

PENGEMBANGAN *E-MODUL* BERBASIS KONSELING *COGNITIVE BEHAVIORAL* UNTUK MENGURANGI PERILAKU *SELF-INJURY* PADA SISWA KORBAN *BULLYING* DI SEKOLAH MENENGAH PERTAMA

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ABSTRAK

Remaja merupakan kelompok usia yang rentan terhadap berbagai tantangan dan tekanan dalam proses pencarian identitas dan kemandirian. Di tengah perjalanan menuju kedewasaan, remaja seringkali menghadapi berbagai tekanan dari lingkungan sekitarnya. Remaja yang sedang dalam proses pertumbuhan dan masih dalam fase pencarian jati diri dan pergolakan emosi bisa saja terjerumus untuk menyalurkan emosi negatif melalui cara yang negatif pula. Apabila tidak ditangani dengan tepat, kondisi ini dapat mendorong siswa melakukan perilaku *self-injury* sebagai bentuk pelarian dan pelampiasan emosi negatif. Oleh karena itu, diperlukan media layanan konseling yang inovatif dan sesuai dengan kebutuhan siswa untuk membantu mengurangi perilaku *self-injury*. Penelitian ini bertujuan untuk mengembangkan *e-modul* berbasis konseling *cognitive behavioral* dengan teknik restrukturisasi kognitif yang layak digunakan untuk membantu mengurangi perilaku *self-injury* pada siswa korban *bullying* di Sekolah Menengah Pertama. Penelitian ini menggunakan metode *Research and Development (R&D)* dengan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas 2 ahli materi, 2 ahli media, 3 praktisi bimbingan dan konseling, serta 7 siswa Sekolah Menengah Pertama. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan penyebaran kuesioner. Data dianalisis menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan skor $7,112 > 2,447$ sehingga *e-modul* berbasis konseling *cognitive behavioral* efektif untuk mengurangi perilaku *self-injury* pada siswa korban *bullying* di sekolah menengah pertama. Implikasi penelitian menunjukkan bahwa *e-modul* berbasis *cognitive behavioral* memberikan kontribusi teoretis dan praktis dalam memperkuat penerapan pendekatan *cognitive behavioral* pada layanan bimbingan dan konseling berbasis teknologi sebagai media pendukung yang membantu siswa korban *bullying* mengurangi perilaku *self-injury*.

Kata Kunci: *E-modul, Cognitive Behavioral, Restrukturisasi Kognitif, Self-injury, Bullying*

**DEVELOPMENT OF AN E-MODULE BASED ON COGNITIVE
BEHAVIORAL COUNSELING TO REDUCE SELF-INJURY BEHAVIOR IN
STUDENTS WHO ARE VICTIMS OF BULLYING IN JUNIOR HIGH
SCHOOLS**

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ABSTRACT

Adolescents are an age group vulnerable to various challenges and pressures in the process of searching for identity and independence. On the journey to adulthood, adolescents often face various pressures from their surroundings. Adolescents who are in the process of growing and still in the phase of searching for identity and emotional turmoil can fall into the trap of channeling negative emotions in negative ways. If not handled properly, this condition can encourage students to engage in self-injury behavior as a form of escape and outlet for negative emotions. Therefore, innovative counseling services are needed that are tailored to students' needs to help reduce self-injury behavior. This study aims to develop an e-module based on cognitive behavioral counseling with cognitive restructuring techniques that are suitable for use in helping reduce self-injury behavior in students who are victims of bullying in junior high schools. This study used the Research and Development (R&D) method with the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of 2 subject matter experts, 2 media experts, 3 guidance and counseling practitioners, and 7 junior high school students. Data collection techniques were carried out through observation, interviews, and questionnaires. The data were analyzed using quantitative descriptive analysis. The results showed a score of $7.112 > 2.447$, indicating that the cognitive behavioral counseling-based e-module was effective in reducing self-injury behavior in students who were victims of bullying in junior high schools. The implications of the study indicate that the cognitive behavioral-based e-module provides theoretical and practical contributions in strengthening the application of the cognitive behavioral approach in technology-based guidance and counseling services as a supporting medium that helps students who are victims of bullying reduce self-injury behavior.

Keywords: E-module, Cognitive Behavioral, Cognitive Restructuring, Self-injury, Bullying