

APPLICATION OF BEHAVIORAL COUNSELING MODELING TECHNIQUES TO IMPROVE THE SELF-CONFIDENCE OF STUDENTS WITH INTELLECTUAL DISABILITIES IN SOPPENG

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Abstract

This study aims to determine the effectiveness of applying behavioral counseling with modeling techniques to improve the self-confidence of eleventh-grade students with intellectual disabilities at SLB As'Adiyah Cabenge, Soppeng Regency. This research employed a quantitative approach with an A-B-A-B Single Subject Research (SSR) experimental design. Data collection techniques involved observation sheets in the form of a checklist assessment scale during the experiment (Baseline B1-B2) intervention when applying behavioral counseling techniques with modeling techniques. Data were analyzed using descriptive statistics, both within and between conditions. The results showed that the application of behavioral counseling with modeling techniques had a significant impact on increasing the self-confidence of students with intellectual disabilities. This was evident from the increase in scores during the intervention phase (B1) compared to the initial baseline phase (A1), as well as the stability of scores in the final baseline phase (A2), indicating that the intervention effect was sustainable. Repeated intervention in phase (B2) also showed higher score increases compared to baseline phase 2 (A2). There were clear changes between baseline A1, intervention B1, baseline A2, and intervention B2. At baseline A1, students showed low self-confidence (average score 50), but then increased to 55.7–72 in the B1 intervention phase. The sustainability of the intervention effect was observed in the baseline A2 phase, where the obtained score of 55.7 increased to 61.5. Subsequently, the intervention (B2) was repeated, resulting in a score increase from 61.5 to 75. Thus, this intervention was effective in increasing the self-confidence of students with intellectual disabilities at SLB As'Adiyah Cabenge, Soppeng Regency.

Keywords: Behavioral Counseling, Modeling Techniques, Children with Intellectual Disabilities, Self-Confidence

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penerapan konseling behavioral dengan teknik modeling dalam meningkatkan kepercayaan diri siswa tunagrahita kelas XI di SLB As'Adiyah Cabenge, Kabupaten Soppeng. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen Single Subject Research (SSR) jenis A-B-A-B. Teknik pengumpulan data dilakukan melalui lembar observasi dalam bentuk ceklis skala penilaian selama eksperimen berlangsung (Baseline B1-B2) intervensi saat penerapan teknik konseling behavioral dengan teknik modeling. Data dianalisis menggunakan statistik deskriptif, baik dalam kondisi maupun antar kondisi. Hasil penelitian menunjukkan bahwa penerapan konseling behavioral dengan teknik modeling

memberikan dampak yang signifikan dalam meningkatkan kepercayaan diri siswa tunagrahita. Hal ini terlihat dari kenaikan skor pada fase intervensi (B1) dibandingkan fase baseline awal (A1), serta stabilitas skor pada fase baseline akhir (A2), yang menunjukkan bahwa efek intervensi bersifat bertahan. Intervensi yang diulang pada fase (B2) juga menunjukkan kenaikan skor yang lebih tinggi dibandingkan fase baseline 2 (A2). Terdapat perubahan nyata antara kondisi baseline A1, intervensi B1, baseline A2, dan intervensi B2. Pada baseline A1, siswa menunjukkan kepercayaan diri yang rendah (skor rata-rata 50), namun kemudian meningkat menjadi 55.7–72 pada fase intervensi B1. Keberlanjutan efek intervensi terlihat pada fase baseline A2 di mana skor yang diperoleh 55.7 meningkat hingga 61.5. Selanjutnya, intervensi (B2) kembali dilakukan dan menghasilkan peningkatan skor dari 61.5 menjadi 75. Dengan demikian, intervensi ini efektif dalam meningkatkan kepercayaan diri siswa tunagrahita di SLB As'Adiyah Cabenge, Kabupaten Soppeng.

Kata kunci: *Konseling Behavioral, Teknik Modeling, Anak Tunagrahita, Kepercayaan Diri*

INTRODUCTION

Self-confidence is one of the most important psychological aspects in the development of an individual's personality. Self-confidence affects how a person views themselves, interacts with others, and faces various challenges in everyday life. Individuals with a high level of self-confidence tend to be able to develop their potential optimally, dare to make decisions, and are able to adapt to their social environment. Conversely, individuals with low self-confidence often experience doubts in their actions, difficulty expressing their opinions, and tend to withdraw from their social environment. Therefore, the development of self-confidence is an important aspect that needs to be considered in education, especially in the process of nurturing and developing the character of students. According to Lauster, self-confidence is a person's belief in their abilities so that they can act independently, optimistically, and be able to face various situations without being overly influenced by the opinions of others. Confident individuals have a positive attitude towards themselves and are able to accept their strengths and weaknesses in a balanced manner (Ghufroon & Risnawita, 2012). This view shows that self-confidence is not only related to academic ability but also to a positive mental attitude towards oneself. Someone who has high self-confidence will not easily feel inferior or afraid of facing failure because they view failure as part of the learning and self-development process.

Sujanto also explains that self-confidence is a belief that grows from an individual's ability to be independent, control themselves, and control their actions. Individuals who are self-confident do not depend excessively on others and have the ability to make decisions independently (Puspitaningsih, 2014). This shows that self-confidence is closely related to independence and an individual's ability to control their behavior. A confident person will be more courageous in facing challenges and have the courage to try new things in their life.

In addition, Anthony explains that self-confidence is related to an individual's ability to accept reality, develop self-awareness, think positively, and act independently. Individuals with high self-confidence tend to be able to set life goals and strive to achieve

them (Ghufron & Risnawita, 2012). Thus, self-confidence can be understood as a mental attitude that encourages individuals to develop their potential optimally and dare to face various challenges in life.

In the context of education, self-confidence is an important factor that influences students' success in the learning process. Students who have high self-confidence are usually more active in learning activities, dare to express their opinions, and have high motivation to learn. Conversely, students who have low self-confidence tend to be passive in learning activities, reluctant to ask or answer questions, and often feel afraid of making mistakes. This condition can certainly affect students' academic and social development in the school environment.

Differences in the level of self-confidence among students can be seen from their behavior in various situations. Masriani and Liana (2022) explain that students with low self-confidence usually show hesitation in making decisions, lack the courage to perform in front of the class, and tend to avoid tasks that are considered challenging. They often feel afraid of making mistakes, so they choose not to be actively involved in learning activities. This condition can hinder the development of students' potential because they do not have the courage to try and learn from experience.

Conversely, students who have high self-confidence will find it easier to develop their academic and social skills. They have the courage to participate in various school activities, both academic and non-academic. Andayani and Amir (2019) state that strong self-confidence enables students to explore their potential and develop their ability to socialize with their surroundings. With self-confidence, students will find it easier to adapt to the school environment and be able to establish positive social relationships with their peers and teachers. Self-confidence also plays an important role in the psychological development of adolescents. During adolescence, individuals experience various physical, emotional, and social changes. These changes often pose various challenges that adolescents must face.

Rini (2010) explains that adolescents with high self-confidence do not view weaknesses as obstacles, but rather as opportunities to learn and grow. They are able to use life experiences as a means to improve themselves and achieve their desired goals. However, not all students have the same opportunities to develop self-confidence, especially students who are classified as children with special needs. Children with special needs often face various limitations that can affect their psychological development, including self-confidence. One group of children with special needs who often experience difficulties in developing self-confidence are children with intellectual disabilities. Intellectual disability is a condition of intellectual limitation characterized by below-average intellectual ability and limitations in adaptive abilities, such as social, conceptual, and practical skills.

This condition causes individuals to have difficulty understanding information, solving problems, and adjusting to their social environment (Parwoto, 2024). The Directorate of

Special Education and Special Services (2017) also explains that children with intellectual disabilities require special education services tailored to their abilities and needs in order to develop optimally.

The intellectual limitations of children with intellectual disabilities often have an impact on their psychological development, including their self-confidence. Children with intellectual disabilities tend to experience failure more often than other children. This can cause them to feel incapable and lose confidence in their own abilities. As a result, they become less confident in interacting with others and in participating in learning activities at school. Based on interviews with homeroom teachers at SLB As'Adiyah Cabenge in Soppeng Regency on August 12, 2024, it was found that there was a grade XI student with the initials YS who experienced a significant decline in self-confidence after experiencing sexual violence. Before the incident, YS was known as an active and confident student in various school activities. However, after the incident, YS became more quiet, often felt afraid, and was reluctant to interact with his friends. This change in behavior shows that traumatic experiences can have a huge impact on students' psychological condition, especially for students with intellectual disabilities such as children with intellectual disabilities.

The Indonesian language teacher also revealed that some students in the 11th grade often felt embarrassed and afraid when asked to answer questions or express their opinions in front of the class. They tended to lower their heads, avoid eye contact, and refuse when asked to perform in front of the class. This condition certainly affected the learning process because students could not actively participate in teaching and learning activities.

Lack of confidence in students can have a negative impact on various aspects of their development. Musrifatun Nikmah and Sedanayasa (2014) explain that low self-confidence can hinder the achievement of learning objectives, disrupt the social interaction process, and inhibit the development of students' potential. In the long term, this condition can even trigger various psychological problems such as anxiety, low self-esteem, and difficulty in adjusting to the social environment. Therefore, appropriate intervention efforts are needed to help students increase their self-confidence. One approach that can be used is behavioral counseling. Behavioral counseling is a counseling approach that focuses on behavioral change through the learning process. This approach emphasizes that human behavior can be learned and changed through reinforcement, habituation, and structured practice (Surya, 2003).

The behavioral approach views human behavior as the result of a learning process that is influenced by the environment. Therefore, behavioral change can be achieved by changing environmental conditions and providing individuals with positive learning experiences. In the context of education, behavioral counseling can be used to help students develop positive behaviors, including increasing self-confidence. One technique often used in behavioral counseling is modeling. Modeling is a learning technique carried out through observation of the behavior of others who are used as models. Through the

process of observation and imitation, individuals can learn new behaviors that are expected to replace less adaptive behaviors (Sharf, 2012).

Edwinda (2019) explains that modeling is very effective in counseling because individuals can learn directly from the behavior demonstrated by the model. When individuals see the model performing a behavior with positive results, they are encouraged to imitate that behavior. This process can help individuals develop new, more adaptive behaviors and increase their confidence in performing various activities. Modeling techniques are very suitable for children with intellectual disabilities because they tend to learn through observation and imitation. Pihasnawati (2008) explains that children with intellectual disabilities often have difficulty understanding abstract concepts, so they find it easier to understand things through concrete examples that they can see directly. Therefore, the use of modeling techniques in the counseling process can help children with intellectual disabilities learn new behaviors more effectively.

In applying modeling techniques, counselors can use various types of models, such as direct models, symbolic models, and participant models. Direct models involve individuals who directly demonstrate the desired behavior, while symbolic models can be videos, pictures, or stories that illustrate positive behavior. Meanwhile, participant models involve clients directly in the learning process so that they can practice the learned behavior gradually. Through the application of modeling techniques in behavioral counseling, it is hoped that students with intellectual disabilities can have positive learning experiences that will boost their confidence. By observing and imitating the confident behavior of the model, students can learn how to speak in front of the class, interact with peers, and face various social situations with more confidence. Thus, the application of behavioral counseling with modeling techniques is a relevant approach to help increase the self-confidence of students with intellectual disabilities. This approach not only focuses on direct behavioral change but also provides positive learning experiences for students so that they can develop their potential more optimally in an educational environment.

METHOD

Research This study uses a quantitative approach, with an experimental research type that adopts a Single Subject Research (SSR) design. SSR is a single subject study with research procedures that use an experimental design to observe the effect of the intervention given on behavioral changes. The specific design used is A-B-A-B. In this study, there is one variable being studied, namely “the application of behavioral counseling with modeling techniques” as an intervention to increase children's self-confidence. It is hoped that children's self-confidence will increase through behavioral counseling with modeling techniques. This study uses an A-B-A-B design, which has four phases: (A) is the baseline phase (initial condition without intervention), (B) is the treatment or intervention phase, (A') is a repetition of the baseline phase, and (B') is a repetition of the treatment phase. In these four phases, several sessions were conducted. This study was conducted daily and counted as sessions. The A-B-A-B design is

illustrated through a graph showing the X-axis “Session (time)” and the Y-axis “Score” with lines showing phases A1, B1, A2, B2, and a score range of 0-70. Phase A-1 (Baseline 1) is a pure description of the subject's abilities before being given treatment, where the researcher did not provide any intervention. Phase B-1 (Intervention) is a situation where the subject is given repeated treatment, namely behavioral counseling with modeling techniques, to see the improvements that occur. Phase A-2 (Baseline 2) is a repetition of the baseline condition to evaluate the extent to which the intervention has an effect. Finally, phase B-2 (Intervention) is a repeat intervention to confirm the increase in the subject's self-confidence. After the data is collected, it is processed and analyzed using descriptive statistics, and the data presentation is processed using graphs.

To clarify the existing variables and avoid misinterpretation, the following are the operational definitions of each research variable. Self-confidence is an attitude of believing in one's ability to do or face situations and conditions in life without hesitation or haste. Self-confidence plays an important role in an individual's personality. A person who has confidence in themselves tends to try their best to develop their talents. By having strong self-confidence, students have the potential to achieve progress in self-development. In the framework of this study, the aspect of self-confidence is described as having a positive view of oneself, the ability to control oneself, and confidence in one's abilities. The indicators used to measure self-confidence, based on Lauster's Theory (2003), include being confident, optimistic, objective, responsible, and rational. Meanwhile, modeling techniques are the process of shaping behavior (whether adding, reducing, changing, or improving) by observing a model (figure) based on the child's response involving the way the brain works so that new behavior can be formed (Repita, et al., 2016).

The stages of implementing modeling techniques, according to Adiputra (2015), include the Observation Stage (where the characteristics of the model and the nature of the activity influence attention), the Retention Stage (individuals remember behavior through symbolic representation), the Motor Reproduction Stage (individuals turn observations into actions), and the Motivation Stage (learning is most effective when individuals are motivated). In this study, the data collection method used was an observation sheet in the form of a checklist assessment scale during the experiment (Baseline B1-B2) intervention when applying behavioral counseling techniques with modeling techniques. For the self-confidence scale, the researcher directly checked during the experiment in the B1-B2 phase, observed the subject YS, and gave a score of 1-5. The stages of developing the research instrument included analyzing the components, dimensions, and indicators in the grid, as well as compiling positive statement items based on the dimensions and indicators to be measured.

RESULTS AND DISCUSSION

Research This study was conducted using a Single Subject Research (SSR) experimental design with an ABAB design. This design allows for the measurement of target behavior through baseline 1 (A1), intervention (B1), baseline 2 (A2), and intervention (B2) stages, where phase B2 is a repetition of the intervention to confirm the subject's increased self-confidence. The collected data were analyzed descriptively and presented in graphical form. A total of 22 sessions were conducted, consisting of 4 A1 sessions, 7 B1 sessions, 4 A2 sessions, and 7 B2 sessions. In the baseline 1 (A1) phase, which lasted for 4 sessions, the data showed that the subjects' confidence scores were consistent at 16 out of a maximum score of 33, resulting in a value of 50. This condition indicated a low level of confidence and the need for further guidance. These low scores were also influenced by the introduction of modeling techniques that were not accompanied by implementation instructions. After phase A1, the intervention (B1) was applied for 7 sessions. In the first session of the intervention (the 5th session overall), the subjects' scores increased to 19 (a value of 55.7). Throughout phase B1, the score continued to show an upward trend, reaching 27 (score of 72) in the last session (11th session). This increase clearly shows that the application of behavioral counseling with modeling techniques began to have a positive impact on the self-confidence of subject YS.

Baseline phase 2 (A2) was then conducted over 4 sessions to evaluate the sustainability of the intervention's effects. In the first session of A2 (session 12), the subject's score was 19 (value 55.7), and in the last session of A2 (session 15), the score reached 22 (value 61.5). Although this value was slightly lower than the peak of intervention B1, the data trend remained upward and was significantly better than baseline 1 (A1), indicating that the increase in subject YS's self-confidence was still sustained. As further confirmation, the intervention (B2) was repeated for 7 sessions. In the first session of B2 (session 16), the subject's score was 22 (value 61.5), and in the last session of B2 (session 22), the score reached 29 (value 75). This increase not only confirmed the effect of the intervention, but also showed that the YS subject's confidence continued to increase and reached the highest level compared to the previous phases. Analysis of the conditions showed that the length of the conditions varied (4 sessions for the baseline, 7 sessions for the intervention). The estimated directional trend in A1 was flat, while in B1, A2, and B2, all showed an upward trend, indicating positive improvement. The stability trend at A1 and A2 is stable (100%), while at B1 and B2 it is variable (50%), but still within the established stability criteria, indicating that the data is fairly consistent despite fluctuations. The overall data trail shows an upward pattern from A1 to B2. The stability level and data range also show an increase in the score range from 50-50 in A1 to 61.5-75 in B2. The change in level shows a significant increase from A1 to B1 (+20), a slight decrease from B1 to A2 (-5.8), and an increase again from A2 to B2 (+20).

Further analysis between conditions confirms these findings. Only one variable (self-confidence) was changed. The change in direction from A1 to B1 was from flat to upward, indicating a positive effect of the intervention. This upward pattern continued from B1 to A2 and from A2 to B2, confirming that the subjects' condition improved. The change in

stability trend shows a transition from stable to variable and back to stable between phases, consistent with the nature of the intervention and baseline. The change in level shows a clear increase from A1 to B1 (+5.7), a decrease from B1 to A2 (-14) possibly due to the discontinuation of the intervention, and a renewed increase from A2 to B2 (+5.7) after the intervention was repeated. The overlap between A1/B1 and A2/B2 was 0%, which strongly supports the effectiveness of the intervention because it shows no overlap between the baseline and intervention conditions, indicating that the changes that occurred were a direct result of the intervention. The results of this study consistently show that the application of behavioral counseling with modeling techniques has a significant impact on increasing the self-confidence of students with intellectual disabilities at SLB As'Adiyah Cabenge, Soppeng Regency. This technique, which integrates collaborative elements and game-based modeling activities, has proven effective in triggering active participation and cooperation of subjects in a supportive atmosphere. Subject YS, who previously exhibited withdrawn behavior and low social initiative, was gradually able to express emotions and interact in a more natural social context.

The initial condition in the A1 baseline phase, with a very low self-confidence score (50), reflected the traumatic impact of the sexual violence experienced by the subject. These findings are in line with Parwoto's (2024:262) view that intellectual disability is often accompanied by significant limitations in social and communication skills, which can be exacerbated by negative experiences. Without proper intervention, students with intellectual disabilities will indeed find it difficult to rebuild their self-confidence and interact socially. The significant increase in self-confidence scores from 55.7 to 72 in the B1 intervention phase clearly demonstrates the direct effectiveness of behavioral counseling using modeling techniques. The sustainability of this intervention effect was also seen in the A2 baseline phase, where the score continued to increase from 55.7 to 61.5, even though the intervention was temporarily stopped. This indicates that the changes that occurred were not only temporary but had begun to be internalized. The repetition of the intervention in phase B2, which resulted in a further increase in scores to 75, further strengthens the evidence of the long-term effectiveness of this approach. These findings are consistent with Parwoto's (2025) research, which emphasizes the importance of the involvement of various parties (teachers, peers, family) in the child's social environment to achieve the success of long-term social interventions.

CONCLUSION

Research Based on the presentation, data analysis, and discussion of the research, it can be concluded that in baseline condition 1 (A1), the self-confidence of Grade XI students at SLB As'Adiyah Cabenge, Soppeng Regency, showed consistent or stable values throughout the four sessions, with a flat data trend. This indicates that there was no significant change in student self-confidence, and the data was stable based on the established criteria, with a flat data trace and a stable level and range, indicating no change in level. The application of behavioral counseling with modeling techniques had a

positive effect on increasing the self-confidence of Grade XI students with intellectual disabilities at SLB As'Adiyah Cabenge. In the intervention condition (B1), which lasted for seven sessions, the data trend showed a clear increase, indicating that the students' self-confidence changed and improved after the intervention. This data is also stable, with an upward data trace and stable stability level, as well as a significant change in level as a result of the intervention. The sustainability of the intervention effect is seen in baseline condition 2 (A2), where the confidence of students with intellectual disabilities still shows an upward trend even though the intervention has been temporarily stopped. This means that student confidence has experienced a sustained increase compared to baseline condition 1 (A1). The data stability trend remains stable, the data trail is upward, and the stability level and range are also stable, with level changes showing an increase.

The effect of applying behavioral counseling with modeling techniques, which was repeated in the intervention condition (B2) for seven sessions, showed a much better increase in the self-confidence of students with intellectual disabilities in Grade XI at SLB As'Adiyah Cabenge. The data trend was very upward, indicating significant changes and improvements. This data remains stable, with an upward data trail and stable stability level, as well as level changes that show a strong increase as a result of repeated interventions. The analysis between conditions confirms these findings. From baseline condition 1 (A1) to intervention condition (B1), only one variable was changed, and the directional trend changed from flat to upward, indicating the positive effect of the intervention. The change in level shows an increase, and there is no data overlap, confirming the influence of the intervention. From intervention condition (B1) to baseline condition 2 (A2), the directional trend remains upward, but the change in level shows a slight decrease, possibly due to the cessation of the intervention. However, there is no data overlap, indicating that the previous intervention continues to have an effect. Finally, from baseline condition 2 (A2) to intervention condition (B2), the trend direction returns to upward, the level change shows an increase, and there is no data overlap, which strongly supports that the intervention was again very effective in increasing the self-confidence of students with intellectual disabilities. Overall, this study concludes that the application of behavioral counseling with modeling techniques is very effective in increasing the self-confidence of students with intellectual disabilities at SLB As'Adiyah Cabenge, Soppeng Regency, with lasting effects that can be enhanced through repeated interventions.

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