions and the best way to reduce stress is to change the way of thinking [8]. To change the way of thinking, one of the cognitive techniques can be used, namely reframing, which is a technique that changes or restructures an individual's perception of a problem or behavior [9]. The reframing technique was chosen over other cognitive techniques, because it is considered that it can be used in various situations, one of which is to condition a new meaning to behavior or feelings of stress due to the emergence of irrational thoughts [10], which is in accordance with the problems that occur. By putting things in perspective or point of view and knowing this, individuals will be helped to get through their stress [1].

At SMA Negeri 8 Malang, counseling interventions using reframing techniques for students experiencing academic stress have never been carried out before. On the other hand, in previous research conducted by Firdaus & Navion, the reframing technique was applied to reduce academic stress in students through individual counseling [7]. In this case, the researcher offered a group counseling intervention using reframing techniques to different subjects, namely high school students to reduce their academic stress. Group counseling using the reframing technique has previously been proven effective for improving high school students' academic self-concept [11]. However, from the previous research that the researcher found, no one has specifically discussed the reframing technique group counseling on the problem of academic stress for high school students, so in this article the researcher discusses the effectiveness of REBT group counseling with the reframing technique to reduce the academic stress of SMA Negeri 8 Malang students, to determine the effectiveness of REBT group counseling using the reframing technique to reduce academic stress for students at SMA Negeri 8 Malang.

2 Method

Researchers used a quantitative approach with an experimental method with a pre-experimental design in the form of one group pretest-posttest. The research population is students of SMA Negeri 8 Malang. Meanwhile, the sample was class X students at SMA Negeri 8 Malang whose academic stress levels were in the high category and met the criteria for intervention. Research sampling was carried out using a purposive sampling technique, by distributing an academic stress pre-test to 132 students (X-1, 1) their academic stress score is in the high category, (2) they have limited ability to change and reorganize their perceptions and thought patterns in dealing with academic conditions, and (3) they are willing or willing and have a commitment to take part in REBT group counseling using the reframing technique. Sampling was also based on the results of a preliminary study that the researcher obtained through unstructured interviews with Guidance and Counseling teachers at SMA Negeri 8 Malang. After the research sample is determined, the researcher applies the intervention to the research sample.

The instrument used is the Academic Stress Scale which was prepared based on the theory of Nist-Olejnik & Holschu, which consists of indicators of thoughts, behavior, body reactions and feelings [1]. After compiling the instrument, the researcher carried out expert tests and field tests to test the validity with the product moment correlation formula using a significance level of $\alpha=0.05$, and tested reliability with the Cronbach's alpha formula using IBM SPSS Statistics 25. The total number of respondents in the field test was 35 students, so that the r table (with significance $\alpha=0.05$) is 0.334. 7 invalid items were obtained ($r \text{ count} \leq 0.334$) which were then discarded, and the remaining 35 valid items were used for the academic stress pre-test and posttest. Meanwhile, from the reliability test, the final result was 0.946, so the research instrument was said to be reliable.

All data collected was analyzed using inferential statistical analysis in the form of non-parametric statistics, where the Wilcoxon test was used with the help of IBM SPSS Statistics 25 to test the research hypothesis. The basis for making decisions is if $Asymp.Sig (2-tailed) < 0.05$, meaning there is a significant difference before and after the intervention is given which can be seen through the results of the pre-test and post-test given, so that REBT group counseling using the technique reframing is effective in reducing the academic stress of students at SMA Negeri 8 Malang (hipotesis 1 is accepted).

3 Result

Based on the results of the pre-test on 132 students (X-1, X-2, There were 17 students (12.9%) who had high category academic stress scores, 106 students (80.3%) had medium category academic stress scores, and 9 students (6.8%) had low category academic stress scores. The categorization results can be seen in table 1 below

Table 1. Academic Stress Level of Class X Students of SMA Negeri 8 Malang.

Category	Norm	Value	Frecuency	Percentage (%)
Low	$(X < M - 1SD)$	$X < 70$	9	6,8%
Average	$(M - 1SD \leq X < M + 1SD)$	$70 \leq X < 105$	106	80,3%
High	$(M + 1SD \leq X)$	$105 \leq X$	17	12,9%

Based on the interventions that have been carried out, the results show that the six students experienced a decrease in academic stress levels, seen from their pre-test and post-test scores. MW's academic stress level decreased from high to low category. Meanwhile ANCP, AAP, DAS, FAZ, and SNA showed a decrease in academic stress levels from the high to medium category. The comparison of pre-test and post-test results can be seen in table 2 below

Table 2. Comparison of Academic Stress Pre-Test and Posttest Results

No.	Name	Class	Pre-Test		Posttest		Difference Score
			Score	Category	Score	Catrgory	
1.	ANCP	X-10	106	High	78	Average	28
2.	MW	X-1	118	High	61	Low	57
3.	AAP	X-1	114	High	85	Average	29
4.	DAS	X-1	110	High	80	Average	30
5.	FAZ	X-1	118	High	83	Average	35
6.	SNA	X-8	105	High	83	Average	22

Table 3. Result of Wilcoxon Test

		N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Posttest	- Negative Ranks	6 ^a	3,50	21,00	0,028
Pre-Test					

Based on the results of the pre-test and post-test, a hypothesis test was carried out using the Wilcoxon test, to determine whether or not the hypothesis in this research was accepted. The results of the Wilcoxon test can be seen in table 4. From the Wilcoxon test, Negative Ranks 6 negative data (N) was obtained, meaning that the posttest scores of the six students were lower than their pre-test scores. Then, the Asymp.Sig (2-tailed) value obtained was 0.028, which was <0.05 , so that H1 of this study was accepted. So, there are significant differences before and after the intervention is given which can be seen through the results of the pre-test and post-test given, so that REBT group counseling using the reframing technique is effective in reducing academic stress for SMA Negeri 8 Malang students.

4 Discussion

Academic stress in high school students can be caused and influenced by internal factors (from within the student) and external factors (from outside the student). Internal factors, including procrastination, as well as students' thinking patterns, personalities and beliefs; while external factors include oral or written exams or public speaking, high academic standards, increasingly dense lessons, pressure to achieve high performance, encouragement of social status, and parents competing with each other [1,2]. Based on the REBT group counseling intervention using the reframing technique that has been carried out, it is known that the academic stress of class presentation or question and answer activities; even school exams. Apart from that, the academic stress they experience is influenced by their limited ability to change and reorganize perceptions and thought patterns in dealing with academic conditions. For example, when they get a lot of assignments, they will think that the assignments are endless, until they end up becoming heavy and messy. Apart from that, the existence of group assignments which present learning conditions with other students who have different characters from them, makes them tend to perceive group assignments as individual assignments, where they are the ones doing the work.

Academic stress is a student's response consisting of thoughts, behavior, body reactions, and feelings towards an academic condition, such as the many academic demands that must be carried out. In addition, academic stress can occur because of an individual's view of their academic condition [1,2]. This also underlies the high level of academic stress experienced by class X students at SMA Negeri 8 Malang when they face unpleasant academic events or conditions. They interpret these events, but what often happens is that they see them from a position where they are in trouble, so that their perception of an event tends to be negative [12], such as heavy tasks, even group tasks are unpleasant, which then Students generate academic stress, consisting of thought responses, behavior, body reactions and feelings.

Counseling services using reframing techniques are believed to be effective as a responsive effort to reduce academic stress. The reframing technique is one of the techniques in the REBT approach, which is used to help see the positive side of negative events, so that individuals can change their view of the situation they have experienced and put it in a different frame according to the facts of the concrete situation [13-15]. This is in accordance with the academic stress conditions experienced by class In

implementing counseling interventions, the choice of theory depends on the client's problem, where there are various philosophies, procedures and implementation steps involved [16].

The reframing technique was carried out by researchers based on the stages proposed by Cormier et al [9]: (1) rational, (2) identification of the client's perceptions and feelings in the problem situation, (3) outlining the role and features of selected perceptions, (4) identification of alternative perceptions, (5) modification of perceptions in the situation problems, as well as (6) homework and its solutions. In REBT group counseling using the reframing technique carried out by researchers, the meeting begins by building good relationships and introducing counseling. Then, it continues with the application of the reframing technique stages, which are divided into four meetings. Then, at the last meeting, a termination and posttest were carried out.

At the first meeting, the counselor carries out good relationship building and an introduction to counseling. The counselor first makes introductions between group members and helps find the reason for forming the group, which is based on the results of the analysis of academic stress pre-test scores which are in the high category and meet the criteria for intervention. The counselor's job is to welcome them into the group and help find some similarities and reasons for being in the group, so that the group can be cohesive [17,18]. Apart from that, at the first meeting the counselor also helps group members build feelings of mutual trust, by conveying the principles of group counseling. Building trust can be an important thing necessary for the formation of group interactions. At the beginning of the meeting, group members may have doubts about sharing aspects that are meaningful to themselves due to the lack of mutual trust. Therefore, building trust is important so that group interactions are not shallow [19]. In this case, the counselee will feel comfortable and free to express their attitudes, feelings, thoughts and actions in the group, if the initial stages are carried out well [18].

At the second meeting, the counselor invited group members to share their academic stress problems in turn. At this meeting, the exploration stage or counseling process is aimed at processing the problems that have been defined in the initial stage [20]. In relation to this, group members have been able to talk about their problems regarding academic stress openly, as evidenced by the disclosure of problems and responses from group members to each other. After that, the counselor carries out the rational reframing stage, where the counselor teaches the A-B-C concept and reframing images through illustrations of small boxes (problems) and large boxes using whiteboard media, so that they understand that perceptions or views can cause emotional stress. Apart from that, also formulate the goals to be achieved. Rational is used to convince clients that perceptions of problem situations can cause emotional distress [9]. Apart from that, in this stage there is increased self-exploration and focus on work results, where one of the characteristics is that group members find it easier to identify the goals to be achieved [7,19]. In relation to this, group members have been able to formulate group counseling goals to be achieved, where a mutual agreement was obtained to change irrational beliefs about academic conditions through the application of reframing techniques so that their academic stress can be reduced.

At the third meeting, the counselor helps group members become aware of the perceptions that automatically arise when faced with unpleasant events in terms of

academics, by trying to look back at the event, followed by giving the third meeting counselors a worksheet to describe the role and features of the selected perceptions. . This stage helps clients realize what automatically arises in problem situations, and seems to sharpen clients' awareness of existing perceptions [9]. Apart from that, judging from the results of the counselors' worksheet at the third meeting, group members were able to write down their unpleasant academic events or conditions, then their views, feelings and behavior, by imagining the unpleasant academic events or conditions they faced. Problems experienced by group members are identified in depth by exploring information from their way of thinking, as well as focusing on changing their way of thinking in dealing with problems [21].

At the fourth meeting, the counselor helps group members look for alternative perceptions by giving the counselee a worksheet at the fourth meeting, followed by modifying perceptions through reminiscing about events and generating alternative perceptions, and giving assignments to apply them in real life. When alternative perceptions can be raised, the client's old perceptions will be difficult to maintain. On the other hand, modifications are designed to create new perceptual responses, so that clients experience feelings of relief, strength, or optimism gradually [9]. With the re-framing technique, group members are able to control their views of the bad events they experience [7].

At the fifth meeting, the counselor continued the reframing stage with the same topic as the previous meeting, namely finding alternative perceptions of events that were less pleasant in terms of academics; modifying negative perceptions or views when faced with unpleasant events in academic terms; and apply the cultivation of positive perceptions or views in their real, everyday lives. The counselor continues the stage by helping group members evaluate the perception cultivation exercises they have implemented, and continues to encourage them to carry them out into the real world. Application to the real world is useful in improving the objectives of the reframing technique itself [9]. The percentage of changes revealed by them ranged between 70%-80%. In this case, reframing can change group members for the better. By putting things in perspective or point of view and knowing this, it can help group members get through their stress [1,12]. Therefore, group members who can instill a positive outlook will improve their academic stress.

At the sixth meeting, the counselor terminates by helping group members evaluate their academic stress by asking about feelings, lessons learned, and changes they have experienced. The final stage is a stage that aims to enable the counselee to create positive actions, and be able to plan a positive future after being able to resolve their problems [21]. Reframing techniques can change or reorganize perceptions and help them develop other, more positive thoughts about things that interfere with learning effectiveness, so that they can enjoy the learning process effectively and become more comfortable when experiencing a bored phase in facing the learning process [7]. Cormier et al explained that reframing is a technique that changes or restructures an individual's perception of a problem or behavior [9]. Based on this explanation, the researcher used the reframing technique as a medium to reduce academic stress caused by the way group members think about an event or unpleasant academic condition they face, by providing a new perception of the event or academic condition [7].

Based on the posttest results, it is known that group members experienced a decrease in academic stress scores. This means that the thought response, behavior, body reactions and feelings that arise when they face an unpleasant event or academic condition can be reduced. This is in line with previous research, where the reframing technique can be a good step for recovering the physical, emotional, behavioral disorders and thought processes of individuals who experience academic stress. By providing this intervention, the right solution is obtained according to the needs of group members [7].

Apart from that, based on the posttest results, it was found that the level of academic stress from previously being in the high category to the medium or even low category was reduced. There was 1 student who showed a change in academic stress levels from the high to low category, and 5 other students showed a change from the high to medium category. This is because 1 student has independent abilities, such as an assertive attitude. He was able to show a more productive attitude in resolving his academic stress problem from the start of the intervention, so that the reduction in his academic stress level was very visible from previously high to low. This form of assertive attitude can be seen from the results of the counselor's worksheet at the third meeting, where he tried to communicate about the problems he faced when working on group assignments to his homeroom teacher. Students who have an assertive attitude will easily communicate the problems they face to other people, so that they do not become depressed [22].

Meanwhile, students who show a change in their academic stress level from the high to medium category, because they sometimes experience obstacles in applying reframing techniques, such as being easily reminded of their negative views and being less assertive about the problems they face, thus making them still feel academic stress when facing them. an unpleasant academic event or condition. Judging from the results of the counselors' worksheet for the third meeting, there were still no activities they had carried out previously to solve the problem. Therefore, students also need to utilize the skills they have to help them deal with difficult situations, as a form of resilience to academic stress [23].

Based on the results of the analysis, it was shown that there was a significant change (decrease) between the pre-test and post-test scores, which means that REBT group counseling with the reframing technique was said to be effective in reducing students' academic stress. This is supported by previous research from Firdaus & Navion, which implemented intervention in the form of counseling using the reframing technique to one of the sixth semester BKI students at IAIN Tulungagung [7]. This counseling has been proven to reduce academic stress, which has been shown to reduce academic stress before and after being given the intervention. Group counseling using the reframing technique has previously been proven to be effective in increasing high school students' academic self-concept [11]. This previous research supports the results of this research to prove the effectiveness of REBT group counseling using the reframing technique to reduce academic stress for SMA Negeri 8 Malang students. In this case, external pressure can be one of the causes of low psychological well-being in students [24], so counselors who have competence are needed to help students solve their academic stress problems. Together with counselors, students can be given the opportunity to tell stories and be given assistance [1].

5 Conclusion

Based on the REBT group counseling intervention using the reframing technique that has been carried out, it is known that the academic stress of class academic. The intervention was carried out in accordance with the experimental guidelines. Each meeting has achieved the goals designed for each meeting, as well as achieving the main goal of the intervention itself, namely changing irrational beliefs about academic conditions through reframing techniques to reduce academic stress. From this intervention, it was discovered that 5 students showed a change in their academic stress level from the high to medium category, and 1 student became low, because of his independent ability in the form of an assertive attitude.

Based on the results of the pre-test and post-test score analysis, it was found that there were significant differences before and after the intervention was given. So, it can be concluded that REBT group counseling using the reframing technique is effective in reducing the academic stress of students at SMA Negeri 8 Malang. In this case, the researcher provides suggestions: (1) Guidance and Counseling teachers or counselors can provide group counseling services using reframing techniques to reduce the academic stress of students at SMA Negeri 8 Malang, (2) future researchers can use a different experimental research design, for example by using a control or comparison group.

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