

**EFEKTIVITAS KONSELING COGNITIVE BEHAVIORAL DENGAN
TEKNIK AFIRMASI POSITIF UNTUK MEMINIMALISIR STRES
AKADEMIK SISWA KELAS XI DI SMA LAB UNDIKSHA**

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ABSTRAK

Tingginya tekanan akademik, tuntutan performa, serta evaluasi berkelanjutan menjadikan remaja rentan mengalami stres akademik dengan gejala kognitif, emosional, dan fisiologis yang menghambat keberfungsian belajar. Layanan konseling di sekolah kerap belum optimal karena fokus masih pada penanganan kasus, belum pada restrukturisasi pikiran otomatis negatif dan regulasi diri. Penelitian ini bertujuan menerapkan konseling Cognitive Behavioral Therapy (CBT) terintegrasi teknik afirmasi positif sebagai intervensi penurunan stres akademik pada remaja. Desain penelitian menggunakan Single Subject Design (SSD) model A–B–A dengan tiga subjek kategori stres sedang hingga sangat berat berdasarkan DASS-21. Intervensi berlangsung tujuh sesi melalui identifikasi distorsi kognitif, restrukturisasi pikiran disfungsional, dan internalisasi afirmasi positif sebagai substitusi pikiran otomatis. Hasil menunjukkan penurunan level stres konsisten pada seluruh subjek: subjek 1 dari kategori sangat berat menjadi sedang, subjek 2 dari berat menjadi sedang, dan subjek 3 dari sedang menjadi ringan. Analisis visual memperlihatkan tren menurun dan stabil pada fase baseline kedua, sedangkan uji Wilcoxon mengonfirmasi perbedaan skor signifikan antara baseline dan intervensi. Temuan ini menegaskan urgensi layanan konseling berbasis CBT–afirmasi positif untuk memperkuat regulasi emosi dan ketahanan belajar, serta perlunya terus mengembangkan panduan implementasi konseling preventif dalam konteks sekolah.

Kata kunci: *Stres akademik; remaja; Cognitive Behavioral Therapy; afirmasi positif*

COGNITIVE BEHAVIORAL COUNSELING WITH POSITIVE AFFIRMATION TECHNIQUES IN REDUCING ACADEMIC STRESS IN STUDENTS

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ABSTRACT

High academic demands, performance, expectations, and continuous evaluation increase adolescents' vulnerability to academic stress, manifested in cognitive emotional, and physiological symptoms that disrupt learning functioning. School-based continuous evaluation increase adolescents' vulnerability to academic stress, manifested in cognitive, emotional, and physiological symptoms that disrupt learning functioning. School-based counseling services often remain suboptimal, as support tends to focus on case handling rather than restructuring dysfunctional cognitions and enhancing self-regulation. This study aimed to implement Cognitive Behavioral Therapy (CBT) integrated with positive affirmation techniques as an intervention to reduce academic stress among adolescents. A Single Subject Design (SSD) A–B–A model was employed with three participants categorized as experiencing moderate to extremely severe stress based on the DASS-21. The intervention consisted of seven sessions involving the identification of cognitive distortions, restructuring of dysfunctional thoughts, and internalization of positive affirmations as substitutes for automatic negative thinking. Findings indicated consistent reductions in stress levels across all participants: participant 1 shifted from extremely severe to moderate, participant 2 from severe to moderate, and participant 3 from moderate to mild. Visual analysis demonstrated a descending and stable trend in the second baseline phase, whereas the Wilcoxon test confirmed significant score differences between baseline and intervention phases. These results highlight the relevance of CBT integrated with positive affirmation techniques in strengthening emotional regulation and academic resilience and underscore the need for continued development of preventive school-based counseling guidelines.

Keywords: *Academic Stress; Adolescents; Cognitive Behavioral Therapy; Positive Affirmation*