CAN *COGNITIVE BEHAVIOR THERAPY* WITH *COGNITIVE RESTRUCTURING* TECHNIQUES REDUCE INFERIORITY IN STUDENTS?

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Abstract
Individuals with feelings of inferiority tend to mask their shortcomings due to a lack of self-realization, which impacts various aspects of life such as career, social relationships, and mental health. Based on the results of observations and interviews with BK teachers of SMP Negeri 3 Jekulo Kudus, it was found that students showed symptoms of inferiority such as withdrawal, indifference, envy, and feeling uncomfortable when working in a group. This study uses a case study method in AB students of grade VIII E with an individual counseling approach using Cognitive Behavior Therapy (CBT), specifically the Cognitive Restructuring technique to correct cognitive distortions that affect the counselor's negative beliefs. Data was collected through interviews with BK teachers and counselors, as well as direct observations at school. Data analysis was carried out using the Miles & Huberman model. The results of the study show that the factors that cause the inferiority of AB students come from internal factors such as negative mindsets, feelings of inferiority, and difficulty interacting, as well as external factors in the form of lack of family support and social pressure. CBT interventions have been shown to be effective in helping ABs identify and change negative mindsets to be more adaptive. After the counseling process, AB showed significant improvements in self-confidence, social interaction skills, and emotional management.
Keywords: inferiority, individual counseling, Cognitive Behavioral Therapy, Cognitive Restructuring

Abstrak
Individu dengan perasaan inferioritas cenderung menutupi kekurangannya akibat kurangnya realisasi diri, yang berdampak pada berbagai aspek kehidupan seperti karier, hubungan sosial, dan kesehatan mental. Berdasarkan hasil observasi dan wawancara dengan guru BK SMP Negeri 3 Jekulo Kudus, ditemukan siswa yang menunjukkan gejala inferioritas seperti menarik diri, minder, iri hati, serta merasa tidak nyaman saat bekerja dalam kelompok. Penelitian ini menggunakan metode studi kasus pada siswa AB kelas VIII E dengan pendekatan konseling individu menggunakan Cognitive Behavior Therapy (CBT), khususnya teknik Cognitive Restructuring untuk mengoreksi distorsi kognitif yang memengaruhi keyakinan negatif konseli. Data dikumpulkan melalui wawancara dengan guru BK dan teman konseli, serta observasi langsung di sekolah. Analisis data dilakukan dengan model Miles & Huberman. Hasil penelitian menunjukkan bahwa faktor penyebab inferioritas siswa AB berasal dari faktor internal seperti pola pikir negatif, rasa minder, dan kesulitan berinteraksi, serta faktor eksternal berupa kurangnya dukungan keluarga

dan tekanan sosial. Intervensi CBT terbukti efektif membantu AB mengidentifikasi dan mengubah pola pikir negatif menjadi lebih adaptif. Setelah proses konseling, AB menunjukkan peningkatan kepercayaan diri, kemampuan interaksi sosial, dan pengelolaan emosi secara signifikan.

Kata Kunci : *inferioritas, konseling individu, cognitive behavior therapy, cognitive restructuring*

INTRODUCTION

Adolescence is where an individual feels that this is a difficult time for him or her because the individual is in a transitional phase from adolescence to adulthood that includes biological, cognitive, and social-emotional changes. These difficulties lead to an increase in a person's sense of inferiority or inferiority in his social life (Santrock in Hully, 2021) in Enggarini (2024). Adler argued that inferiority is not an abnormal sign, but rather a driver for all improvements in human life. However, it can also be that the feeling of inferiority is exaggerated so that it manifests towards abnormality. However, under normal circumstances, the sense of inferiority is a driver towards progress or perfection (Superior). Their goal to be superior is to put pressure on others. Increased feelings of inferiority make them suspicious and cunning. It is difficult to win their hearts and develop the social interest and courage to do useful work (Corey, 2015).

Today's teenagers grow up and develop in the midst of a world filled with mass media. Currently, various media platforms such as TikTok, Instagram, and Twitter feature many models and celebrities with ideal body shapes. They often have almost similar physical appearances: beautiful faces, white and smooth skin, thick black hair, slim bodies, pointed noses, and various other physical characteristics as time goes by, this definition of beauty is slowly shaped by the influence of the media and gradually the general public begins to believe it. As a result, those who have brown skin, fat bodies, thin bodies, or wavy curls feel insecure and not beautiful in the eyes of the public (Sayekti, 2018) in (Nurmiati et al., 2024). Thus, it triggers the emergence of feelings of inferiority in individuals. According to Adler, as quoted by (Sujanto, 2009) confirms how important the distinctive or unique trait in the personality, which is referred to as individuality. He argues that each individual is a configuration of different motives, traits, and values. Thus, each person's behavior reflects a distinctive pattern of his or her individual lifestyle. Every teenager has a desire to actualize themselves. This happens because in every teenager there are potentials, talents, and interests that need to be developed. With the right development, these abilities will not only be maintained, but can also grow and develop over time (Sayekti, 2018) in Nurmiati (2024).

Based on the phenomenon of research conducted by (Musawwir et al., 2021) The results of initial interviews with 10 junior high school and MTs students in Ternate City showed that some students experienced feelings of inferiority due to uncertainty about their academic abilities. This makes them lose confidence and feel less noticed by the teacher. In addition, there are also students who feel inferior due to physical deficiencies, such as height that is below the average of classmates or feel that they do not have an attractive

facial appearance. In conclusion, some of the factors that contribute to the appearance of these feelings of inferiority include: 1) physical appearance, 2) opinions from friends, and 3) changes in environment. The assessment of inferiority or inferiority experienced by the resource person towards themselves often makes students passive in pursuing achievements and interacting with others. When students feel different or lacking in some way, they begin to doubt their own abilities and fear of failing before actually trying. In fact, students who actively pursue their dreams and play a role in the environment are needed, both by the country and the city where they live. Especially in developing areas, prospective successors are needed who have confidence, encouragement to achieve well, and a sense of responsibility for the environment.

As with the research conducted by (Munawaroh & Christiana, 2021) The negative phenomenon in this study leads to the form of *bullying* as a form of compensation to hide his feelings of inferiority. In line with the opinion (Semium, 2013) in Munawaroh & Christiana (2021) That, feelings of inferiority are compensation for feelings of helplessness and physical weakness. In the study, it was explained that they look for ways to express themselves in order to hide their inferior feelings. As a strategy, they use compensation to cover and protect existing weaknesses and incapacities by highlighting other abilities. Adolescents who feel inferiority tend to compensate themselves, trying to hide their weaknesses in various ways, one of which is by doing *bullying* or bullying. *Bullying* is an attempt at negative actions taken by adolescents to overcome their feelings of inferiority. By pretending to have advantages, they try to cover up weaknesses and feelings of inferiority. Through bullying, these inferior feelings seem to be replaced by feelings of pride, so that they feel powerful and powerful.

Thus, it can be concluded that adolescence is a phase of transition full of challenges, including biological, cognitive, and social-emotional changes that can trigger feelings of inferiority or inferiority. According to Adler, feelings of inferiority in normal levels can be a motivation to thrive, but if it is excessive it can lead to suspicion and lack of confidence. Social media also plays a role in shaping unrealistic beauty standards, triggering a sense of insecurity among teenagers. In addition, factors such as physical appearance, peer opinions, and environmental changes also contribute to feelings of inferiority. Adolescents who experience inferiority tend to withdraw, lose motivation, and even make negative compensation such as *bullying*. Therefore, it is important for adolescents to develop confidence, explore their potential, and get the right support so that they can grow optimally.

Research on the phenomenon of inferiority or inferiority is also carried out by (Wijaya & Dianto, 2024) Based on the results of his interview at SMK N 5 Padang with the homeroom teacher of class X Elektronika 2, it was found that several students experienced a sense of inferiority. They tend to have limited social abilities, lack confidence in the surrounding environment, give up quickly when faced with failure, and feel that they have many shortcomings. In addition, they prefer to be alone, which ultimately negatively impacts their learning outcomes.

Based on the results of observations and interviews with BK teachers of SMP N 3 Jekulo Kudus, the researcher obtained information that the general picture of the psychological condition of students at SMP 3 Jekulo does not follow certain trends or patterns regarding various forms of problems from the psychological side such as; mental *health,* mental *ills*, and mental disorders. This is due to the absence of action from BK teachers to identify in depth to find out how many students are likely to follow the trends that emerge triggered by internet applications. However, there are students who experience a feeling of inferiority that is quite visible, the student experiences withdrawal from their peers, feels insecure and envious. Often these students are uncomfortable when they are in a cooperation group. He feels that he is not perfect, so that he feels inferior and often this student is uncomfortable when he is in a cooperation group. He feels himself to be imperfect and compares himself to others. The student has a broken family background and feels that no one loves him. At the age of this early teenage student, a feeling of *love booming* arises and she feels that no man or the opposite sex likes her, while her friends often tell her stories in front of her about the opposite sex which makes her jealous and feel inferior.

From these phenomena, Guidance and Counseling Services play an active role in dealing with problems experienced by students, especially in reducing the phenomenon of feelings of inferiority experienced by students. In this regard, the alternative guidance and counseling services chosen are Guidance and Counseling-based Services *Cognitive Behavior Therapy* (CBT) using *Cognitive Restructuring*. *Cognitive Behavior Therapy* (CBT) with techniques *Cognitive Restructuring* It has proven to be effective in treating various psychological disorders, one of which is in the behavior and emotions of an individual. So that *Cognitive Restructuring* is considered an effective treatment. Defferen bacher, Dahlen, Lynch, Morris and Gowensmith (2000) in (William T. O'Donohue Jane E. Fisher, (2017) found that *Cognitive Restructuring* can reduce irritability, angry reactions to many potential provocations, anger at the most angry situations that are taking place, daily anger, anger associated with physiological alertness, emphasizing anger, and negative expressions that are thrown out. *Cognitive restrcuturing* also increase positive forms of anger expression. Interestingly *cognitive restrcuturing* curates anxiety and depression, and these reductions (related to anger and anxiety) can be maintained for up to 15 months after treatment is stopped.

Previous research conducted by Nurmiati et al., (2024) entitled "Application of Cognitive Restructuring Techniques to Reduce *Insecurity* students in vocational high schools". This study uses the *cogitive behavior therapy* where there is a combination of cognitive therapy and behavioral therapy. One of the alternatives or techniques in his approach uses cognitive restructuring techniques. There are 5 activities in the process of analyzing data. In the first meeting, namely the review and brief of the procedure, the results obtained were that the students were able to reveal that the problems faced were related to the high sense of insecurity. In the second meeting, namely the analysis of the counselor's thoughts, the results of the worksheet showed the forms of thought *Irrational* Counseling

that triggers the appearance *insecurity*. In the third meeting, namely introduction and practice *Coping Thought* (CT) aims to explore his experience. The fourth meeting moved from negative thoughts to *Coping Thought* (CT), the fifth meeting was the introduction and positive reinforcement exercise. The sixth activity is homework and follow-up. Furthermore, this condition is clearly illustrated in the results of the hypothesis test which shows that the application of cognitive restructuring techniques has a positive effect on reducing *insecurity* students of SMK Negeri Labuang. Indicators of the success of this treatment can also be seen from the worksheets distributed to the counselor. Counseling learns to understand the causative factors *insecurity* so that it causes negative thoughts about yourself. The success of treatment was also determined by the activeness of the counselor while following the cognitive restructuring technique process.

Advantages of *Cognitive Behavior Therapy* according to Putri, (2024) This can encourage enthusiasm, this theory can improve problem-solving skills, make a person more independent, and help in understanding oneself so that they can distinguish between right and wrong, as well as help in gradually changing bad habits into more positive behaviors. Benefits of *Cognitive Behavior Therapy* is that this method can provide a quick cure, although there are some obvious exceptions such as the analytical treatment of autism according to William (2017). CBT typically requires dozens to dozens of hours of sessions to address the therapy in individuals. This amount of time spent is considered reasonable as it is less compared to therapy *Psychoanalytic* traditional, as well as shorter than flexible supportive psychotherapy, which often lacks a clear focal point. In addition, CBT is more affordable because the number of meeting sessions is often a major factor in the high cost of other therapies. In line with Tomi's statement, P. (2025) One of the advantages of CBT is its long-lasting effects compared to drugs that are only effective when used. This therapy helps individuals let go of their fears and learn to overcome existing negative behaviors. This method also provides new learning on how to feel safer in situations that cause real fear (Rizky, Netrawati, Karneli, 2022).

The previous research was conducted by Dafri (2020) Titled "The Effectiveness of Adler's Group Counseling Approach to Overcome Students' Inferiority", the results of this study show that Adler's approach-based group counseling has proven to be very effective in helping students overcome students' inferiority. This can be seen from the significant increase in the average score of students involved in the program. Interestingly, from Dafri Bachtiar's research, he proposed group counseling as an alternative counseling service for students who face problems with low self-esteem. On the other hand, research conducted by (Wijaya & Dianto, 2024) using individual psychological counseling techniques developed by Adler.

In a study conducted by Rozina David and Mioara Trandafira (2012), it was found that adolescents who experience feelings of inferiority tend to have lower social interests. Adolescents with a sense of inferiority often isolate themselves from their social environment, feeling out of proportion to their peers around them (Munawaroh & Christiana, 2021). Meanwhile, research conducted by Marta et al. (2018) with the title

"Feelings of Inferiority of Islamic Junior High School Students" revealed that the level of feelings of inferiority among Islamic junior high school students is in the medium category, with a percentage of 50%. In this study, researchers also observed 56 adolescents aged 13 to 18 years. The results showed that feelings of inferiority contributed to aggressiveness by 17.7%, while the remaining 82.3% were influenced by other factors not identified in this study. The findings indicate a positive relationship between feelings of inferiority and aggressiveness in students (Tjahyani et al., 2024). The research conducted by (Che Wil & Othman, 2021) shows statistical data from *National Health and Mobility Survei* (NHMS) 2017 that adolescents aged 13 to 17 years are estimated to suffer from depression, 39.7% suffer from anxiety and 9.67% face stress. Individuals who feel inferior or negative will feel reluctant to socialize in their environment because the individual considers himself to be worthless, tending to hold himself back to his surroundings (Tjahyani et al., 2024).

So, the difference between the previous research and this study is that this study discusses in depth the application of *Cognitive Behavior Therapy* (CBT) with *the Cognitive Restructuring technique*, which is an approach that has not been studied specifically in dealing with feelings of inferiority among junior high school students, especially at SMP Negeri 3 Jekulo Kudus. In contrast to previous studies that have highlighted the effectiveness of group counseling with an approach. Adlerian or researching the relationship between feelings of inferiority and aggressive behavior, this study uses a qualitative case study method. This method provides an opportunity for researchers to explore the experiences of a student (AB) in depth, as well as to understand the unique aspects of the social and psychological context that influence that sense of inferiority.

Through observations, in-depth interviews, and document analysis, the study aimed to not only discover the factors that contribute to AB's feelings of inferiority, but also to investigate how Cognitive Restructuring techniques in CBT can help AB change negative mindsets to be more positive and adaptive. Thus, this study seeks to provide relevant practical contributions for BK teachers in handling similar cases and opens up opportunities for further research focused on CBT-based interventions to improve adolescent psychological well-being.

This study uses *the Cognitive Behavior Therapy* approach with *the Cognitive Restructuring* technique to address the problem of inferiority because this approach effectively identifies and changes the negative mindset that underlies feelings of inferiority. CBT focuses on the relationship between thoughts, feelings, and behaviors. *Cognitive Restructuring*, as a key component of CBT, helps individuals recognize and challenge irrational or negative thoughts that contribute to feelings of inferiority, then replace them with more realistic and adaptive thoughts. By changing negative mindsets, individuals can change their feelings and behaviors, thereby increasing their self-confidence and self-esteem. This approach has proven to be effective and practical in helping individuals address the issue of inferiority independently and sustainably. Based on the phenomenon that occurred at SMP Negeri 3 Jekulo Kudus, the researcher was

interested in conducting research using the Case Study research method with the research title: Cognitive *Behavior Therapy* Approach with *Cognitive Restructuring* Techniques to Reduce Feelings of Inferiority in SMP Negeri 3 Jekulo Kudus Students.

METHOD

This research was carried out at SMP Negeri 3 Jekulo Kudus, which is located in Jekulo District, Kudus Regency, Central Java Province. This school was chosen as a research location because it has characteristics that are relevant to the student's background both in terms of academics, social, and economic. SMP Negeri 3 Jekulo Kudus is one of the first public secondary schools that is active in carrying out guidance and counseling services. This school has counselors who support efforts to address students' psychological problems, including feelings of inferiority experienced by one of their students. This research was carried out in the 2025/2026 school year based on the results of observations and interviews with school BK teachers which were carried out in BK rooms and classrooms.

The time for this research will be carried out starting from May 2025. Precisely on Saturday, May 8, 2025 to May 14, 2025. Located at SMP N 3 Jekulo Kudus. The selection of this time is adjusted to the school's academic schedule so as not to interfere with the teaching and learning process, as well as so that researchers can obtain deeply relevant data on the psychological condition of students, especially those who experience feelings of inferiority. The research conducted involved BK teachers, students and researchers.

Types of research

The type of research carried out by the researcher is a case study with a qualitative research method. According to Creswell in (Wahyuningsih, 2013) Case study is research in which a researcher will explore a certain phenomenon (case) in a time and activity (program, *Event* process, agency, or social group) and collect detailed and in-depth information using various data collection procedures over a certain period. By utilizing information sources through interviews, observations, audio-visual materials, documentation and reports.

Research that utilizes the case study approach aims to investigate a phenomenon by using case study methods in a qualitative context, with special attention to specific cases that have relevant characteristics. Advantages and disadvantages of case studies in qualitative research by Mulyadi, Basuki, and Prabowo (2018) in Nasution (2016) among others, as follows; a) Case studies are able to reveal specific and detailed information that cannot be captured by other types of research. b) Case studies not only present factual data, but also provide nuances of situations, miracles, and thoughts that arise in the context being studied, which cannot be achieved by rigorous quantitative research. On the other hand, the weakness of case studies is their inability to be measured in the way used in quantitative research, which seeks to find generalizations.

Research Subject

The subject of the study to reduce feelings of inferiority, from the results of the researcher's identification, there is one of the students of SMP Negeri 3 Jekulo Kudus with the initials (AB) who sits in class VIII-E which from the results of observation has indications of a fairly high feeling of inferiority.

Research Instruments

Qualitative research instruments as a tool that is needed or used to collect information. Sugiyono (2020) The researcher functions as an instrument or data tool, so that it is inseparable from the activities being studied. The types of research instruments are divided into 6 forms. That is; Interviews, Interviews, and Interviews. *Test*, documentation, and scale. Thus, in the research conducted by researchers at SMP N 3 Jekulo Kudus using instruments in the form of; open questionnaires, interviews, observations, and documentation. From the results of the questionnaire filled out by AB, AB showed a fairly high level of inferiority. So the researcher compiled the indicators of research instruments based on aspects of inferiority. The following are research instruments to reduce inferiority.

Table 1. Thought Record

ASPECTS	INDICATOR
INFERIORITAS	Limitations of the body, such as; A disability or sensory disorder that gives rise to a feeling of inferiority (inferiority).
	It includes feelings of worthlessness, pessimism, and blaming circumstances that can develop into the appearance (feeling of inferiority) as a result of external factors.
	This includes inability to socialize, withdraw, or aggressive behavior as a form of compensation.

Data Collection

In collecting data, the researcher used a field study, which is research conducted by going directly to the research site. Namely as follows;

Observation

Observation is a research that is carried out systematically and deliberately held using sensory tools (especially the eyes) on events that can be directly revealed at the time of the incident (Bimo Walgito, 2010: 61) in Hartanto (2020 : 65). Observation is observation made on a participant and non-participant basis. The participant method required the researcher to be involved in the activities of children and adolescents. While the non-participant method only observes from the outside, there is no need to involve Sofyan S. Willis, (2012: 36) in Hartanto (2020 : 65).

Cresswell states that the definition of observation is *Observation is the collection of data through the use of human sense. In some phenomenon in the real world and recording events as they happen* which means that data collection uses the senses owned by a person *observer* and sensory tools are used as the main tool in conducting observations in today's

era very sophisticated technology can be added with videos that are still observed by the human senses (Sidiq, 2019) in Sugiyono (2020).

So it can be concluded that observation or observation is a data collection technique that is carried out systematically and deliberately, through observation using sensory tools and recording of the symptoms that are investigated or observed. The observations carried out by the researcher lasted for 3 days from March 8, 2025 to March 10, 2025. So that before carrying out observations, the researcher first compiles a grid of research observation instruments based on the aspects of inferiority experienced by students. The following are the observation guideline instruments:

Table 2. Observation Guidelines Instrument

ASPECTS OBSERVED	DESCRIPTION OF OBSERVED BEHAVIOR
PHYSICAL ASPECTS	Limitations of the body, such as; disability or sensory disorders that give rise to feelings of *inferiority* (inferiority).
PSYCHOLOGICAL ASPECTS	It includes feelings of worthlessness, pessimism, and blaming circumstances that can develop into the appearance (*feeling of inferiority*) as a result of external factors.
SOCIAL ASPECTS	This includes inability to socialize, withdraw, or aggressive behavior as a form of compensation.

Documentation

In his book Hartanto (2020:96) that the Documentation Method or documentary study is a way of understanding individuals through efforts to collect data, study and analyze written reports, and audiovisual recordings of an event whose content consists of explanations and thoughts related to the needs needed.

Data Analysis

Data analysis techniques aim to reveal the meaning behind the data provided by the subjects or research participants who are dynamic and always actively interacting in their social environment where they are based on their natural context. According to Haryoko (2020) that the qualitative research process is always undergoing active changes. At each step of this research, the researcher always tries to understand the meaning expressed by the participants about the problem or event being studied. This emphasis is on the interpretation of meaning derived from the participants, not based on the perspective of the researcher or other available literature.

The data analysis technique used by the researcher was using the data analysis model from Milles & Huberman. According to Milles & Huberman (1984) in Haryoko (2020) stated that activities in qualitative data analysis are carried out interactively and take place

continuously until complete, so that the data is saturated. A measure of data saturation is characterized by the absence of new data or information. Activities in the analysis include; data reduction, data presentation (data *display*) as well as drawing conclusions and *Venifikasi* (quoted by Dharma, 2008:12). Furthermore, qualitative data analysis of the Miles & Hubermen model consists of task stages, namely: a) Data Reduction Stage, Data reduction can be understood as a step to reduce data, and in a broader sense, this is also known as data refinement. Reducing data means filtering, focusing attention on grouping, simplifying, and transforming data obtained from field records that are still "raw". The data obtained by the researcher includes; factors that cause inferiority and effectiveness of CBT counseling with techniques *cognitive restructuring*, the researcher simplifies the data or summarizes a long narrative from the interview *Be a point* that is sufficient for the research findings. b) Data Presentation Stage (Data *Display*), the next step, is the presentation (*display*) data. Data presentation is the process of collecting information that is arranged based on the categories or groupings of data needed. With regard to the presentation of data, Huberman & Miles (1984; in Satori & Komariah, 2017: 219) state that *"the most frequent from of pnyajian data for qualitative research data in the past has been narrative text"* Meaning: that the most often used in presenting qualitative research data is narrative texts. Data *display* obtained by the researcher involves organizing and presenting information that has been reduced so that it is easy to understand and analyze in the form of; narrative text, instrument grid tables, interviews, observation results tables, and tables *thought* record, image or documentation of a frame of mind that describes the steps of the approach *Cognitive behavior therapy* in reducing student inferiority. c) Procedure for Drawing Conclusions (*Conclusio Drawing/Verification*), drawing conclusions and verification is the process of formulating the meaning and results of research expressed in short, clear, and easy-to-understand sentences. The data obtained by the researcher involves systematic steps to interpret the data and formulate meaningful conclusions. The data obtained is in the form of data verification. The researcher verifies the data by comparing findings from various data sources (interviews, observations, documentation) to ensure the consistency and validity of the findings.

RESULTS AND DISCUSSION

In this section, the researcher will present the results of a research study and an in-depth discussion of the experience of one of the students of grade VIII E who experienced a high feeling of inferiority at SMP N 3 Jekulo Kudus. It is caused by envy, insecurity, and lack of support from the surrounding environment. The student is a female with the initials AB from class VIII E and is the first child of 2 siblings, this student has been selected by the researcher as a counselor in this study based on the results of observations and interviews conducted by the researcher. In this study, data was obtained through various research methods including observations, interviews, and the collection of various other complementary documents.

Counseling is a process that takes place between a counselor and a counselor, namely a person who faces a problem that cannot be solved on their own. Therefore, it takes the help of a trained and experienced professional to support the counselor in finding solutions to the difficulties he or she is facing. Individual counseling is a guidance and counseling service that provides opportunities for students or counselors to interact directly (face to face) with their supervisors in discussing personal problems that are being experienced by counselors Kurniawati, N. (2023) in Monica (2024). Research conducted by Sustainable, I (2020) through individual counseling programs that are selected to overcome the problems of students who have *self esteem* low due to irrational thinking, because it is done directly and face-to-face, so that it is more efficient and directed to the problem at hand.

In guidance and counseling, there are principles of guidance and counseling, according to Prayetno (2015; 115) in Susanto (2018) The principles in guidance and counseling are confidentiality, voluntariness, openness, contemporaneity, independence, activities, dynamism, integration, normativity, expertise, hand-switching and tut wuri handayani. according to Hallen, (2005) in Kusmawati (2019) Individual counseling is a process of assistance that is carried out through an interview between an expert counselor and an individual or client who is facing a problem. The main goal of counseling is to help clients overcome the problems they are facing. In the context of comprehensive counseling services, counseling can be considered the "heart of the heart" of the entire process. This means that when the counseling service successfully provides its support, the problems faced by the client will be effectively resolved, while other mentoring efforts can act as companions. Furthermore, the meaning of "heart of the heart" also hints at the importance of a counselor to master well what counseling is, as well as to clearly understand the reasons and methods behind it.

Implementation of Cognitive Behavior Therapy Counseling First Meeting

The first meeting is on August 12, 2025 with counseling AB. The counseling process was carried out from 10.40 to 11.30 WIB in the BK room of SMP N 3 Jekulo Kudus. The role of the counselor at this first meeting is; build relationships and trust with counselors, conduct initial assessments, conceptualize cases, intervene, evaluate and follow up.

As a result of AB's first meeting with counselors, AB had difficulty communicating with his classmates and had difficulty giving opinions in a discussion group, he felt insecure and lacked confidence. AB was afraid that his opinion was not correct and that the other members would not listen to him. AB also revealed that he felt inferior. The counselor tries to dig deeper information about the counselor's parents. AB revealed that he never told his parents about his problem, however, he told one of his close friends. AB's statement about his family AB illustrates that his family is not harmonious and has separated. So AB felt awkward to tell the burden of his problem. To analyze more deeply the problems experienced by AB, the counselor provides a Thought Record sheet so that

the AB counselor can fill in what he feels in certain situations that can affect his thoughts, emotions, actions, and affects. The following is the format of the Thought Record.

The following is a table before counseling services were provided to AB, AB still had cognitive distortions in him. So, the counselor will correct cognitive distortions by applying cogntitive restrucuring techniques

Table 3. Thought Record Before Being Given Counseling Services

SITUATION (A)	EMERGING THOUGHTS (B)	EMOTIONS (C) ARE GIVEN AN INTENSITY LEVEL OF 1-100	ACTIONS TAKEN (D)	AFFECT/IMPACT (E)
MOCKED FOR BEING BLACK	I feel bad	Crowd: 95 Sad : 100	Dodge, lowering your head when meeting the person.	Loss of appetite, difficulty concentrating, avoiding friends, excessive anxiety when in public, lack of confidence
NOT ACCOMPANIED BY MY BENCH MATES	Feeling confused because you feel like you didn't do anything wrong	Heartache :80 Anxious : 90	Trying to talk	Overthinking considers myself unimportant, unliked, and worthless
WANT TO HAVE A HARMONIOUS OR HAPPY FAMILY	Wants to be noticed like any other friend by his parents	Sad : 95 Envy : 95	Brooding, daydreaming, sad, avoiding friends who like to tell their families.	Envy, aloofness, and silence

The following is a table of results after the provision of CBT counseling services with CR techniques to AB.

Table 4. Thought Record After Counseling Services

SITUATION	PON (NEGATIVE AUTOMATIC THOUGHTS)	*COGNITIVE RESTRUCTURING*

MOCKED FOR BEING BLACK	"I'm ugly because my skin is black. And I'm different from the rest of my friends."	a. "Skin color does not determine beauty. There are a lot of beautiful and attractive black people." b. "I have a lot of positive qualities in me besides skin color, such as my talent and ability to dance." c. "Skin color is part of my identity, something unique and special. I can love and appreciate myself for who I am"
FEELING UNFRIENDED	"I'm disliked, unimportant, and worthless because my friends don't accompany me for some reason"	a. "There are a lot of reasons why people might not accompany someone, and that doesn't necessarily mean they don't like me." b. "I have positive and valuable qualities, regardless of whether I'm accompanied or not." c. "I can focus on myself, do things I love, and make new friends who share my interests."
ENVY OF THE HARMONY OF FRIENDS' FAMILIES	"I feel unfair, unlucky, and full of question marks as to why I can't have a harmonious family like my friends."	a. "Family harmony is not the only thing that makes a person happy. There are many other factors that can make a person happy." b. "Maybe the picture of the harmony of my friends' families is not entirely accurate. Every family has a different dynamic." c. "I can focus on the positive things in my own life and the things I can be grateful for, regardless of my family situation."

The counselor then intervenes in the negative thoughts into positive thoughts. At this stage, the negative thoughts that AB wrote on the thought record were then modified. The counselor gave positive encouragement to AB as the beginning of his belief to always think positively about everything. The counselor recommends to the counselor to try to implement small things such as; Smiling and greeting friends, sharing food and doing activities you enjoy e.g. drawing, painting, coloring, or making stories, etc. can make you feel better and you can work from your loneliness. The counselor also reassures that you are not alone, AB, I am here to support you and that we will work together to overcome your fears, rebuild your confidence, and create a more positive environment for you.

Then, the counselor and counselor contain an agreement to conduct a behavioral experiment that AB will do for the next 1 week. This experiment AB can do through a

conversation with one new person at school. Conversations can be simple words such as; greeting you, giving compliments, or offering help. Then, AB will record how the person reacts (angry, honest, silent, indifferent, etc.). In the next stage, the counselor evaluates and follows up, the counselor monitors the progress of the counseling and evaluates the effectiveness of the intervention and makes a mutual agreement to schedule the next counseling meeting session.

Implementation of Cognitive Behavior Therapy AB Counseling Second Meeting

The role of counselors in the counseling process of the second meeting with AB counseling are; Identify the development of counseling from previous sessions, review progress and reflection results, conduct joint evaluations after counseling and set an agenda. The second meeting counseling with AB counseling will be held on August 19, 2025 from 10.40 to 11.30 WIB in the BK room of SMP N 3 Jekulo Kudus.

The results of the counseling of the second meeting with AB can be explained by the counselor that through the thought record that AB has written at the first meeting. The counselor found the forms of negative thoughts that AB felt. The counselor found a negative automatic thought sentence (PON) in AB as he wrote in the first point that "I feel less grateful for myself and why am I like this" AB wrote the sentence when he was mocked by his friend with the phrase "black" it was then identified by the counselor and modified in the statement sentence he wrote into a more positive thought. The counselor revealed that "you said you feel bad for being black, but are all black people ugly? Here the counselor helps AB realize that skin color does not determine a person's beauty. Furthermore, in the second point, AB wrote a statement that he felt unaccompanied. The automatic negative thoughts that arise during that situation are that AB feels that he is not accompanied by his classmates even though he did not make a mistake. AB revealed that he felt unliked, unimportant, and worthless because his friends didn't accompany him. The counselor tries to provide positive thoughts from another point of view by making AB recall positive experiences and consider his friend's explanation or behavior to AB.

Next, negative automatic thoughts from the thought record that AB wrote about family. The counselor tries to dig deep into what the counselor thinks, feels, and does. The counselor asked for the statement that AB wrote, namely that he wanted to have a happy family. So when the counselor asked "what does AB feel when he feels jealous when he sees AB's friends discussing their respective families?". AB revealed that he felt sad and envious so that the impact he wrote felt jealous, lonely, and silent while he was in the situation. The counselor asked about the familiarity of the thoughts that AB believed with the sentence "Are you sure AB, that your friends' families are really as harmonious as they tell you? Is it possible that they only tell the good side? AB replied that it was just his thoughts, but he still felt sad and envious if he was in that position. AB said that he felt he had nothing to be proud of in front of his friends. The counselor reinforced AB that everyone has something to be proud of. Maybe you can't have a harmonious family yet, but you have friends who love you, talents you're proud of, or accomplishments that

you've accomplished. Focus on the positive things you have. And don't let that envy get the better of you. In the next stage, the counselor restructures the negative thoughts that AB believes. The counselor at this stage corrects the cognitive distortions that the AB counselor experiences, the counselor will apply cognitive restructuring to help AB who needs support in replacing negative thoughts and adverse interpretations with more positive thoughts.

The next stage is behavior experimentation and agenda setting. At this stage, the counselor gives homework to the AB counselor in the form of a self-reflection sheet that has been prepared by the counselor. So that at the next meeting, the counselor hopes that there will be changes that can be seen from the counselor. and at this stage the AB counselor gets a Challenge to test the validity of AB's thoughts and beliefs, as well as learn new ways to overcome difficult situations. Then, the counselor gave the students worksheets as homework at this second meeting. Furthermore, counselors with counseling AB work together to plan the agenda of the next meeting by mutual agreement to find out the progress of counseling regularly and evaluate the effectiveness of the intervention.

Implementation of Cognitive Behavior Therapy Counseling for the Third Meeting

Counseling at the third meeting will be held on August 26, 2025. At this third meeting, the counselor will review the thought record written by AB. The results of this third meeting are that the counselor will conduct cognitive confrontations, behavioral experiments, coping strategies, and evaluation of LKPD results. First, the counselor will confront AB cognitively through the results of the Though Record. The counselor continued with confrontational questions to AB with the phrase "what effect does the thought of 'I don't deserve to be liked' have on your feelings and behavior?" (Awareness of the consequences of the mind). AB replied that the impact he felt was that he felt inferior, not confident to interact with others and had no friends. Then, what about the statement about "You feel unaccompanied for no reason" is that still a reason for you to have difficulty interacting with other friends? AB replied that it wasn't true, ma'am, it turned out that it happened not repeatedly only in certain situations, maybe my friend was busy so he wasn't enthusiastic to respond to other things. Then, the counselor asked, "What about your statement about "family harmony?", does it still bother you today?" AB replied that this was inevitable, but he tried to focus more on what made him more effective.

Second, the behavioral experiment at this third meeting the counselor helped AB develop an experimental plan. The counselor asked AB the question, "AB, now we're going to design a behavioral experiment to test the truth of the thought "I don't deserve to be liked because my skin is black" what can you do to prove or disprove that thought?" AB responded that "Maybe I can try to approach new people and see if they want to be friends with me, ma'am".

Third, the coping strategy. The role of the counselor in this counseling meeting will use coping strategies that aim to overcome situations and demands that are felt to be pressured, challenging, burdensome, and exceed the resources they have. Counselors use problem-focused coping strategies. Problem-focused coping strategies are actions that are geared towards problem solving. At this meeting, AB managed to identify his negative thoughts as: a) the original thoughts ("I'm ugly because my skin is black") and counter them by looking for evidence to the contrary (having a sweet smile). Later, AB changed his negative mindset to a more realistic and positive one ("I do have black skin, but I have a sweet smile and it makes me confident and attractive"). b) AB can accept that he can't force people to like him. She doesn't dwell on loneliness, but focuses on herself and looks for activities that make her happy. AB has begun to be able to accept himself and focus on trying to direct his attention to personal needs and interests. As well as looking for positive activities to fill their free time with activities that they are interested in. c) AB is not fixated on his family problems and focuses more on the positive moments that he can still enjoy with his family.

Fourth, evaluate the results of the LKPD. AB indicates a desire to achieve superior goals. This is shown from the results of the answer that AB wrote that there is a new belief that AB will do, namely AB will develop a way to socialize or establish communication, as well as train his mental confidence. In conclusion, Through cognitive confrontation, AB realized that his negative beliefs were not entirely true, then with behavioral experiments he practiced proving that he was still acceptable to others. In addition, the use of problem-focused coping strategies helps AB be more realistic in self-assessment, accept shortcomings, and distract from positive things and useful activities. From the results of the evaluation, it can be seen that AB has a new belief to improve social skills, train confidence, and focus on achieving healthier and adaptive goals.

DISCUSSION

Basic Concepts and Ideas of Adler's Personality Theory

Adler in Joseph, S (2016) are optimistic about the nature of man. He believes that basically humans are positive and able to determine themselves. Adler also argues that individual behavior is holistic, interrelated; *teleogis*, i.e. having a goal and being directed to that goal; and *Phenomenological*, because a person's behavior can be understood well from his frame of mind.

In his book "Technique Every Counselor Should Know", Bardley T. Eford explains that Alfred Adler was an early conscrucifist who argued that clients construct and tell the reality they are facing, which he calls fiction, and then perceive the fiction as truth or fact. His theory of social importance emphasizes that from an early age, individuals begin to develop an interest in others, depending on how they were raised. However, not a few individuals experience situations or conditions that hinder the normal development of their social interests, which can cause psychological, mental disorders and problems in self-adjustment.

Adler's Theory (McCord et al., 1956 hlm 99) It begins with the consideration of feelings of inferiority, which he sees as the normal condition of all people and as the source of all human struggles. Rather than being perceived as a sign of weakness or disorder, feelings of inferiority can be a source of creativity. They motivate us to strive for mastery, superiority, and completion. We are driven to overcome our inferiority and strive to achieve a higher level of development (Ansbacher & Ansbacher, 1956/1964).

In his book "The Individual Psychology of Alfred Adler", he explains that every individual has feelings of inferiority and has a natural tendency to hide them. For this reason, they look for ways to express themselves in order to disguise these inferior feelings. One of the strategies they use is compensation, which is covering and protecting weaknesses and inabilities by highlighting other abilities they have. Adolescents who feel inferiority tend to compensate for themselves, trying to hide weaknesses in various ways (McCord et al., 1956).

Inferioritas

The inferiority described by Adler in Safira, V. (2020) There are 2 sources of inferiority, namely physical inferiority and psychological inferiority. Physical inferiority is a sense of inadequacy and incompleteness. Meanwhile, psychological inferiority is a feeling of inferiority that stems from imperfection in one or several areas of life. Adler argues that feelings of superiority and inferiority can arise in a person's personality, sometimes leading to a superiness complex or inferiority complex. Early memories are important, as they reflect how the client gives meaning to the memories of his or her childhood experiences. The main goal of the Adlerian counseling and psychodynamics approach is to recognize and assimilate explanations of events and occurrences that may differ from the fiction created by the client, thus allowing the client to experience growth and develop alternatives in ways of coping with the challenges faced in their lives (Erford, 2012).

Adlerian Counselor in (Erford, 2012) use a variety of behavioral, and cognitive experience techniques to improve interpersonal relationships and understanding. The techniques described in this section include; I-massages, acting as if, spritting in the soup, mutual storytelling and paradoxical intention. In the application of these techniques, professional counselors encourage clients to be more aware of and manage problematic thoughts, feelings, or behaviors, so that clients can understand that they are in control of the symptoms, which in turn empowers them to make changes.

It can therefore be concluded that, from Bardley T. Erford in his book Alfred Adler sees individuals as forming their own reality, which is referred to as fiction, and often believes it to be fact. His theory emphasizes the importance of social interests that develop early on, but can be hampered by a variety of factors, leading to psychological problems and difficulties in adapting. Adler also highlighted feelings of superiority and inferiority in shaping a person's personality. Adlerian Counseling aims to help clients recognize and change their perceptions of life experiences with a variety of techniques, so that they can better understand and control their thoughts and behaviors to make positive changes.

Aspects of Inferiority

Adler, Ansbacher and Ansbacher (1964) explained based on the theory put forward by Alfred Adler that human personality moves from the side of inferiority to superiority and totality, in the inferiority personality there are aspects, namely: Feeling of below, has several parts, namely; feeling of displeasure, feeling of humiliation, feeling of ignorance and lack of orientation, feeling of feminity, feeling of deprivation, qualified feelings of weakness of the sensory organs and speech organs, feeling of insecurity, unfulfillment of all kinds, sickness, danger of death, and fear of being disparaged.

Aspects of humility according to Ahmad & Karunia (2017; 199-200) in (Firdausi, 2020) from physical aspects such as: lameness, disproportionate facial deformities, inability to speak and see. Psychological aspects such as: feeling worthless, positioning oneself as a victim, feeling dissatisfied with oneself, self-pity, easy to give up, aggressive, egocentric, always labeled as stupid, naughty, weak, harassed, negative-minded, pessimistic, afraid of making mistakes, blaming the world (Purwanti, 2000:20) in (Firdausi, 2020). The physical aspect includes primary inferiority or inferiotory feeling, which is a sense of inferiority that arises from within the individual (Hamdi, in Ahmad, 2017:199).

From psychological aspects such as: feeling worthless, positioning themselves as victims, feeling dissatisfied with themselves, feeling self-pity, giving up easily, aggressive, egocentric, always labeled as stupid, naughty, weak, harassed, negative-minded, pessimistic, afraid of making mistakes, blaming the world (Purwanti, 2000:20) in (Firdausi, 2020). This psychological aspect includes a secondary sense of inferiority or an unconscious feeling of inferiority (inferiority complex), i.e., a sense of inferiority that arises due to external influences from outside the individual. Behaviors from the psychological aspect are unreal signs, for example: acting fierce so that they are considered strong, talking a lot so that they are considered to know a lot (Purwanti, in Ahmad, 2017:199) quoted by (Firdausi, 2020).

Then, social aspects such as: feelings of inadequacy in livelihood, tendency to reject people, being bullied by friends, embarrassed, timid, feeling insecure, indecisive, cowardly, oppressed, spoiled, ignored, intolerant upbringing, withdrawing from social life, reproaching, not positive, very sensitive, provoking praise, being rude. This social aspect includes a secondary sense of inferiority because of influences from outside the individual. Obvious signs of social aspects include: cold sweat, trembling, not daring to look into the eyes and not dare to speak (Pramono, in Ahmad, 2017:200) and quoted by (Firdausi, 2020).

It can therefore be concluded that, according to Alfred Adler's theory, human personality develops from inferiority to superiority. Inferiority includes physical, psychological, and social aspects. Physical aspects include bodily limitations, such as disabilities or sensory disorders, which give rise to feelings of inferiority. Psychological aspects include feelings of worthlessness, pessimism, and blaming circumstances, which can develop into an inferiority complex due to external factors. Meanwhile, the social aspect includes

incompetence in social relationships, withdrawal tendencies, or aggressive behavior as a form of compensation. This feeling of inferiority can have an impact on everyday behaviors, such as social anxiety, self-confidence, or even a rude attitude to cover up weaknesses.

Inferiority Factor

According to Brachfeld, (2013) in (Musawwir et al., 2021) Describe and summarize the theories put forward by experts regarding factors that can increase feelings of inferiority. The following factors are; a) Envy, Envy or jealousy is a situation in which a person feels incapable of owning what others have. This feeling arises because of a sense of incompleteness when not having it and is often accompanied by comparisons with other people's circumstances. However, feelings of envy rooted in a sense of "not having" can transform into an understanding that "not having to" it. This view is more positive and does not necessarily increase one's sense of inferiority. b) Equivalence, Equivalence is often influenced by age differences, where younger individuals sometimes face pressure from their older ones due to the comparison between physical and intellectual factors. However, this phenomenon is not only caused by age differences, but also by the inability to keep up with the times, such as technological advancements. c) Gender, is also an important factor in equality. Adler argues that society-defined roles for men and women create differences in permissible and unacceptable behaviors, thus fostering a desire to achieve equality regardless of physical differences. d) Family, Brachfeld explained that inferiority can occur in the family due to some conditions such as the birth of a new family member or the loss of a new family member.

Meanwhile, according to Adler in (Wijaya & Dianto, 2024) The factors that cause inferiority or inferiority are: a) At birth, each individual feels a feeling of inferiority or inferiority as a result of their dependence on the people around them. b) Parents' attitudes towards children are very influential; If they give negative criticism and evaluation of the behavior and weaknesses of children under the age of 6, it can shape the child's attitude in the future. c) Physical deficiencies, physical deficiencies such as; Lameness, physical imperfections in the face, or difficulties in speech and vision, can trigger emotional reactions related to bad experiences that have been experienced. d) Mental limitations, in this case mental limitations can also cause a sense of inferiority. Especially when children compare themselves to other people's achievements or when they are expected to perform perfectly without understanding the standards applied. e) Socially deprived, deprived in social contexts such as; Family factors, race, gender, or social status, contribute to feelings of lack of confidence and trigger inferiority in individuals.

Impact of Inferiority

The impact of inferiority according to Rahman (2007) in (Dwiki, 2017) Include; Career failure, difficulties in establishing interpersonal and social relationships, disturbing mental and physical health problems, piles of problems that are difficult to deal with, difficulties in making and making decisions, and unsatisfactory appearance and

attractiveness. Meanwhile, according to Tamwifi (in Anonymous, 2016) and quoted by (Firdausi, 2020) that the impact of inferiority or feelings of inferiority among them; a) Failure in self-exploration can prevent any individual from discovering their mental and physical potential. In fact, if this potential is explored and trained optimally, a person has a great chance of achieving success. b) In addition, the lack of fighting spirit is also one of the inhibiting factors. Many success experts believe that mental strength is the main capital for success in life, even more important than intelligence, expertise, and other technical competencies. c) Self-confidence can also strengthen a sense of inadequacy, which ultimately makes children tend to withdraw from life's associations and challenges.

Thus, it can be concluded that, Feelings of inferiority can have a negative impact on various aspects of an individual's life. These impacts include career failure, difficulties in establishing social relationships, and mental and physical health problems. In addition, individuals who feel inferior tend to have difficulty making decisions and facing life problems. Lack of confidence also hinders the exploration of self-potential, which can hinder the achievement of success. Without a strong fighting spirit, individuals are more prone to failure and inability to face challenges. Ultimately, feelings of inferiority can cause a person to withdraw from society, hinder self-development, and worsen the overall quality of life.

Counselor Strategies as an Effort to Reduce Feelings of Inferiority

According to (Fitri & Pasilaputra, 2024) Counselors' efforts to overcome feelings of inferiority involve a number of strategies designed to provide support, understanding, and guidance to counselors. Here are some steps that can be taken by counselors as follows; a) In-depth understanding, The role of the counselor is to understand the root cause of the feelings of inferiority experienced by the counselor by listening to the counselor's personal experiences and views. b) Encouraging self-awareness, counselors help counselors to identify and realize negative mindsets or beliefs that are the cause of these feelings of inferiority. c) Self-strengthening, focusing on the strength and achievement of counseling as a goal to increase low self-esteem. d) Cognitive-behavioral techniques, the application of cognitive behavioral techniques to change negative mindsets into positive ones, and replace them with a more balanced point of view. e) Formation of social skills, the role of counselors guides counselors in developing social skills that can improve positive interactions with others. f) Increased social support, counselors encourage counselors to build and expand social support networks, friends, family, or communities. g) Therapeutic approach, counselor applies therapeutic approaches such as; psychodynamic therapy or cognitive therapy, which is appropriate to the needs of the individual. By combining these approaches, counselors can help counselors overcome the low feelings of inferiority experienced by individuals and can build a more positive sense of self-esteem, as well as develop strategies to face life's challenges with more confidence.

The researcher uses the Cognitive Behavior Therapy (CBT) approach which has the main focus of counseling in this technique lies in perception, belief, and thought. According to

Bush in (Rizky & Karneli, 2022), cognitive behavioral therapy is a combination of two approaches in psychotherapy, namely Cognitive Therapy and Behavioral Therapy. Cognitive behavioral therapy prioritizes the development of a person's thoughts, assumptions, and beliefs. Through cognitive therapy, individuals are taught to recognize and correct errors in their mindset. This approach not only focuses on positive thinking, but also emphasizes the importance of happy thinking. Meanwhile, behavioral therapy builds a link between the problem situation and the habit of responding to the problem.

With the help of this therapy, individuals learn to change their behavior, calm their mind and body, so that they can feel better and make wiser decisions than before. With a combination of cognitive restructuring counseling techniques The cognitive restructuring strategy is based on two main assumptions: first, that irrational thinking and inaccurate cognition can lead to self-detrimental behavior; and second, that changes in personal views and cognition can change mindsets and self-statements (James and Gilliland, 2003 in Erford, (2012). Generally, professional counselors apply cognitive restructuring techniques to help clients who need support in replacing negative thoughts and detrimental interpretations with more positive thoughts and actions.

Cognitive Behavior Therapy (CBT) Approach
The Cognitive Behavior Therapy approach used uses counseling. In the book (Yusuf S, 2016 : 44) According to Lawrence M. Brammer and Everett L. Shostrom (1997), counseling is one of the two parts of therapeutic psychology. The second part is psychotherapy, counseling, and psychotherapy are seen as being in the area of overlapping professional competencies. Both have the same function, namely helping, which is to provide assistance to individuals to be able to meet their human needs, such as security, affection, respect, self-esteem and self-actualization.

According to (Sa'adah and Rahman, 51-55) in (Rizky & Karneli, 2022) Cognitive behavior therapy is a psychotherapy that combines behavioral therapy and cognitive therapy based on the assumption that human behavior is collectively influenced by thoughts, feelings, physiological processes and their consequences on behavior. While in the book (Fisher & O`Donohue, 2017) explains that Cognitive Behavior Therapy is an important therapeutic paradigm, as it has been repeatedly proven to be an effective and effective intervention for various human psychological problems (Chambless & Ollendick, 2001). Meanwhile, in his book Aaron Beck (Back, 2011) developed a form of psychotherapy in the early 1960s that he initially referred to as "cognitive therapy". Then "Cognitive Therapy" is now used synonymous with "Cognitive Behavior Therapy". Beck designed a structured, short-term, and present-oriented psychotherapy for depression, which is geared towards solving current problems and modifying functional (inaccurate and/or unhelpful) thinking and behavior (Beck, 1964).

According to (Rizky & Karneli, 2022) also argues that, cognitive behavioral theory has undergone significant development since the 1960s, starting with the thought of Aaron T. Beck who introduced Cognitive Therapy (CT) in 1964. At the time, the main focus of this

therapy was to deal with cognitive decline and consciousness caused by problems such as obsessions, anxiety, and other personality disorders. In the 1970s, cognitive and behavioral theorists, including Albert Ellis with Rational Emotive Behavior Therapy (REBT), began to work on integrating these theories. Their efforts resulted in Cognitive Behavior Therapy (CBT), which aims to change the psychological state of individuals for a more positive one, so that it can affect their feelings and behaviors in a constructive way.

The Concept of Problematic Behavior in CBT

Aeron T. Back in Yusuf S (2016:183) explains that humans have primary cognitive processes that mediate normal and pathological reactions. The mind associated with primary processing is primitive; situations are seen in a global way. A high-level thought process tests reality and corrects primary conceptualizations. These correctional functions are weakened in psychopathology, so they can become psychiatric disorders. Cognitive distortions include the following; a) Arbitrary (erroneous) inference: making decisions based on contradictory data, or when there is no data. b) Selective abstract: focused on information out of context. c) Personalization: relates to external events that affect a person without sufficient evidence or data. d) Magnifization and manifestation: evaluating events that are excessive or inconsistent with reality. e) Overgeneralization: using little data to generalize something that is more general and out of context or irrelevant to the real situation. f) Dichotomous or absolutistic thinking: polarization, black-and-white, which puts all experiences into one of two opposite categories. g) Biased explanation: giving negative attributes to friends or other people, when the relationship between them becomes tense or not good. h) False vision: believing something that is in the mind, when in reality it is only part of a larger situation. i) Mind reading: reading the minds of others without any evidence. For example, the statement: "My boss didn't smile at me today. This means that he is not happy with my work.". j) Negative labeling: "because I failed the exam, it means that I am a failure". k) Subjective reason: justification based on personal feelings.

Cognitive Restructuring Technique

In his book Bradley T. Erford (2012:132) titled "40 Techniques Every Counselor Should Know" explains that Cognitive Restructuring is a technique that emerged from cognitive therapy and is usually associated with the work of Albert Ellis, Aaron Beck, and Don Meichenbaum. Sometimes this technique is called correcting cognitive distortion. According to Doyle (1998) in Erford (2012) There are seven specific steps that counselors must follow in implementing cognitive restructuring with their clients namely; Gather background information to understand how clients are coping with past and present problems, helping clients become aware of the thought processes they have. Discuss real-life examples that support the client's views as well as explore different interpretations of evidence, reviewing rational processes with an emphasis on how the client's mind impacts their well-being. Counselors can highlight irrational thinking to make the client more aware of the problem at hand, help the client evaluate their personal beliefs about

themselves and the logical mindset of others, guide the client to change the internal beliefs and assumptions that are less supportive, repeat the rational thinking process, this time involving training the client on important aspects using real-life examples, as well as helping clients formulate realistic and achievable goals, and combine the cessation of negative thoughts with simulated home exercises and relaxation techniques, until a logical mindset is well formed.

Cognitive restructuring techniques emphasize the recognition and modification of irrational beliefs, as well as overcoming negative thoughts and self-view that can trigger unhealthy behaviors. (Cormier & Cormier: 1990; 403) in Zamroni, E (2022) According to him, anxiety in communicating arises from negative thoughts of people when interacting, which results in fear or anxiety. Changing the way of thinking to reduce communication anxiety focuses more on the wrong mindset due to the individual's inability to overcome fear when communicating.

Cognitive restructuring has also been shown to be effective in reducing feelings of contamination in adults who have survived childhood sexual abuse when combined with imaging activities (Jung & Steil, 2012) in Erford (2012). Cognitive restructuring has also been successfully used in clients with depression (Evans, Velsor, & Schumacher, 2002), panic disorder (Beamish et al., 2002; Beck, Berchick, Clark, Solkol, & Wright, 1992; Overhulser, 2000), self-esteem problems (Horan, 1996), stress (Hains & Szyjakowski, 1990), negative referential thoughts (Deacon, Fawzy, Lickel, & Wolitzky-Taylor, 2012), anxiety (Shurick et al., 2012), social phobias, obsessive compulsive disorder, panic disorder, phobias, and substance abuse (Saltzberg & Dattilio, 1996). In a study that tried to reduce exam anxiety during high-risk exams, cognitive restructuring had the same effectiveness as more traditional treatment using systematic desensitization (Baspinar Can, Dereboy, & Eskin, 2012) in Erford (2012). While Velting, Setzer, and Albano (2004) in Erford (2012) Advocate the implementation of cognitive restructuring for adolescents and children with anxiety disorders. By recognizing anxious thoughts, children can be taught to challenge thoughts that are harmful to them.

CONCLUSION

The contribution to BK services is that this research has the potential to enrich guidance and counseling services in schools through several significant ways. First, the study offers a deeper understanding of the complexity of feelings of inferiority in junior high school students, delving into the root causes such as social pressure, self-comparison, and lack of support, which are often overlooked in conventional counseling approaches. Second, by empirically testing the effectiveness of *Cognitive Behavior Therapy* (CBT) through *the Cognitive Restructuring* technique, this study provides a strong foundation for BK teachers to adopt methods that have been proven to be successful in helping students change negative mindsets and build positive self-esteem. More than just theory, this research resulted in practical guidance that BK teachers can directly apply in counseling sessions, including steps to identify cognitive distortions, design behavioral experiments, and facilitate a process of confidence restructuring that empowers students. In addition,

the materials and counseling instruments produced, such as worksheets and observation guidelines, will be a valuable tool in conducting systematic *assessment* and evaluation of counseling results. Ultimately, this research not only has the potential to improve the quality of counseling services in schools, but also make a broader contribution to students' psychological well-being, enabling them to overcome challenges with more confidence, interact more positively, and reach their full potential. Thus, this research is not only a theoretical contribution, but also a practical investment in the future of the younger generation.

This qualitative research succeeded in uncovering the application of *Cognitive Behavior Therapy* (CBT) counseling with *Cognitive Restructuring* techniques in reducing feelings of inferiority in students of SMP Negeri 3 Jekulo Kudus. The results of the study showed that factors such as negative mindsets, lack of family support, and social media exposure contributed to students' feelings of inferiority. The application of *Cognitive Behavior Therapy* (CBT) counseling has been shown to be effective in increasing self-awareness, replacing negative thoughts, increasing self-confidence, and developing effective coping strategies. Positive changes are seen in students' behaviors and emotions, including the courage to stare at the interlocutor, active participation in discussions, better emotional management, and the ability to see failure as a learning opportunity. The counseling process also helps students accept themselves and focus on developing their potential. This success is supported by the role of the counselor in building empathic relationships and providing appropriate support.

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