

The Effect of Rational Emotive Behavior (REB) Group Counseling Incorporating Islamic Exemplary Stories on Improving the Self-Esteem of Student Victims of Bullying

^{1*}Ainul Fahmi., ¹Daroe Iswatiningsih , ¹Syamsul Arifin , ²Arman Bin Anuar 

¹Universitas Muhammadiyah Malang, East Java, Indonesia.

²Universitas Muhammadiyah Palopo, South Sulawesi, Indonesia.

Article Information

Received:
July 2026

Accepted:
August 2026

Published:
September 2026

ABSTRACT

Background: Bullying remains a prevalent problem in educational settings, including Islamic boarding schools (pesantren), and has adverse effects on victims' psychological well-being, particularly by lowering their self-esteem. Students who experience bullying tend to develop irrational beliefs that lead them to feel worthless, inferior, and less confident in social interactions. This study aimed to examine the effect of Rational Emotive Behavior (REB) group counseling integrated with exemplary Islamic narratives on improving the self-esteem of santri who had experienced bullying. This study employed an experimental method using a Pre-Experimental One-Group Pretest–Posttest Design. The research participants consisted of six ninth-grade students from Tarbiyatul Mu'allimin Al-Islamiyah (TMI) Al-Amien Prenduan who had low to moderate levels of self-esteem and had experienced bullying. Data were collected using a self-esteem scale administered before and after the intervention. The treatment consisted of Rational Emotive Behavior (REB) group counseling integrated with exemplary Islamic narratives and was conducted over five sessions. Data were analyzed using the Wilcoxon Signed-Rank Test. The findings revealed that all participants showed an increase in self-esteem scores following the group counseling intervention. The Wilcoxon Signed-Rank Test yielded a Z value of -2.226 and a significance value (Sig. 2-tailed) of 0.026 (< 0.05). These results indicate a statistically significant difference between the pretest and posttest scores. The findings suggest that Rational Emotive Behavior (REB) group counseling integrated with exemplary Islamic narratives was effective in helping participants replace irrational beliefs with more rational ones, enhance their self-worth, and strengthen their self-confidence.

Keywords: Bullying, Exemplary Islamic Narratives, Group Counseling, Rational Emotive Behavior (REB), Self-esteem.



© 2026 Ainul Fahmi, Daroe Iswatiningsih, Syamsul Arifin, Arman Bin Anuar. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

Corresponding Author:

Ainul Fahmi
Education

[Universitas Negeri Malang](#)

Bandung Road No. 1, Penanggunan, Klojen District, Malang City, East Java 65113

Email: ainulfahmi@webmail.umm.ac.id

Citation Information: Amrul, A., Rahman, D. H. ., & Zamroni, Z. The Effect of Rational Emotive Behavior (REB) Group Counseling Incorporating Islamic Exemplary Stories on Improving the Self-Esteem of Student Victims of Bullying. *Suluh: Jurnal Bimbingan Dan Konseling*, 12(1), 100–106. <https://doi.org/10.33084/suluh.v12i1.13195>

INTRODUCTION

Attention to bullying cases has increased significantly over the past few decades, driven by the growing number of reports of students becoming victims of verbal, physical, and social violence perpetrated by their peers (Fraguas et al., 2021). Repeated bullying not only disrupts the psychological well-being of victims but also creates a school environment that is not conducive to children's development and the learning process (Talib et al., 2024). According to the Global School-based Student Health Survey (GSHS), approximately 32% of students worldwide reported experiencing bullying in the past month (UNESCO, 2019). This prevalence varies substantially across countries, ranging from 7.1% to 74% in GSHS countries and from 8.7% to 55.5% in Health Behavior in School-aged Children (HBSC) countries (Hansson et al., 2020). Furthermore, data from the Progress in International Reading Literacy Study (PIRLS) revealed that 29% of students aged 9–10 years experienced bullying every month, while 14% experienced bullying every week during the previous academic year (Ozyildirim & Karadağ, 2024).

Bullying is classified into several forms, including traditional bullying, which encompasses physical, verbal, and relational aggression, as well as the modern form known as cyberbullying, which is carried out through electronic media (Chen et al., 2024). According to UNESCO (2019), 16.1% of children who experienced bullying across various countries reported incidents of physical violence, including being hit, kicked, forcibly pulled, or confined in enclosed spaces. The impact of bullying on adolescent mental health affects three main groups: perpetrators, victims, and individuals who are both perpetrators and victims. Data indicate that 29.5% of victims experience depression, nearly 50% suffer from severe anxiety, and some even contemplate suicide—rates that are substantially higher than those observed among adolescents who are not involved in bullying (Tsitsika et al., 2014).

The prevalence of bullying in Asia has been reported at 30.3%, slightly below the global median of 32%. Bullying rates across Asian countries vary considerably, ranging from 7.1% to 51.2% (UNESCO, 2019). Indonesia, a member state of the United Nations,

has integrated anti-bullying programs into its national policies. Efforts to prevent and address bullying in Indonesia are regulated through the Ministry of Education and Culture Regulation (Permendikbud) No. 82 of 2015 concerning the Prevention and Management of Violence in Educational Institutions (Suharti et al., 2023). Data from the Indonesian Child Protection Commission (KPAI) recorded 3,800 cases in 2023 and 141 in the early months of 2024. Approximately 35% of these cases occurred in schools, indicating that educational settings remain among the environments most vulnerable to bullying (Maulana, 2024).

The highest prevalence of bullying is found among elementary school students, accounting for 26%, followed by junior high school students at 25%, and senior high school students at 18.75%. These figures indicate that bullying remains a serious threat to children in both formal and non-formal educational institutions (Abdurrohim et al., 2024). The Indonesian Education Monitoring Network (JPPI) has reported a continuous increase in cases of violence within educational settings over recent years. A total of 91 cases were recorded in 2020, rising to 142 in 2021, then to 194 in 2022, 285 in 2023, and 573 in 2024 (Abdurrohim et al., 2024).

Bullying is one of the most common forms of violence against children in Indonesia. Children may become victims, perpetrators, or even occupy both roles in various forms of violence. Acts such as intimidation, verbal humiliation, harassment, and even physical abuse are often perceived as normal social behaviors. Consequently, many perpetrators feel little to no guilt regarding their actions, contributing to the rapid increase of bullying across different educational levels in Indonesia. In most bullying cases, both perpetrators and victims are predominantly adolescents who are still enrolled in educational institutions (Putri, 2023). The majority of reported cases occur on the island of Java, with East Java Province recording the highest number of incidents. These reports encompass a wide range of educational settings, including schools, madrasahs, and Islamic boarding schools (pesantren) (Matraji, 2024).

The inclusion of Islamic boarding schools (pesantren) among the affected educational institutions is a serious concern, given their strategic role in character and religious education (Arif et al., 2024). Cases of bullying among students in Indonesian pesantren have shown an increasingly alarming trend (Rahmatullah et al., 2022). Victims of bullying tend to experience high levels of anxiety, feelings of hopelessness, and reduced self-esteem. Furthermore, they are vulnerable to a range of psychological, social, and physical problems, including exposure to violence (Choi & Park, 2021). The recurring nature of these incidents indicates a systemic pattern that has not yet been effectively addressed.

Several researchers have reported findings regarding bullying experienced by students in Islamic boarding schools (santri). . (2022) found that bullying negatively affects santri's self-esteem. Oktaviani & Syifa'unnufus (2024) reported that bullying has detrimental effects on victims' mental health, causing them to become withdrawn, fearful of perpetrators, emotionally exhausted, gloomy, and less motivated to engage in learning activities. These findings clearly indicate that bullying contributes to a decline in self-esteem, as victims often develop feelings of worthlessness and lose confidence in themselves.

Enhancing self-esteem is particularly important for students in Islamic boarding schools (santri) who have experienced bullying (Agustiniingsih et al., 2024). With healthy self-esteem, students can rebuild their self-confidence, develop a stronger sense of self-worth, and become more resilient in coping with environmental pressures (De Prada et al., 2024). In contrast, students with low self-esteem often struggle to understand and accept themselves. They may avoid engaging in activities they perceive as beyond their capabilities and tend to be dominated by negative or irrational thoughts, accompanied by fear of failure. Furthermore, adolescents with low self-esteem are generally less willing to seek new challenges, preferring familiar situations and activities with minimal demands. They often lack confidence in their own thoughts and feelings and may be apprehensive about receiving responses or evaluations from others (Rahmaniyah et al., 2023a).

According to Rosenberg (1965), self-esteem refers to an individual's positive or negative attitude toward themselves, as well as their evaluation of their own thoughts and feelings. Self-esteem is considered a personal psychological characteristic that reflects self-evaluation based on an individual's values and perceptions of human worth (Shang et al., 2025). The relevance of self-esteem is also reflected in the values of the Qur'an, particularly in Surah Ali Imran verse 139. This verse provides strong spiritual encouragement for individuals not to succumb to weakness and despair, but rather to maintain their dignity, self-worth, and confidence as honorable beings in the sight of Allah.

One of the interventions considered effective in improving the self-esteem of santri who have experienced bullying is group counseling using the Rational Emotive Behavior Therapy (REBT) approach ((Rithaudin et al., 2022). According to Ellis & Dryden, (2003), as cited in Rithaudin et al. (2022), Rational Emotive Behavior Therapy (REBT) is an approach that emphasizes changes in thinking patterns and behavior to better understand and manage emotional responses (Ifeanyieze et al., 2023). This approach aims to modify irrational attitudes, perceptions, thought patterns, beliefs, and viewpoints into more rational ones, thereby enabling individuals to achieve optimal personal growth and self-development (Ede et al., 2023).

Students with low self-esteem may have difficulty understanding and accepting themselves. They may not only be reluctant to engage in activities they believe they are incapable of doing, but also experience persistent negative or irrational thoughts and feelings of fear that prevent them from trying (Rahmaniyah et al., 2023). REBT is based on the assumption that emotional disturbances are not caused by external events themselves, but rather by the irrational beliefs that individuals hold about those events. In practice, REBT aims to help individuals identify, evaluate, and replace irrational beliefs with more rational and adaptive thoughts (Amirah et al., 2025). For example, an individual may hold an absolute demand such as, "I must be perfect to be worthy." When this demand is not fulfilled,

feelings of inadequacy and low self-worth are likely to emerge (Komalasari et al., 2018). REBT directly targets the root of these problems by helping clients identify, challenge, and replace irrational beliefs with more rational and adaptive ones through the ABC model. Through this process, individuals can develop healthier ways of thinking, leading to improved emotional well-being and enhanced self-esteem.

The effectiveness of REBT in enhancing self-esteem has been supported by various empirical studies and previous research. Ede et al (2023) demonstrated that REBT interventions were effective in significantly reducing irrational beliefs and improving students' self-esteem, regardless of gender or group membership. These findings indicate that REBT has strong potential to help individuals modify irrational patterns of thinking. Nevertheless, for students with strong religious backgrounds, such as santri in Islamic boarding schools, the success of REBT may depend not only on rational reasoning but also on how well the approach aligns with their spiritual values and beliefs.. Integrating religious values into the counseling process may therefore enhance the relevance, acceptance, and effectiveness of REBT interventions among this population.

Wibowo (2023) stated that one effective strategy for fostering self-confidence is to understand the Qur'an and learn from exemplary Islamic narratives. The effectiveness of such efforts can be further strengthened when they are aligned with individuals' religious values and beliefs (Eseadi, 2023). In this context, integrating REBT with exemplary Islamic stories is particularly relevant, as these narratives not only provide a strong spiritual framework but also offer concrete examples of how prominent figures in Islamic history confronted life's challenges through rational thinking, patience, resilience, and self-acceptance. These values are closely aligned with the fundamental objectives of REBT, which seeks to replace irrational beliefs with more rational and adaptive ways of thinking.

The inclusion of exemplary Islamic narratives in this study was intended to ensure alignment with the characteristics of the research participants, who were all Muslim students residing in an Islamic boarding school (pesantren). Integrating counseling content with Islamic role-model stories already familiar to participants may facilitate greater acceptance and engagement, as students are more likely to relate to and trust concepts presented within a framework consistent with their religious beliefs and experiences (Hartono et al., 2024). This suggests that the effectiveness of counseling interventions is strongly influenced by how well the chosen approach aligns with counselees' social, cultural, and religious backgrounds. Therefore, adapting counseling strategies to participants' unique characteristics and value systems may enhance both the relevance and effectiveness of the intervention.

Based on a preliminary study conducted through interviews with the school counselor at Tarbiyatul Mu'allimin Al-Islamiyah (TMI) Al-Amien Prenduan, several students were found to have low self-esteem as a result of bullying. This finding is consistent with the results of a questionnaire survey, which revealed that among 78 ninth-grade students in the Tsanawiyah level, 48.71% (38 students) had experienced bullying victimization. Of these 38 students, 17 (44.73%) demonstrated signs of reduced self-esteem. This condition often led students to become trapped in irrational patterns of thinking. Interviews with students who exhibited low self-esteem indicated that their experiences of bullying contributed to the development of irrational beliefs about themselves. As a result, they tended to engage in avoidant behaviors and social withdrawal. These beliefs were reflected in statements such as, "I am not worthy of being with them; my appearance is shabby and unattractive," and "I cannot succeed; I am not as intelligent as they are." Such self-defeating thoughts illustrate how bullying can negatively influence students' self-perceptions and reinforce feelings of inadequacy and inferiority.

Group counseling based on Rational Emotive Behavior Therapy (REBT), integrated with exemplary Islamic narratives, offers a promising solution because it addresses the root cause of the problem —irrational beliefs—while simultaneously providing strong spiritual inspiration. This intervention is particularly appropriate for santri, whose daily lives are closely connected to spiritual values derived from the Qur'an, Hadith, and stories of Islamic role models. As such, the approach engages not only participants' cognitive dimension but also their emotional and spiritual development. This combination may facilitate more meaningful and sustainable change because it is implemented in a manner consistent with the spiritual values embedded in the participants' environment (Eseadi, 2023). Through the experiences of exemplary figures in Islamic narratives, santri are encouraged to learn how to cope with challenges and social pressures with greater maturity, patience, and optimism. These stories provide opportunities for self-reflection, enabling students to re-evaluate irrational beliefs, develop healthier perspectives, and cultivate a stronger and more positive self-image. Consequently, the integration of REBT and Islamic role-model narratives has the potential to promote both psychological well-being and personal growth among santri who have experienced bullying.

METHOD

This study employed an experimental research method. The research design used was a Pre-Experimental Design, specifically the One-Group Pretest–Posttest Design. In this design, a pretest was administered before the treatment, and a posttest was conducted after the treatment. This approach was intended to obtain a more valid assessment of the treatment effect by comparing participants' conditions before and after the intervention. The research procedure consisted of three stages. First, a pretest was administered to the participants (santri) to measure their initial level of self-esteem before receiving group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives. Second, the treatment was implemented through a series of group counseling sessions following the REBT approach, incorporating Islamic role-model story content, in accordance with the

experimental guidelines and procedures prepared by the researcher. Third, a posttest was administered to assess changes in participants' scores after the intervention and to determine the treatment's effectiveness.

Data were analyzed using the Wilcoxon Signed-Rank Test. The Wilcoxon Signed-Rank Test is a non-parametric statistical procedure that requires relatively few assumptions and is used to examine whether there are significant differences between scores obtained before and after a treatment. This test is considered an extension of difference testing for paired observations (Rahmawati, 2022). Hypothesis testing using the Wilcoxon Signed-Rank Test was based on the following criteria: if the significance value (Sig. 2-tailed) was less than 0.05, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. Conversely, if the significance value (Sig. 2-tailed) was greater than 0.05, the alternative hypothesis (H_1) was rejected, and the null hypothesis (H_0) was accepted.

RESULTS AND DISCUSSION

Results

This study was conducted from October 1, 2025, to July 31, 2026. On May 17, 2026, a pretest was administered to all group members. The pretest results were analyzed and used as baseline data for comparison with the posttest results. Prior to the posttest, the research participants received an intervention consisting of group counseling based on Rational Emotive Behavior Therapy (REBT), integrated with exemplary Islamic narratives. The purpose of the intervention was to examine whether the participants' self-esteem levels would improve following the counseling program. The group counseling intervention was conducted over five sessions, with two sessions held each week. After the intervention, a posttest was administered to assess changes in participants' self-esteem and evaluate the counseling program's effectiveness. The following section presents the pretest and posttest results obtained after the implementation of the intervention.

Table I. Pretest and Posttest Scores of Research Participants

No	Initials	Class	Pretest Score	Posttest Score
1	SF	IX A	13	25
2	GP	IX E	21	27
3	KA	IX E	23	29
4	KI	IX A	24	29
5	MA	IX D	24	34
6	AA	IX D	25	31

The effectiveness of the intervention was evaluated by comparing posttest and pretest scores. The results showed an increase in scores for each participant, indicating improved self-esteem following the intervention. This improvement suggests that group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives was effective in enhancing the self-esteem of santri who had experienced bullying. To further examine the significance of these changes, the pretest and posttest scores were analyzed using the Wilcoxon Signed-Rank Test. This analysis was conducted to determine whether the observed improvements were statistically significant. The statistical calculations were performed using the Statistical Package for the Social Sciences (SPSS) software, based on the participants' score data.

The results of the Wilcoxon Signed-Rank Test indicated six positive differences between pretest and posttest scores, meaning that all six participants showed an increase in self-esteem following the intervention. The analysis further revealed six positive ranks, with a mean rank of 3.50 and a sum of ranks of 21.00. Meanwhile, the number of ties between the pretest and posttest scores was zero, indicating that no participant obtained identical scores on both measurements. The statistical analysis produced a two-tailed significance value of 0.026. Since this value is below the significance threshold of 0.05, it indicates a statistically significant difference between the pretest and posttest scores. Therefore, it can be concluded that participants' self-esteem levels improved significantly after receiving the intervention. These findings suggest that group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives was effective in enhancing the self-esteem of santri who had experienced bullying. The results of the Wilcoxon Signed-Rank Test are presented in the following table.

Table II. Results of the Wilcoxon Signed-Rank Test Analysis

		Ranks		
		N	Mean Rank	Sum Of Ranks
Pos test – Pre test	Negative Ranks	0 ^a	.00	.00
Pos test < Pre test	Positive Ranks	6 ^b	3.50	21.00
Pos test > Pre test	Ties	0 ^c		
Pos test = Pre test	Total	6		

Table III. Test Statistics^a

	Pos test – Pre test
Z	-2.226 ^b
Asymp. Sig. (2-tailed)	.026

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks

Discussion

Overall, the intervention was conducted over six meetings involving six ninth-grade students of Tarbiyatul Mu'allimin Al-Islamiyah (TMI) Al-Amien Prenduan who demonstrated low to moderate levels of self-esteem. The process began with a pre-counseling stage, which included administering the pretest, establishing group commitment agreements, and completing informed consent forms by all group members. Based on the analysis of pretest results from 12 students, 6 students were selected as research participants. The first session focused on building group dynamics, introducing the ABCD model of Rational Emotive Behavior Therapy (REBT), and identifying the problems experienced by group members. The second through fourth sessions comprised the main intervention, during which the selected participants received group counseling based on REBT, integrated with exemplary Islamic narratives. The fifth session emphasized the implementation of "new feelings" and "new goals," encouraging participants to reflect on their newly developed emotions, perspectives, and future aspirations. The counseling process concluded with the completion of this final session.

The findings of this study indicate that group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives significantly improved the self-esteem of ninth-grade students at Tarbiyatul Mu'allimin Al-Islamiyah (TMI) Al-Amien Prenduan who had experienced bullying. This conclusion is supported by the results of the Wilcoxon Signed-Rank Test, which yielded a Z value of -2.226 and a two-tailed significance value of 0.026. Since the significance value was below the threshold of 0.05, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. Therefore, from a statistical perspective, the findings demonstrate that group counseling based on Rational Emotive Behavior Therapy (REBT), integrated with exemplary Islamic narratives, had a significant positive effect on the self-esteem of bullying victims among ninth-grade students at Tarbiyatul Mu'allimin Al-Islamiyah (TMI) Al-Amien Prenduan.

Theoretically, Rational Emotive Behavior Therapy (REBT) is based on the assumption that emotional disturbances are not caused by external events themselves, but rather by the irrational beliefs individuals hold about those events. In practice, REBT aims to help individuals identify, evaluate, and replace irrational beliefs with more rational and adaptive ways of thinking (Amirah, Karneli, & Netraati, 2025). Several studies have provided empirical support for the effectiveness of REBT in improving self-esteem. For example, Ede et al (2023) conducted a study aimed at enhancing students' self-esteem while reducing their irrational beliefs. The findings revealed that REBT interventions were effective in significantly decreasing irrational beliefs and increasing self-esteem. Furthermore, the intervention's effectiveness was consistent regardless of participants' gender or group membership. These results suggest that REBT is a robust and versatile approach for addressing maladaptive cognitive patterns and promoting healthier self-evaluations among students.

The process of improving participants' self-esteem began with the administration of a pretest. Before the intervention, the researcher identified the research participants during the pre-counseling stage to assess their self-esteem and to understand how they perceived and managed their self-worth. This stage was followed by an introduction to the principles of Rational Emotive Behavior Therapy (REBT), the implementation of the counseling intervention, and finally the administration of a posttest. During the counseling sessions, the counselor served as the group leader and actively encouraged participation and interaction among group members. The study involved six students from Tarbiyatul Mu'allimin Al-Islamiyah (TMI) who demonstrated low to moderate levels of self-esteem, identified by the initials SF, GP, KA, KI, MA, and AA. These six participants received group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives. The effectiveness of the intervention was reflected in improved participants' self-esteem, as evidenced by posttest results from the self-esteem scale. The increase in posttest scores suggests that the counseling program contributed positively to strengthening the participants' self-perceptions, confidence, and overall sense of self-worth.

Throughout the study, the researcher made efforts to maintain both internal and external validity. To achieve this objective, the study employed a group counseling intervention based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives, using a quasi-experimental approach with a one-group pretest–posttest design. This design enabled the researcher to compare participants' self-esteem levels before and after the intervention to evaluate its effectiveness. The differences between the pretest and posttest scores were analyzed using the Wilcoxon Signed-Rank Test. As presented earlier, the analysis yielded a Z value of -2.226 and a two-tailed significance value of 0.026. Since the significance value was below the established threshold of 0.05, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. These findings indicate that group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives had a statistically significant effect

on improving the self-esteem of santri who had experienced bullying. Therefore, the intervention can be considered an effective approach for enhancing self-esteem among bullying victims in the Islamic boarding school setting.

CONCLUSION

This study, entitled "*The Effect of Group Counseling Based on Rational Emotive Behavior Therapy Integrated with Exemplary Islamic Narratives on Improving the Self-Esteem of Santri Victims of Bullying*," employed a non-parametric statistical analysis, namely the Wilcoxon Signed-Rank Test, to determine the significance of differences in participants' self-esteem levels before and after the intervention. Based on the screening process using a self-esteem scale, six participants were selected as research subjects. The results of the Wilcoxon Signed-Rank Test revealed a two-tailed significance value (Sig. 2-tailed) of 0.026. According to the predetermined decision criterion, if the significance value (Sig. 2-tailed) is less than 0.05, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. Since the obtained significance value of 0.026 was below 0.05, the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that group counseling based on Rational Emotive Behavior Therapy (REBT) integrated with exemplary Islamic narratives had a significant positive effect on improving the self-esteem of santri who had experienced bullying. These findings support the effectiveness of the intervention as a means of enhancing self-esteem among bullying victims in the Islamic boarding school context.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to all individuals who contributed to the completion of this research. Special appreciation is extended to the academic supervisor for their invaluable guidance, constructive suggestions, and continuous support throughout the research process, which greatly contributed to the successful completion of this study. The author also wishes to thank all colleagues and fellow students who provided encouragement, insightful feedback, and unwavering support during the conduct of this research. Their contributions and motivation were highly appreciated and played an important role in completing this work.

REFERENCES

- Abdurrohim, A., Fitriani, E., Akbari, M. Y. A., Bachtihar, M., Fuad, A. Z., & Syaifudin, M. (2024). Exploring Anti-Bullying Strategies in Islamic Boarding Schools: A Comparative Study of Indonesia and Malaysia. *Al-Ishlah: Jurnal Pendidikan*, 16(3), 3704–3715.
- Agustiniingsih, N., Yusuf, A., & Ahsan, A. (2024). Relationships among self-esteem, bullying, and cyberbullying in adolescents: A systematic review. *Journal of Psychosocial Nursing and Mental Health Services*, 62(5), 11–17.
- Amirah, N., Karneli, Y., & Netraati. (2025). Rational Emotive Behavior Therapy (REBT) Dalam Konseling Kelompok: Menantang Keyakinan Irasional. *Jurnal Penelitian Ilmu-Ilmu Sosial*, 02(11), 411–415. <https://doi.org/10.5281/zenodo.15596404>
- Amirah, N., Karneli, Y., & Netrawati. (2025). Rational Emotive Behavior Therapy (REBT) Dalam Konseling Kelompok : Menantang Keyakinan Irasional. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosia*, 02(June).
- Arif, M., Aziz, M. K. N. A., & Abdurakhmonovich, Y. A. (2024). Trend Strategy To Prevent Bullying in Islamic Boarding Schools (Pesantren). *Jurnal Ilmiah Peuradeun*, 12(2), 639–670. <https://doi.org/10.26811/peuradeun.v12i2.1087>
- Chen, L., Chen, Y., Ran, H., Che, Y., Fang, D., Li, Q., Shi, Y., Liu, S., He, Y., Zheng, G., & Xiao, Y. (2024). Social Poverty Indicators With School Bullying Victimization: Evidence From The Global School-Based Student Health Survey (GSHS). *BMC Public Health*, 24(1), 1–8. <https://doi.org/10.1186/s12889-024-18119-3>
- Choi, B., & Park, S. (2021). Bullying Perpetration, Victimization, and Low self-Esteem: Examining Their Relationship Over Time. *Journal of Youth and Adolescence*, 50(4), 739–752.
- De Prada, E., Mareque, M., & Pino-Juste, M. (2024). Self-Esteem among University Students: How It Can Be Improved through Teamwork Skills. *Education Sciences*, 14(1). <https://doi.org/10.3390/educsci14010108>
- Ede, O., Moses, Okeke, C., Ifedi, H. O., neli, & Obiageli, J. (2023). Raising the Self-Esteem and Reducing Irrational Beliefs of Schoolchildren: The Moderating and Main Effect Study. *Medicine (United States)*, 102(27), E34168. <https://doi.org/10.1097/MD.00000000000034168>
- Ellis, A., & Dryden, W. (2003). Albert Ellis Live! <https://doi.org/10.4135/9781446215623>
- Eseadi, C. (2023). The Impacts of Religious Rational-Emotive Behavior Therapy (RREBT) on Mental Health: A Comparative Review. *Islamic Guidance and Counseling Journal*, 6(2), 1–19. <https://doi.org/10.25217/0020236406900>
- Fraguas, D., Díaz-Caneja, C. M., Ayora, M., Durán-Cutilla, M., Abregú-Crespo, R., Ezquiaga-Bravo, I., Martín-Babarro, J., & Arango, C. (2021). Assessment of School Anti-Bullying Interventions: A Meta-Analysis of Randomized Clinical Trials. *JAMA Pediatrics*, 175(1), 44–55.
- Hansson, E., Garmy, P., Vilhjálmsson, R., & Kristjánsdóttir, G. (2020). Bullying, Health Complaints, And Self-Rated Health Among School-Aged Children And Adolescents. *Journal of International Medical Research*, 48(2), 0300060519895355.

- Hartono, S., Ramli, M., & Rahman, D. H. (2024). Keefektifan Konseling Kelompok Rational Emotive Behavior (REB) Berbasis Ayat Al-Qur'an Untuk Meningkatkan Kedisiplinan Waktu Siswa Sekolah Menengah Atas (SMA). 9(1), 346–355. <https://doi.org/10.31316/gcouns.v9i1.6608>
- Ifeanyieze, F. O., Ede, K. R., Ejiofor, T. E., Onah, O., Isiwu, E. C., Nwankwo, C. U., Okadi, A. O., Ezebuiro, F., Omeje, B. A., & Okwo, C. (2023). Psychological Intervention for Career Self-esteem Among Students of Agricultural Education Programme. *Medicine*, 102(21), e33886.
- Komalasari, G., Wahyuni, E., & Karsih. (2018). Teori dan Teknik konseling. PT indeks Permata Puri Media.
- Matraji, U. (2024). Kekerasan di Lingkungan Pendidikan Melonjak Lebih dari 100 Persen. Jaringan Pemantau Pendidikan Indonesia (JPPI).
- Maulana, D. (2024). 3.800 Kasus Bullying di Indonesia, KPAI: Tiap Tahun Terus Naik. *Selalu.Id*.
- Oktaviani, R., & Syifa'unnufus, F. (2024). The Impact of Bullying Behaviour on the Mental Health of Santri: A Case Study at Pondok Pesantren Islahuddin Kediri. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(1), 71–81.
- Ozyildirim, G., & Karadağ, E. (2024). The Effect of Peer Bullying on Academic Achievement: A Meta-Analysis Study Related To Results Of Timss And Pirls. *Psychology in the Schools*, 61(5), 2185–2203.
- Putri, S. O. (2023). Pengaruh Dukungan Teman Sebaya Terhadap Korban Bullying Pada Siswa Kelas I SMK X Di Jakarta Timur. *Jurnal UIN Jakarta*.
- Rahmaniyah, M., Thalib, S. B., & Latif, S. (2023a). Penerapan Teknik Cognitive Disputation Untuk Meningkatkan Self-Esteem Pada Siswa Madrasah Aliyah di Kabupaten Soppeng. 3(2), 164–174.
- Rahmaniyah, M., Thalib, S. B., & Latif, S. (2023b). Penerapan Teknik Cognitive Disputation Untuk Meningkatkan Self Esteem Pada Siswa Kelas XI di MAN I Soppeng Application of Cognitive Disputation Techniques to Increase Self Esteem in Class XI Students. *PINISI JOURNAL OF EDUCATION*, 1(3), 1–11.
- Rahmatullah, A. S., Suud, F., & Azis, N. (2022). Healing Bullying Behavior on Santri at Islamic Boarding School. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 20(2), 240–258.
- Rahmawati, N. R. F. (2022). Keefektifan Teknik Dispute Irrational Belief dalam Konseling Kelompok Rational emotive behavior untuk Menurunkan Perilaku Self-Defeating Siswa SMP. Universitas Negeri Malang.
- Rithaudin, M. F. D., Ahmad, N., & Bakar, A. Y. A. (2022). Enhancing Self-Esteem Among Low-Achieving Adolescents: Insights From The Role Of Disputation Technique. *Journal of Positive School Psychology*, 6(7), 2486–2499.
- Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton University Press.
- Shang, A., Feng, L., Yan, G., & Sun, L. (2025). The Relationship Between Self-esteem and Social Avoidance Among University Students: Chain Mediating Effects of Resilience and Social Distress. *BMC Psychology*, 13(1), 116.
- Suharti, L., Sugiarto, A., & Sasongko, G. (2023). Why Does Anti-Bullying Child-Friendly School Program Matter? A Study of Junior High Schools in Indonesia. *Journal of Educational and Social Research*, 13.
- Talib, S. T. R., Senan, D. P., Said, F. M., Pamungkas, R. A., Matualage, A., & Susantie, N. G. (2024). School-Based Anti-Bullying Program on Reducing Violence among High School Students in Indonesia: A Quasi-Experimental study. *International Journal of Pediatrics and Adolescent Medicine*, 11(2), 34–40. https://doi.org/10.4103/IJPAM.iipam_15_24
- Tsitsika, A. K., Barlou, E., Andrie, E., Dimitropoulou, C., Tzavela, E. C., Janikian, M., & Tsolia, M. (2014). Bullying Behaviors in Children and Adolescents: "An Ongoing story." *Frontiers in Public Health*, 2, 7.
- UNESCO. (2019). Behind the Numbers: Ending School Violence and Bullying. United Nations Educational, Scientific and Cultural Organization. <https://doi.org/10.54675/trvr4270>
- Wibowo, Y. R. (2023). Strategi dalam Menumbuhkan Karakter Percaya Diri Melalui Al-Qur'an dan Kisah Sahabat Nabi. UIN SUNAN KALIJAGA YOGYAKARTA.