

## **THE EFFECTIVENESS OF GROUP GUIDANCE WITH COGNITIVE RESTRUCTURING TECHNIQUES TO INCREASE ACCEPTANCE OF TRADITION IN STUDENTS**

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### **Abstract**

This study aims to increase students' acceptance of tradition at SMA Negeri 1 Mejubo Kudus, through group guidance services with cognitive restructuring techniques. Tradition plays an important role in the formation of character, morals, and collective identity, but globalization and modernization have led to a decline in the participation and appreciation of the younger generation towards tradition. This study uses a quantitative approach with a One Group Pre-test Post-test design involving 8 students as a sample selected by stratified random sampling. The results of the Wilcoxon Signed Rank Test show a significant increase in the acceptance score towards tradition from an average of 103.125 (low category) to 184.125 (very high category), with a significance value of  $0.012 < 0.05$ . So it can be concluded that group guidance services with cognitive restructuring techniques are effective in changing students' negative mindsets towards tradition to be more positive and rational, thereby increasing students' involvement and appreciation of traditional values.

**Keywords:** Group Guidance, Cognitive Restructuring, Acceptance of Tradition.

### **Abstrak**

*Penelitian ini bertujuan untuk meningkatkan penerimaan siswa terhadap tradisi di SMA Negeri 1 Mejubo Kudus, melalui layanan bimbingan kelompok dengan teknik restrukturisasi kognitif. Tradisi memainkan peran penting dalam pembentukan karakter, moral, dan identitas kolektif, namun globalisasi dan modernisasi telah menyebabkan penurunan partisipasi dan apresiasi generasi muda terhadap tradisi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain One Group Pre-test Post-test yang melibatkan 8 siswa sebagai sampel yang dipilih dengan teknik stratified random sampling. Hasil Uji Wilcoxon Signed Rank menunjukkan peningkatan yang signifikan pada skor penerimaan terhadap tradisi dari rata-rata 103,125 (kategori rendah) menjadi 184,125 (kategori sangat tinggi), dengan nilai signifikansi  $0,012 < 0,05$ . Oleh karena itu, dapat disimpulkan bahwa layanan bimbingan kelompok dengan teknik restrukturisasi kognitif efektif dalam mengubah pola pikir negatif siswa terhadap tradisi menjadi lebih positif dan rasional, sehingga meningkatkan keterlibatan dan apresiasi siswa terhadap nilai-nilai tradisional.*

**Kata kunci:** *Bimbingan Kelompok, Restrukturisasi Kognitif, Penerimaan Tradisi.*

## **INTRODUCTION**

Religion has an important role in the life of the nation and state because it is the basis for shaping human values, attitudes, and behavior. According to Haris (2017), religion is not only understood as a belief system, but also as a guideline for life that regulates how to think, behave, and act in daily life. In Indonesia, the recognition of six official religions and the guarantee of religious freedom in the 1945 Constitution show a high level of religious diversity. However, this diversity also requires efforts to maintain tolerance, harmony, and social harmony so that people's lives continue to run in balance. In addition to religious diversity, Indonesia also has cultural richness in the form of traditions that are inherited from generation to generation by each ethnic group. These traditions existed before the entry of major religions and then underwent a process of acculturation with religious teachings, thus giving birth to religion-based traditions. Tradition not only functions as a means of carrying out religious rituals, but also as a medium for the formation of identity, social solidarity, and community harmony. Habib (2022) explained that tradition is a legacy of the past that contains values, norms, and social rules that continue to be maintained and implemented from generation to generation. In line with this, Salamah et al., (2023) revealed that Traditions can also be in the form of human works and goods that are passed down from one generation to the next, as well as historical events, beliefs, fantasies, and cultural properties used in ceremonies or social activities. so that tradition is considered very important to maintain cultural continuity and strengthen the collective identity of community groups.

Everyone's acceptance of tradition of course varies from one person to another, of course this can be seen from participation in various religious ritual ceremonies in the environment where the tradition is carried out. This is in line with the statement from Syamsurijal et al., (2022) Acceptance of local customs is basically a form of appreciation for local entities that have existed before so that they can be accepted and adapt to the surrounding environment. The acceptance of local customs itself is part of an effort to avoid conflicts between residents so that it can be widely accepted. Acceptance of traditions, namely the skill of managing traditions and culture in the community (Jelantik & Astraguna, 2023). However, the development of globalization, modernization, urbanization, and advances in digital technology have an impact on the sustainability of local traditions in Indonesia. A number of studies show a shift and decline in acceptance of tradition, especially among the younger generation (Nasution et al., 2015). The younger generation who are more exposed to global culture through social media tend to view tradition as something old-fashioned, impractical and less relevant to modern life. As a result, participation in traditional and religious activities decreased, and noble values such as mutual cooperation, respect, and community spirituality began to be neglected. The phenomenon of tradition shifts is also found in various local contexts, such as the weakening of the oral traditions of the Jambi people (Ginting et al., 2024), the shift in the Ngidang tradition in Palembang (Septiyani et al., 2021), the decline in the meaning of the

Dino Geblak tradition in Sragen (Wati & Mulyana, 2025), the bleaching of the Gayo speech custom (Sukiman, 2015) and the weakening of the value of Dalihan Na Tolu in the Toba Batak community (Maharani Harahap et al., n.d.). The similarities of these various studies show that changes in traditions are influenced by technological developments, lack of inheritance of cultural values between generations, and changes in people's increasingly individualistic lifestyles. Acceptance of tradition is a dynamic process in which individuals or groups of people not only follow or maintain cultural habits and values that are inherited from generation to generation, but also negotiate, adapt, and transform these traditions to remain relevant in daily life (Maulidin et al., 2024).

The problem of low acceptance of tradition is also seen at SMA Negeri 1 Mejobo Kudus. Based on the results of observations and interviews, it was found that students accepted the school's traditions, such as respect for the flag, participation in religious activities, and the implementation of literacy programs. Low student compliance and involvement indicate a weak internalization of national, religious, and discipline values. In fact, school traditions have an important role as a means of forming the character, morals, and collective identity of students. As an effort to overcome these problems, researchers using group guidance services with cognitive restructuring techniques can be offered as one of the solutions. According to Prayitno in (Satriah, 2021) stated "Group Guidance is an activity carried out by a group of people, by utilizing group dynamics". Furthermore, Rusmana in (Purba & Harahap, 2024) explained that group guidance can be interpreted as a process of providing assistance to individuals through a group atmosphere that allows each member to learn to actively participate in efforts to prevent problems from arising or in personal development efforts. Van Hoose in (Prayitno, 1976) stated that the purpose of guidance is to help academic development, help students develop a healthy picture of themselves, self-recognition, help students in relation to position development, study relationships between individuals, alleviate personal and emotional problems. Meanwhile, Winkel (1991) explained that the purpose of group guidance is "for fellow human beings to manage their own lives, ensure their own development as optimally as possible, assume full responsibility for the direction of their own lives, use their freedom as a human being in an adult manner guided by ideals that manifest all their good potentials, and complete all tasks faced in this life satisfactorily".

Aaron T. Beck in (Edmawati, 2023) defines CBT as a counseling approach designed to solve current counseling problems by restructuring cognitive and deviant behaviors. The cognitive restructuring technique emphasizes the modification of wrong thoughts and aims to invite counselors to challenge negative or maladaptive thoughts and emotions by providing evidence that contradicts the counselor's beliefs about the problem at hand (Arofah et al., 2019). Furthermore, cognitive restructuring techniques are understood as the process of identifying and evaluating an individual's cognition, understanding the negative impact of certain thoughts on behavior, as well as training individuals to replace them with more realistic, adaptive, and appropriate thinking. This is in line with the

opinion of Yulianti & Karneli in (Edison et al., 2023) who stated that cognitive restructuring techniques are the process of finding and assessing a person's cognition, understanding the negative impact of certain thoughts on behavior, and learning to replace that cognition with more realistic and more precise thinking. Therefore, this research focuses on efforts to change students' negative mindset towards tradition into a more positive and rational mindset, considering that mindset has a significant role in shaping individual attitudes and behaviors. Through the application of cognitive restructuring techniques, students are expected to be able to review erroneous perceptions of traditions, understand their values and meanings more objectively, and show increased acceptance of traditions both in the context of school and social life.

## **METODE**

This study uses a quantitative approach with a pre-experimental design, namely One Group Pre-test Post-test Design, to test the effectiveness of group guidance services with cognitive restructuring techniques in increasing students' acceptance of traditions at SMA Negeri 1 Mejobo. The population of this study is all students of grades X-9 of SMA Negeri 1 Mejobo Kudus who experience problems in accepting traditions. Sample selection was carried out using stratified random sampling techniques to ensure the representation of research subjects. Out of a total of 30 students, 8 students were selected as research samples. In this design, one group of research subjects was given a pre-test before being given an intervention. Furthermore, students receive group guidance services in a structured manner using cognitive restructuring techniques, then end with a final measurement (post-test) using the same instrument. Cognitive restructuring techniques are used to help students identify and change negative mindsets to be more rational and adaptive. The effectiveness of group guidance services was analyzed by comparing pre-test and post-test results using the Wilcoxon Signed Rank Test. This design was chosen because it allows direct measurement of changes, using instruments that have been tested for validity and reliability, as well as the implementation of interventions that are carried out systematically even without a control group. The validity test of the instrument showed that of the 60 statements tested, as many as 40 items were declared valid and 20 items were invalid. Validity testing was carried out using the table  $r$ -value of 0.3610 at  $DF = 28$ . In addition, the results of the reliability test showed an Alpha Cronbach value of 0.932, which exceeded the minimum limit of 0.700, so the research instrument was declared to have a very high level of reliability.

## **RESULTS AND DISCUSSION**

Based on the research that has been conducted, the provision of group guidance services with cognitive restructuring techniques shows a positive change in students' acceptance of traditions. Based on the results of the pre-test and post-test presented in the table below:

**Table 1.** Comparison of Pre-test and Post-test Scores of Admission to Tradition in Students

No	Initial	Pre-test		Post-test		Difference	Category
		Score	Category	Score	Category		
1	A.M.M.A	82	Low	179	Very high	97	Increase
2	B.A.R	125	Medium	180	Very high	55	Increase
3	M.U.N	87	Low	190	Very high	110	Increase
4	A.R.J	128	Medium	183	Very high	55	Increase
5	R.A.P	78	Low	178	Very high	100	Increase
6	N.H	80	Low	183	Very high	96	Increase
7	K.R.I.F	130	Medium	187	Very high	57	Increase
8	N.K	115	Low	193	Very high	78	Increase
	<b>Average</b>	<b>103,125</b>	<b>Low</b>	<b>184,125</b>	<b>Very high</b>	<b>81</b>	<b>Increase</b>

Based on the results of the pre-test and post-test acceptance of traditions, all research subjects showed an increase in scores after being given group guidance services with cognitive restructuring techniques. In the initial measurement, the average student admission score was in the low category with an average score of 103.125. After being given the intervention, the average score increased to 184.125 and was in the very high category. The average score increase of 81 points indicates a significant change in students' acceptance of traditions. Individually, students who were initially in the low and moderate categories improved to reach the high and very high categories on post-intervention measurements. The increase in values ranges from 55 to 110. The highest increase was experienced by M.U.N. students with a score difference of 93, while the lowest increase occurred in B.A.R. and A.R.J. students with a score difference of 38. Despite this, all students experienced an improvement without exception, which confirms the consistency of the effectiveness of the interventions provided. To test the significance of these changes, a statistical analysis of the Wilcoxon signed rank test was carried out through the SPSS program, the selection of the test using statistical analysis of the Wilcoxon signed rank test aims to find out the difference between two paired samples and to find out whether or not there is an increase in the research variable. Based on this, the results are obtained as in the table below, as follows:

**Table 2.** Results of the Analysis of the Wilcoxon Marked Ranking Test Acceptance Against Tradition in Students in Pre-test and Post-Test Test Statistics

	Post Test - Pre Test
Z	-2.524b
Asymp. Sig. (2-tailed)	,012
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the table above, it can be seen that the probability number of Asymp. Sig. (2-tailed) acceptance of student traditions is 0.012 or probability below alpha 0.05 ( $0.012 < 0.05$ ). From these results, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. Thus, the hypothesis tested in this study can be declared acceptable, namely "there is a significant and positive difference in the level of acceptance of students' traditions before and after the provision of group guidance services with cognitive restructuring techniques". Furthermore, to see the direction of the difference between pre-test and post-test, it can be seen in the table as follows:

**Table 3.** Results of Differences in Pre-test and Post-test Acceptance of Tradition in Students

Ranks				
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0a	,00	,00
	Positive Ranks	8b	4,50	36,00
	Ties	0c		
	Total	8		
a. Post Test < Pre Test				
b. Post Test > Pre Test				
c. Post Test = Pre Test				

Involved in this calculation, as many as 8 students have experienced significant changes or improvements. The results of the analysis showed a significance value of 0.012, which is smaller than the significance limit of 0.05 ( $0.012 < 0.05$ ). This means that the increase in traditional acceptance scores in students after the intervention is statistically significant. Thus, these results prove that group guidance services with cognitive restructuring techniques are effective in increasing the acceptance of traditions in students. This is in line with research conducted by (Wilhelmina, 2020) "which states that it shows that the use of cognitive restructuring techniques in group guidance significantly affects the learning anxiety of students in grade VIII B SMP Negeri 21 Surabaya". This

is also supported by research conducted (Wihartanty et al., 2025) "Based on the results of the hypothesis test, it can also be concluded that group guidance services with cognitive restructuring techniques are effective in increasing students' religious tolerance".

## **DISCUSSION**

The results of this study indicate that providing group counseling services using cognitive restructuring techniques has a significant impact on increasing students' acceptance of traditions. This finding is evident in the striking increase in average scores between the pre-test and post-test, specifically from the low category to the very high category. Quantitatively, the average score increased from 103.125 to 184.125, representing an 81-point increase. This change indicates a transformation that is not merely statistical but also reflects a profound psychological shift within the students. Theoretically, this improvement can be explained through the framework of the Cognitive Behavioral Therapy (CBT) approach, specifically the cognitive restructuring technique developed by Beck (1976) and Ellis (1962). This technique focuses on transforming irrational thought patterns into more rational and adaptive ones. In the context of this study, students' low acceptance of traditions was initially hypothesized to be influenced by cognitive distortions, such as negative biases, cultural stereotypes, or misperceptions regarding traditional values. Cognitive restructuring helps students identify these thoughts, evaluate their validity, and replace them with more objective and constructive understandings (Beck, 2011).

The results of this study also indicate that all subjects showed improvement without exception. The absence of negative ranks and ties in the Wilcoxon test indicates that all students experienced positive changes. This reinforces the assumption that the intervention provided has a high consistency of effectiveness. This finding aligns with Corey's (2013) view that group counseling is an effective approach in helping individuals understand and change their thought patterns and behaviors through dynamic social interaction. In a group setting, students learn not only from the facilitator but also from the experiences and perspectives of other group members, thereby enriching their cognitive and affective processes. Furthermore, the results of the Wilcoxon Signed Rank Test showed a significance value of 0.012, which is smaller than 0.05. This confirms that the observed improvement is not merely coincidental but rather the result of the intervention provided. Thus, the hypothesis stating that there is a significant difference between pre- and post-intervention can be accepted. Methodologically, the use of the Wilcoxon test in this study was appropriate given the relatively small sample size and the non-parametric nature of the data (Sugiyono, 2022).

When examined individually, the students' score increases ranged from 55 to 110 points. The student with the initials M.U.N showed the highest increase, while B.A.R and A.R.J showed the lowest increases. This variation may be influenced by various factors, such as individual readiness, prior experience, and openness to cognitive change. According to Dobson and Dobson (2018), the effectiveness of CBT is highly influenced by the client's active engagement in the therapeutic process and their ability to engage in self-

reflection. Thus, although all students experienced improvement, the extent of the change experienced may vary depending on each individual's characteristics. Acceptance of traditions within an educational context plays a crucial role in shaping students' cultural and social identities. Traditions serve not only as cultural heritage but also as a means of internalizing moral and social values. Consequently, low acceptance of traditions can lead to a weakening of cultural identity and a decline in social cohesion. In this regard, intervention through group counseling becomes highly relevant as an effort to systematically and purposefully re-instill these values (Prayitno, 2017).

The findings of this study also align with previous research conducted by Wilhelmina (2020), which demonstrated that cognitive restructuring techniques in group counseling are effective in reducing students' academic anxiety. Learning anxiety, much like low acceptance of traditions, often stems from irrational negative thought patterns. Thus, the success of this technique across various contexts demonstrates its flexibility and effectiveness as a psychological intervention approach in educational settings. Furthermore, research by Wihartanty et al. (2025) also supports these findings by showing that group counseling using cognitive restructuring techniques is effective in enhancing students' religious tolerance. Religious tolerance and acceptance of traditions share commonalities in that both pertain to attitudes toward differences and social values. Therefore, the success of the intervention in enhancing tolerance can also be interpreted as evidence that this technique is capable of broadening students' perspectives and increasing openness toward different values.

In the context of implementation, the success of group counseling services using cognitive restructuring techniques is inseparable from the counselor's role as a facilitator. The counselor must be able to create a safe and supportive atmosphere so that students feel comfortable expressing their thoughts and feelings. Additionally, the counselor must possess the skills to identify cognitive distortions and guide students through the restructuring process systematically (Corey, 2013). Practically, the results of this study provide important implications for the development of guidance and counseling services in schools. Cognitive restructuring techniques can serve as an effective intervention strategy to address various student issues related to negative thought patterns. Furthermore, the group approach has also proven capable of enhancing intervention effectiveness through the social dynamics that occur within it.

However, this study also has several limitations that need to be noted. First, the relatively small sample size limits the generalizability of the findings. Second, this study used only one type of intervention without comparing it to other methods. Therefore, future research is recommended to employ a more complex experimental design involving a control group and a larger sample size. Overall, the results of this study confirm that group counseling services using cognitive restructuring techniques are an effective approach in increasing students' acceptance of traditions. The significant improvement, both statistically and practically, indicates that this intervention is capable of transforming students' mindsets into more positive and adaptive ones. Thus, the application of this

technique is expected to make a significant contribution to the development of students' character and cultural identity within the educational environment.

## CONCLUSION

Based on the results of the study, the provision of group guidance services with cognitive restructuring techniques has been proven to be effective in increasing student acceptance of traditions at SMA Negeri 1 Mejobo. The pre-test results showed that the average student admission was in the low category of 103.125, while the post-test increased significantly to 184.125, included in the very high category, with an average increase of 81 points. Based on the results of the hypothesis test, it can also be concluded that group guidance services with cognitive restructuring techniques are effective in increasing acceptance of traditions in students.

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