

## Cognitive behavioral counseling guidelines with web-based cognitive restructuring techniques to overcome anxiety for adolescent experiencing victims of violence

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### Abstract

The objective of this research includes developing, validating a guidebook, and determining the effectiveness of behavioral counseling guidelines using web-based cognitive restructuring techniques/methods to treat anxiety in adolescent victims of violence. The counseling guide is described as a resource for an educator in a school. In relation to the steps for implementing counseling guidance services that are aligned with 4D development model by Thiagarajan (1974). The validity of this guide was evaluated by four experts in the field of counseling and one expert in the field of educational technology. The instrument used contains 14 statements concerning the acceptability of a guide. Validity analysis used calculation formulation of the Content Validity Ratio (CVR) by Lawshe (1975). According to the findings, content validity (CVI) was worth one, indicating that it had a good or unique meaning. This statement states that the behavioral counseling guide developed using cognitive restructuring techniques on a website basis has met the eligibility requirements. All students in classes X and XI at Vocational High School of 1 Singaraja who have experienced violence were included in this research. The effectiveness test included 30 students who had experienced anxiety as a result of violence, and the research used a one-group pre-test and post-test design method. This effectiveness test was carried out using the t test, the results of the t-test were obtained by  $t_{count} = 13.352$  and  $t_{table} = 2,048$  which means that the value of  $t_{count} > t_{table}$ , this result indicated that the development of cognitive behavioral counseling guidelines with cognitive restructuring techniques is effective to overcome anxiety in adolescent victims of violence.

**Keywords:** Guidelines, behavioral counseling, cognitive restructuring techniques, 4D

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## Introduction

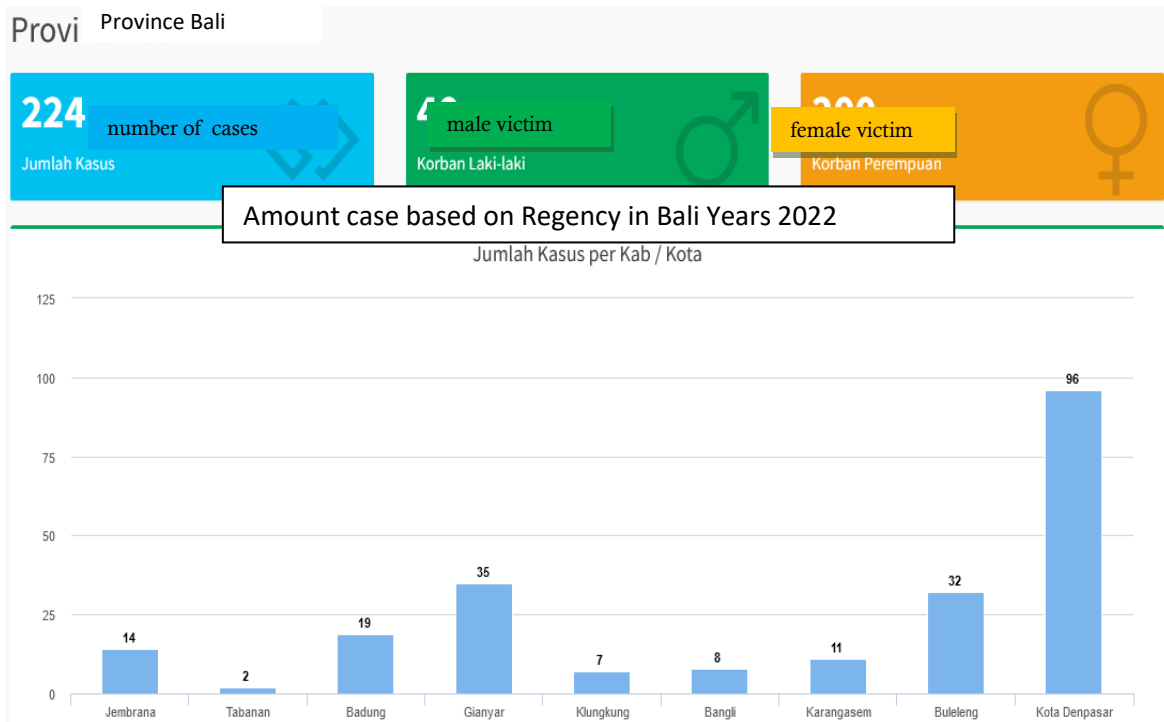
From birth to death, human development can be divided into four stages: infants, children, adolescents, and adults. Motor skills, cognitive development, and other aspects of human development can be observed. Adolescence is a period of human development that is both visible and crucial. Humans will be transitioning from childhood to adulthood at this time. Various changes can be seen, such as in women who begin to have growing breasts, menstruation, and armpit hair, as well as widening hips and other growths. However, in men, the Adam's apple has begun to grow, hair has begun to grow in certain areas, and the voice has begun to become heavier, among other changes (Fatmawaty, 2017).

The adolescent phase itself is a very developmental phase important and very crucial for adolescents, starting with the maturity of their physical organs or sexual conditions so that they are able to produce (Heny,dkk, 2022). According to Sari (Sari, 2017) adolescence is a period of transition themselves from childhood to adulthood. adolescence is also a problematic age. They not only go through physical

changes, but they also go through mental changes. They will later do something that is perceived to be of interest. Frequently fails to consider the potential consequences of their actions. For example, beginning to experiment with smoking, drinking alcohol, or other risky activities such as risky sex, as well as the use of illegal drugs (Umami, 2019).

Adolescents are residents in the age range of 10 to 19 years, according to WHO, and adolescents are all residents in the age range of 10 to 18 years, according to the policy of the Minister of Health of the Republic of Indonesia Number 25 of 2014, and the age range is 10 years up to 24 years and not yet married, according to the BKKBN population agency. Adolescence is a transitional period in which children grow into adults. Physical and mental growth occurs rapidly during this period (Diananda, 2019). According to Hurlock (Budiyono & Faishol, 2020), adolescence psychology is the age at which a person integrates into adult society. Adolescence is defined as a transition from childhood to adulthood. When they are examined in terms of their bodies, they are deemed mature; however, when they are tested as adults, it is discovered that they are unable to express an adult attitude (Ramanda et al., 2019). According to Piaget's theory, psychologically, adolescence is the age when individuals integrate with adult society, the age when children no longer feel inferior the level of people who are older but are in a level the same, at least in solving problems (Marwoko, 2019).

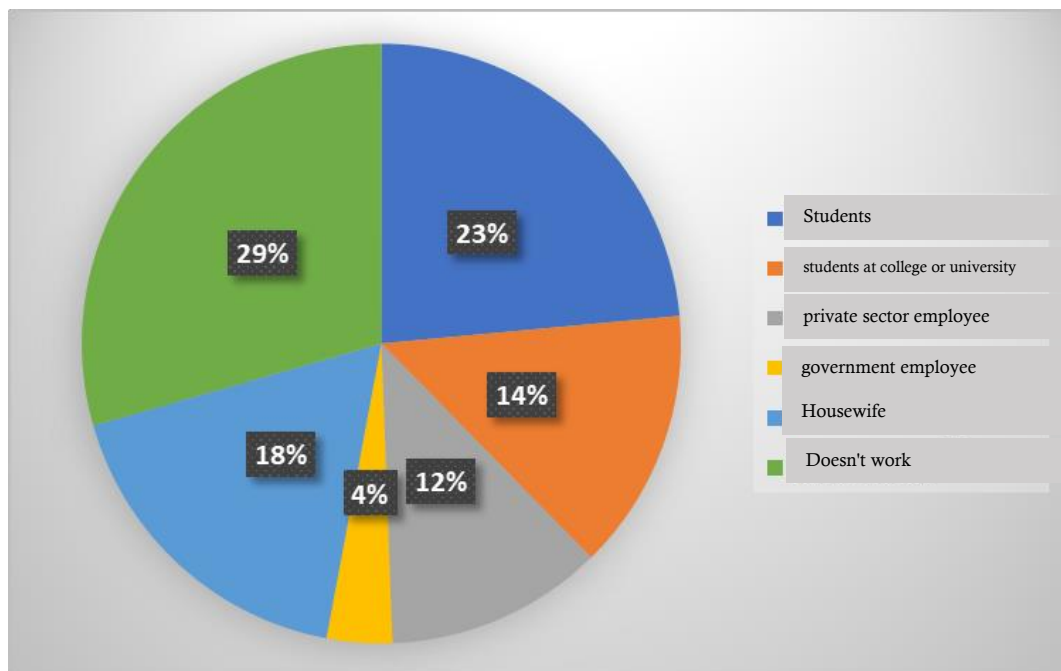
WHO (Margani, 2018) explained that youth is classified into three stages: early adolescence (11 or 12-13 or 14 years), middle adolescence (13 or 14 years - 17 years), and late adolescence (17-20 or 21 years). Teenagers have the right to be protected from violence, exploitation, and abuse, and it is the responsibility of parents and adults to provide that protection. However, there is still a lot of violence directed at teenagers. Early adolescent aged 13-17 years are classified as children in the Simfoni data, and the Simfoni-PPA reveals that on 1 January 2022, there have been 11,958 cases of violence in Indonesia. There were 11,081 female victims and 1,836 male victims among the 11,958 cases. According to Simfoni funds, there have been 120 cases of violence against children in Bali Province as of 1 January 2022 (SIMFONI-PPA, 2022).



**Figure 1 <Graph of the Distribution of Violence Cases in Bali Province (Source: SIMFONI-PPA)>**

According to this graph, the most violent incidents in Bali Province occurred in Denpasar City (94 cases), Gianyar Regency (35 cases), and Buleleng Regency (32 cases). A survey specifically conducted in Buleleng Regency from May to July 2022 revealed several facts concerning cases of violence.

A survey specifically conducted in Buleleng Regency in May-July 2022 revealed that 23% of the 124 people who had been victims of violence who filled out the survey were students.



**Figure 2 <Percentage of Victims of Violence Based on Victim's Profession>**

From 2021 to July 4, according to data obtained by the researcher while interning at the Office for Population Control, Family Planning, Women's Empowerment, and Child Protection (DPPKBP3A), 35 cases of violence occurred in children aged 13 to 17. Early adolescents (13-17 years old) are classified as children by DPPKBP3A. The researcher discovered that 1006 students had experienced violence in a questionnaire distributed to class X and XI students at SMK N 1 Singaraja aged 15 to 17 years.

Violence is persecution, torture, or wrong treatment (Alawiyah, 2019). Reza (in Setiawan, 2017) says that violence is the use of physical force and power, threats or actions against oneself, individuals or a group of people or society which results in or is likely to result in bruising or trauma, death, psychological harm, developmental abnormalities or deprivation of rights. Violence can be considered as a crime (Alawiyah, 2019). According to (Kurniasari, 2019) violence is a form of social relationship, which shows social ability, way of life, or from imitation models of behavior that occur in social environment. according to (simatupang, 2020) that Violence not only occurs in a physical form but also in a psychological form which has an effect invisible to the naked eye as well as physical violence.

According to a questionnaire distributed by the researcher to students in grades X and XI at Vocational High School of 1 Singaraja, both physical, verbal, and sexual violence occurred in a total of 1006 adolescents or students. The research focused on the types of violence that the researcher intended to include physical, verbal, and sexual violence in this research. Physical humiliation, family humiliation, economics, and insults that hurt the victim's heart by those around them and their family are examples of verbal violence that occurs. Beatings, beatings by friends, people around, and even the victim's family are examples of physical violence that occurs. Sexual violence against the victim included harassment by a friend of the victim's father and harassment by the victim's boyfriend.

According to the results of the DASS-21 questionnaire distributed by the researcher to 1006 adolescents or students in grades X and XI at Vocational High School of 1 Singaraja who had experienced violence, a total of 500 adolescents or students experienced anxiety symptoms such as dry lips and mouth, chest tightness, breathing is not relieved, feeling shaky, feeling restless thinking about the times when they felt panic and stupid, feeling panicked, having an irregular heartbeat. Some people experience the symptoms mentioned by the researcher only occasionally, while others experience them almost every day. In this research, anxiety levels were divided into five categories: normal, mild, moderate, severe, and very severe.

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Anxiety is a subjective feeling of disturbing mental tension as a general reaction to the inability to solve a problem or a lack of security (Mellani & Kristina, 2021). Anxiety is an experience that is subjective, unpleasant, frightening and worrying about the possibility of danger or threat of danger and is often accompanied by certain symptoms or physical reactions due to increased autonomic activity (Rizza, 2019). Anxiety disorders are persistent generalized disorders, characterized by intense worry related or unrelated to a particular event and could have adverse consequences (Kadafi et al., 2021).

The results of interviews conducted by the researcher with 30 teenagers or students who experienced anxiety at severe to very severe levels revealed that the anxiety experienced by victims was caused by irrational thoughts that arose in the victim's mind. Because victims claimed that what made them anxious were their speculative thoughts. For example, a victim of verbal violence who had been physically insulted and his family by several peers at school stated that the victim preferred to shut himself up and did not want to hang out with his school friends because he was afraid of being called on again. In addition, there were victims of verbal and physical violence committed by their own families; one victim attempted suicide because he believed his parents did not love him, and that irrational thought was supported by the victim's parents, who were busy at work and did not have time for the victim, and from what the victim said, his parents only gave money without showing love, and the victim was often given harsh words and sometimes teasing when he made a small mistakes, the victim stated that he often considered fleeing his home because he was afraid that his words would be rough and beaten again.

Counseling techniques that can help to change the irrational thoughts that arose in young victims of violence and cause anxiety in young victims of violence were required in cases that examined by the researcher (Indramstuti, 2017). According to the behavioral viewpoint, behavior is formed as a result of all experiences, which take the form of individual interactions with the surrounding environment and shape a person's personality. Meanwhile, according to Corey (in (Rahayu, 2019), behavioral counseling is the application of various techniques and procedures that are rooted in various theories about learning. This method provided a systematic application of the principles of learning and changing behavior in more adaptive ways (Hudiyawati & Prakoso, 2020).

The Cognitive Restructuring Technique is a cognitive behavioral theory method that focuses on efforts to transform irrational thoughts into rational thoughts (Afdal et al., 2019). Cognitive Restructuring Techniques is one technique of cognitive behavioral therapy (cognitive behavioral therapy). Cognitive Behavioral Therapy is counseling that combines therapy behavioral and cognitive therapy based on assumptions that human behavior is collectively influenced by thoughts, feelings, physiological processes as well consequences on behavior (Habsy & Suryoningsih, 2021). Cognitive restructuring is one such technique in the cognitive behavioral approach focuses on individual cognitive aspects (Aminullah et al., 2019). According to Aryani (in Nurkia & Sulkify, 2020) cognitive restructuring technique is one approach with techniques that seek to involve cognitive activity to give birth expected behavior. By employing cognitive restructuring techniques, such as identifying victims' thoughts and problems, changing negative thoughts into positive ones by asking victims to identify thoughts that appear, whether rational or irrational, and applying positive reinforcement to victims by repeating return positive questions (Chandra et al., 2019) According to (Ireel et al., 2018) Cognitive restructuring centers on eliminating cognitive distortions or wrong conclusions, thoughts or beliefs irrational, and develop new cognitions with a better response pattern or healthy.

This is the reason why the researcher decided to use cognitive restructuring techniques, according to the researcher, because this technique is very relevant to dealing with problems that the writer encounters in the field. In addition, there are many studies that have shown that the application of behavioral counseling with various techniques is able to overcome anxiety, including the research conducted by Andi Cahyadi (2017) on "The Effects of Using Cognitive Behavioral Play Therapy to Reduce Anxiety in Adolescents Experiencing Symptoms of Post-Traumatic Stress Disorders". Based on the research, it is possible to conclude that Cognitive Behavioral Play Therapy (CBPT) reduces anxiety in adolescents with PTSD symptoms. This is demonstrated by comparing the results of HARS scale measurements before and after treatment, which show a decrease in anxiety scores (Cahyadi, 2017).

There is also research on "Behavioral Therapy Using Desensitization Techniques to Overcome Anxiety in Solving Mathematical Problems" by Sri Fuji Astuti and Widodo Winarso (Aliem et al., 2020). It was discovered in his research that the use of behavioral therapy with desensitization techniques to overcome anxiety in solving math problems. Conditioning, rationalization, giving examples of relaxation by the counselor, the counselor preparing an anxiety hierarchy in the form of easy-to-imagine paragraphs, the stage of raising anxiety stimuli interspersed with fun things, observing and recording changes in counselee's

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attitudes and expressions, and evaluating as the final act of therapy, both every meeting and overall evaluative (Sri Fuji Astuty & Winarso, 2021).

Research conducted by Ni Komang Sri Yuliastini is also about "Effectiveness of Behavioral Counseling Models with Relaxation Techniques to Reduce Anxiety in Facing Mathematics Subjects". According to the findings of the research, there was a decrease in students' anxiety when faced with mathematics lessons, with the average pre-test score dropping from 166.3% to 118.5%. At SMK PGRI 4 Denpasar, the Behavioral Counseling Model combined with relaxation techniques is effective in reducing students' anxiety when confronted with mathematics (Yuliastini, 2020).

M. Rifaldi, M. Syarafuddin, and I Made Sonny Gunawan conducted research on "The Influence of Cognitive Restructuring Techniques on Students' Social Anxiety". Based on the research findings, it is possible to conclude that cognitive restructuring techniques have a positive effect on social anxiety in students. Furthermore, this research was limited to students classified as early adolescents with a small population and did not assess their level of social anxiety based on gender. Furthermore, it is hoped that future researchers will be able to conduct research using gender as an indicator that influences a person's level of social anxiety in order to gain a deeper understanding of the level of social anxiety among adolescents (Rifaldi, 2020).

Nurul Aliem, Dwi Yuwono Puji Sugiharto, and Awalya conducted research on "Group Counseling with Cognitive Restructuring Technique to Improve The Self Efficacy and Assertiveness of Students Who Experienced Advanced Study Anxiety" (Aliem et al., 2020). According to the findings of this research, group counseling using cognitive restructuring techniques is effective for increasing self-efficacy and assertiveness in students who have advanced learning anxiety. This research discovered that students' anxiety has a significant impact on their self-efficacy and assertiveness.

Edi Kurniawan, Muhammad Japar, and Anwar Sutoyo conducted research on "Cognitive Behavior Group Counseling with Cognitive Restructuring and Self-Instruction Techniques to Reduce The Social Anxiety of Public Senior High School 3 Pati" (Kurniawan et al., 2020). According to the findings of this research, cognitive restructuring techniques, self-instruction techniques, and a combination of cognitive restructuring techniques and self-instruction techniques are effective at reducing social anxiety and can be used by counselors.

Afdal, Melsi Syawitri, and Miftahul Fikri conducted research on "Cognitive Behavior Therapy (CBT) in Reducing Psychological Impacts on Children Victims of Domestic Violence" (Afdal et al., 2019). It was discovered in this research that cognitive behavioral therapy (CBT) can be used to reduce the psychological impact of domestic violence on children because CBT combines a number of behavioral and cognitive intervention techniques by combining ways of thinking and behaving based on three interconnected things, namely thoughts, feelings, and behavior.

Antonia N. Kaczurkin, PhD, and Edna B. Foa, PhD conducted research on "Cognitive-Behavioral Therapy For Anxiety Disorders: An Update On The Empirical Evidence" (Kaczurkin & Foa, 2019). According to the findings of this research, the efficacy and effectiveness of using CBT methods to treat anxiety disorders was demonstrated, and areas that needed further research were identified.

Ellya Susilowati and Krisna Dewi conducted research on "Cognitive Behavior Therapy to Overcome Trauma of a Child Sexual Abuse Victim in Bandung, Indonesia" (Susilowati & Dewi, 2019). Cognitive Behavior Therapy (CBT) with the stages of providing psychoeducation to children and parents, practicing relaxation, expressing feelings, teaching coping skills, and in vivo exposure was found to reduce trauma in children in this research.

According to the findings of a survey conducted by the researcher, the percentage of victims of violence who had received assistance and felt that their problems had been resolved was still very low, at 15%, while 28% of victims had received assistance but did not feel that their problems had been resolved, and as many as 55% had never received any form of assistance. The researcher learned from interviews with Mrs. Kadek Purniani, Mrs. Ariani, and Mrs. Jempiring, Counseling teachers for grades X and XI at Vocational High School of 1 Singaraja, that the time for counseling with students was very limited because there were only 40 minutes of counseling hours for each week, therefore, reaching the large number of students who required counseling assistance was difficult, and there was no practical and effective counseling guide available to deal with the problems that students faced, particularly violence.

According to the explanation above, the need for dealing with victims of violence remains relatively low. And the unavailability of counseling guidelines for cognitive restructuring techniques that can be used

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by counselors to conduct counseling, therefore researcher were encouraged to conduct research on "Development of Cognitive Behavioral Counseling Guidelines with Web-Based Cognitive Restructuring Techniques to Overcome Anxiety in Adolescent Victims of Violence." The benefit of creating a Cognitive Behavioral Counseling Guide to Website-Based Cognitive Restructuring Techniques to Overcome Anxiety in Adolescent Victims of Violence was that it can inform and assist counselors in informing how to use and directing them in carrying out counseling using the website, as well as reaching out to more adolescents or students who are victims of violence who require counseling assistance.

## Method

This research was a research and development (R&D). Which is a study that uses methods to create specific products and tests their effectiveness. The 4-D (four D) development model by Thiagarajan (1974) was used in the development research design. The 4D development model is divided into four stages: define, design, develop, and disseminate. The researcher used 582 students of X grade and 424 students of XI grade from Vocational High School of 1 Singaraja for the population in this research. To test the validity of the content of the research subjects, they were divided into several groups, namely 5 people consisting of 2 lecturers from the guidance and counseling study program, 1 lecturer from the educational technology study program, and 1 person from the guidance and counseling practitioner at the Department of Education and Culture. Population control and family planning for women's empowerment and child protection (DPPKBPPPA), as well as one guidance counseling teacher as a validator (experts). The effectiveness test subjects were chosen using purposive sampling, which used 30 victims of violence who had been pre-tested beforehand and according to the required subjects.

The Cognitive Restructuring technique used in developing cognitive behavioral counseling guidelines adhered to the stages in the 4D (four D) development model, which consists of four stages, the first of which is Define, which includes analysis of counseling guidance programs, analysis of needs for counseling services, analysis of characteristics of victims of violence, and theoretical analysis. The second stage, known as the Design Stage, was responsible for creating the initial product, which was a cognitive behavioral counseling guidebook and a website-based cognitive restructuring technique. The third stage is Develop, which involves transforming the previous stage's initial product (prototype) of the behavioral counseling handbook. The final stage is Dissemination, which is commonly referred to as the distribution of behavioral guidebooks that use cognitive restructuring techniques to be uploaded in journals.

The research data was obtained by distributing questionnaires, and then data related to the evaluation of experts or experts on the counseling guidebook, which was developed using the DASS 21 (Depression Anxiety Stress Scales 21) instrumentation. Furthermore, the content validity ratio (CVR) approach was used in this research to carry out guidebook validation analysis, t-test to test effectiveness, and hypothesis testing.

## Results and Discussion

According to the findings of a curriculum and work program analysis, the purpose of counseling services was to assist students (counselees) in achieving optimal development and complete personality, both in personal, social, learning, and career aspects, as well as to pay attention to students' psychological well-being. In relation to these goals, students required guidance and counseling services that could assist in the development of psychological aspects, particularly in this research to overcome the anxiety of students who have experienced violence. In an effort to assist students in overcoming anxiety caused by violence experienced by adolescents or students, the results of a needs analysis revealed that the implementation of counseling services at the Vocational High School of 1 Singaraja has not been carried out optimally due to limited instruments used as guidance by counseling teachers in providing services to students to overcome anxiety caused by violence experienced by adolescents or students. According to the findings of the theoretical analysis, the behavioral counseling model with cognitive restructuring techniques was one of the counseling models that has been tested to be effective for anxiety levels in the current research problem. The product developed was a behavioral counseling guide with a website-based cognitive restructuring technique that could be used as a guide for counseling teachers to deal with anxiety in adolescent victims of violence based on the results of the needs analysis and theoretical analysis.

Concerning the validity, the assessment of the cognitive restructuring technique behavioral counseling guide involved 5 experts, and the assessment instrument used was a questionnaire with 14 statement items. The results of each evaluation by the experts are presented in the table 1.

**Table 1. Assessment Results of Experts Judgement**

No	Assessment I	Assessment II	Assessment III	Assessment IV	Assessment V
1	Relevant	Relevant	Relevant	Relevant	Relevant
2	Relevant	Relevant	Relevant	Relevant	Relevant
3	Relevant	Relevant	Relevant	Relevant	Relevant
4	Relevant	Relevant	Relevant	Relevant	Relevant
5	Relevant	Relevant	Relevant	Relevant	Relevant
6	Relevant	Relevant	Relevant	Relevant	Relevant
7	Relevant	Relevant	Relevant	Relevant	Relevant
8	Relevant	Relevant	Relevant	Relevant	Relevant
9	Relevant	Relevant	Relevant	Relevant	Relevant
10	Relevant	Relevant	Relevant	Relevant	Relevant
11	Relevant	Relevant	Relevant	Relevant	Relevant
12	Relevant	Relevant	Relevant	Relevant	Relevant
13	Relevant	Relevant	Relevant	Relevant	Relevant
14	Relevant	Relevant	Relevant	Relevant	Relevant

The website-based cognitive restructuring technique behavioral counseling guide was found to be valid for all assessment items used based on the results of calculating the CVR index for each statement item. Based on all of the assessment items used, these results also show that the website-based cognitive restructuring technique behavioral counseling guide developed is valid or feasible to use. The CVI calculation results from the cognitive restructuring technique behavioral counseling guide based on the evaluation of 5 experts are then 1. This indicates that the cognitive restructuring technique behavioral counseling guide on the website has a content validation index (CVI) or acceptability in the Very Good category.

Concerning the normality test, which was performed based on the Sig value on the Shapiro-Wilk column. The sig value, also known as the p value or probability value, denotes significance. The values were 0.051 and 0.135 greater than 0.05, respectively, indicating that the pre-test and post-test data were normally distributed, or that H0 was acceptable. The homogeneity test also stated that the data variant met the homogeneity assumption. Furthermore, to test the hypothesis, it was known that Cognitive Behavioral Cognitive Restructuring Technique X had a significant influence on Anxiety in Adolescent Victims of Violence Y and the implementation of a guidebook on Cognitive Behavioral Cognitive Restructuring Techniques that was effective for Overcoming Anxiety in Adolescent Victims of Violence.

## Discussion

According to the findings of this research, the behavioral counseling guidelines for the cognitive restructuring technique developed had a very appropriate content validity index, based on an assessment performed by four experts and practitioners in the field of counseling guidance and one expert in the field of educational technology. The behavioral counseling cognitive restructuring technique had good validity and was valid for all 14 instrument items used to assess content validity. The advantages of the researcher guidebook compiled by experts included this guide having a systematic structure, instructions for each section of the guide can be understood, the techniques and procedures presented in the guide can be understood, every word and sentence presented in the guide and system was easy to understand, every figure and table presented in the guide was clearly visible, and every figure and table presented in the guide can be read properly and easily.

An effectiveness test was carried out in a field trial including 30 adolescent/student victims of violence who were still in class X and XI at Vocational High School of 1 Singaraja to determine whether or not this cognitive restructuring technique was effective. The effectiveness test was carried out by following the guidelines developed for the implementation of counseling guidance services, and the researcher used a questionnaire as a measuring tool. This questionnaire was administered both before and after the application of this guide, referred to as the pre-test and post-test. The results of applying the guide in the form of a pre-test and post-test, the next step is to test using the t-test formula, and the results obtained t-count value (13.352) > t table (2.048), which means that the development of Cognitive Behavioral Cognitive Restructuring Techniques guidelines was effective in overcoming anxiety in adolescent victims of violence.

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According to the research findings that during their research at Vocational High School of 1 Singaraja, when the researcher conducted interviews with 30 adolescents who had experienced violence, they all stated that they were more comfortable being alone and tended to close themselves off from association and their social environment. Furthermore, adolescent victims Violence also conveyed the anxiety that occurred in them, making young victims of violence felt insecure about doing anything. Furthermore, as many as 15 teenagers stated that the violence, they witnessed occurred in the family environment or was perpetrated by their families.

The results of counseling guidance services provided to adolescent victims of violence using the guidelines developed showed that in the first session of guidance counseling services, many students still experienced anxiety in the very severe category. The treatment was implemented by independently training cognitive restructuring techniques, with video tutorials available on the website <https://sikoseling.com>. It was carried out twice a week, once at each home, and the implementation time was determined by the counselee when they had free time and felt comfortable, but the day of implementation was determined by the researcher, so it was carried out on the same day but at different times. After the sixth treatment, the students felt a shift within themselves. As a result, when the post-test was administered, students experiencing anxiety in the very severe category had decreased.

## Conclusions

Based on the findings of this development research, it was concluded that the development research produced a product in the form of a website-based cognitive restructuring technique behavioral counseling guide to help adolescent victims of violence overcome anxiety. According to the results of expert validation, the website-based cognitive restructuring technique behavioral counseling guidelines developed yield CVR=14 and CVI=1. This demonstrates that the developed website-based cognitive restructuring technique behavioral counseling guidelines are rated as very good. As a result, the website-based cognitive restructuring technique behavioral counseling guide developed in this research meets the content validity criteria for use as an instrument in the implementation of counseling guidance services in schools or other related organizations. Based on the effectiveness test, which used 30 class X and XI students from the Vocational High School of 1 Singaraja who had experienced violence as respondents and used a one-group pre-test and post-test design. The results of this effectiveness test are  $t_{count} = 13.352$  and  $t_{table} = 2.048$ , indicating that  $t_{count}$  is greater than  $t_{table}$ . As a result of these findings, website-based cognitive restructuring techniques behavioral counseling guidelines are effective for overcoming anxiety in adolescent victims of violence. There are a number of situations where the ineffective application of the website-based cognitive restructuring technique behavioral counseling guidelines for dealing with anxiety in adolescent victims of violence can be used as research for future researchers when conducting similar research. This is like the application of this guide in other areas, such as outside the island of Bali, which causes several issues that make the application of this guide less effective due to insufficient technology, and so on. Another thing to expect is that the application of these guidelines becomes less effective when applied to a large number of counsees at once, because the implementation of the counseling service process necessitates consistency from both the counseling teacher or counselor and the counsees. The BK teacher or counselor must truly concentrate on assisting the counselee in achieving optimal counseling goals.

The researcher can make the following recommendations based on the findings of this development research; (1) suggestions for counseling teachers or counselors to use as a guide in carrying out counseling service activities at schools or related agencies, a website-based cognitive restructuring technique behavioral counseling guide to deal with anxiety in adolescent victims of violence; (2) Counselee advice (adolescents or students who have been victims of violence), it is expected that they will be able to use the researcher strategies to overcome anxiety caused by violence; (3) Suggestions for future researchers include the need for more research on behavioral counseling guidelines for website-based cognitive restructuring techniques for aspects that have long been newer, so that they are in line with the development of adolescent victims of violence and are able to complete counseling guidance service instruments in schools or agencies related. It is preferable if the counseling guide includes assessment indicators for each answer that the counselee writes, making it easier for the counselor to determine whether the counselee's answers are appropriate or not. Furthermore, it is preferable to include a discussion column for each question item completed by the counselee to facilitate discussions when the counselee's answers are inappropriate and to make the counselor's role more visible; and (4) Suggestions for readers: It is expected that the findings of this development research will be understood and used as effectively as possible to assist teachers/counselors.



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