

Rational Emotive Behavior Therapy to Overcome Social Anxiety in Santri Victims of Bullying

Abdul Jalil¹, Muhammad Bahrul Ulum Mubarak²

¹KH Mukhtar Syafa'at University, Banyuwangi, Indonesia

Corresponding Author: Abdul Jalil¹, E-mail: abduljalil271970@gmail.com

Published: May, 2025

ABSTRAK

This study aims to examine the effectiveness of Rational Emotive Behavior Therapy in overcoming social anxiety in students who are victims of bullying in pesantren. This research focuses on how REBT can be applied to help overcome the social anxiety experienced by students who have been victims of bullying. This research uses a qualitative approach with a case study design to understand the emotional and social experiences of a santri with the initials ASN at Pondok Pesantren Darussalam Blokagung. Data were collected through in-depth interviews, participatory observation, and documentation. Data analysis was carried out by reduction, descriptive narrative presentation, and systematic conclusion drawing, complemented by triangulation for the validity of the results. The results showed that the systematic application of REBT can help students recognize, evaluate, and reconstruct irrational thoughts that are the root of social anxiety. REBT interventions are proven effective in reducing symptoms of social anxiety such as fear of interacting, low self-esteem, and withdrawal from the social environment. This study recommends the application of REBT as a counseling approach in the pesantren environment to support the mental health of santri in a sustainable manner.

Kata kunci: Rational Emotive Behavior Therapy, Social Anxiety, Santri Bullying

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0>

INTRODUCTION

Islamic boarding schools in Indonesia have a very important role as educational institutions that integrate religious knowledge with the character development of students. The boarding school environment offers a unique learning system, where students not only get academic education but also deep moral and spiritual formation (Iqbal Alfiandy, 2024) .

According to Setiawan Hidayat et al., (2018) , santri is a child or a person who studies at a boarding school or a designation of students who study to explore religious knowledge at a boarding school. The word santri according to the Indonesian Dictionary means "people who study Islam" then "people who worship fervently" pious people. Koswara Latipah, (2019) , santri is also identified with the word *susastri* (sanskrit) which means religious students, students who always carry holy books (religion).

However, for many santri, especially those who are new to pesantren, the challenge of adapting to a new environment is often a severe test. This adjustment process can trigger various emotional challenge issues, such as anxiety, feelings of loneliness, and stress, which can significantly affect their mental health (Hutasushut DH et al., 2024) .

Mental health is closely related to psychological resilience. This is in accordance with research conducted by Schäfer et al., (2023) , which states that mental health and resilience are closely related to resilience serves as a protective factor against psychological stress. Resilience factors such as a sense of coherence, optimism, and social support have been shown to buffer the negative impact of stress on mental health (Prabowo et al., 2024) .

Bullying is also related to mental health. The word bullying comes from the English language, from the word bull which means bull. In Indonesian, etymologically the word bully means a bully, a person who bullies weak people, *Bullying* in Indonesian is called "*menyakat*" which means disturbing, disturbing, and hindering others (Sapitri, 2020) . Meanwhile, according to Trevi Diannita et al., (2023) , *Bullying* is an action or treatment aimed in the form of physical, verbal, to emotional psychological from a person or group who feels himself more superior to someone who is weaker physical and mental which aims to provide resistance so that the intended victim suffers physically to his psychological system.

Furthermore, *bullying* also has an impact on the social of someone who has experienced *bullying* (Febriana & Hariyadi, 2023) . The social impact can be in the form of social anxiety. This is in accordance with the opinion of Hujaimah & Iskandar, (2023) which states that social anxiety is one of the impacts of *bullying* behavior. According to Nevid Oktapiani & Pranata, (2018) anxiety is a condition of worry that complains that something scary will happen. Meanwhile, social anxiety is a feeling of discomfort in individuals because they are in a social situation that makes individuals have to interact with new people or many people and for them it will cause excessive worry and anxiety about getting bad impacts such as being humiliated or being the center of attention (Zahra Nur Yudianfi, 2022) . The impact of social anxiety can also be fear of social interaction, feelings of self-consciousness, judgment, and inferiority, leading to embarrassment, humiliation, and depression that significantly affect emotional well-being (Gayathri & N, 2024; Prabowo et al., 2025) .

Furthermore, bullying can be intervened with the REBT technique. Rational Emotive Behavior Therapy (REBT) is a form of therapy that focuses on thoughts, emotions, and behavior. This approach, developed by Albert Ellis, emphasizes recognizing and changing irrational thought patterns that can influence a person's behavior and emotions (Tamamiyah, 2023) . According to Ellis in (Edmawati, 2023) REBT is one of the methods in counseling that helps clients change irrational client opinions and beliefs to rational and helps change attitudes, ways of thinking and perceptions, so that it is hoped that clients will be able to develop and achieve optimal self.

Researches related to the research being reviewed include (Hujaimah & Iskandar, 2023) . "*Rational Emotive Behavior Therapy* to Overcome Social Anxiety of Bullying Victims" is a counseling technique used to change irrational thinking patterns to rational ones. The purpose of this study is to identify strategies from *Rational Emotive Behavior Therapy* (REBT) techniques that can be used to overcome social anxiety experienced by victims of bullying among santri. The results obtained from this study are counseling using the *Rational Emotive Behavior Therapy* (REBT) technique is able to overcome the social anxiety felt by female students who are victims of *bullying*. This is evident because of the changes experienced by the santriwati after the counseling service. The santriwati began to be able to think more logically and rationally and began to be able to interact again with her friends.

In addition, in research Sari & Ariani, (2021) stated in his writing entitled "Application of REBT Counseling to Reduce the level of adolescent social anxiety" that counseling using REBT (*Rational Emotive Behavior Therapy*) techniques proved effective in reducing the level of adolescent social anxiety after analyzing the results with the implementation of two cycles of group guidance counseling.

The REBT technique that will be applied in this study uses REBT from (Effiord, 2015) . REBT has three goals, namely: (1) Helping clients achieve insight into their own *self-talk*, (2) Helping clients access their thoughts, feelings, and behaviors, and (3) training clients on the principles of REBT so that they will be able to function more effectively in the future without the help of professional counselors (Dryden, 2023) . REBT implementation steps based on Alber Ellis (Effiord, 2015) , there are 7 steps, namely: (1). Accessing Klein's *self-talk* (2). Determining Klein's underlying belief (3). Agreeing on a more rational belief (4). Implementing *rational-emotive imagery* (5). Giving homework (6). Positive consequences (7). Negative consequences.

Prior to the intervention, the subject's condition showed significant mental health disorders due to the experience of being a victim of bullying. The inability to socialize with the social environment triggers social anxiety which is characterized by low self-confidence, difficulty concentrating while learning, feelings of loneliness, and barriers to social relationships. These psychological impacts not only hamper academic functioning, but also the subject's overall emotional well-being. Therefore, a holistic approach is needed that focuses on individual recovery by integrating Rational Emotive Behavior Therapy (REBT) theory.

This study aims to examine the effectiveness of Rational Emotive Behavior Therapy in overcoming social anxiety in students who are victims of bullying in pesantren. This research focuses on how REBT can be applied to help overcome the social anxiety experienced by students who have been victims of bullying.

Based on the literature review and the problems identified, the hypothesis of this study is that Rational Emotive Behavior Therapy can significantly reduce the level of social anxiety in students who

are victims of bullying in pesantren. With an approach that focuses on cognitive restructuring and strengthening positive emotions, REBT is expected to be able to help students develop a more rational and adaptive mindset in dealing with social pressure. This research is expected to provide theoretical contributions in expanding the scope of the use of REBT in a religious-based education environment and practical contributions in the form of intervention models that can be implemented by counselors or educators in pesantren. In addition, the results of this study can also provide input for policy makers to improve mental health services in the pesantren environment.

METHOD

This study uses a qualitative approach that aims to understand phenomena in depth through descriptive data in the form of narratives generated from subjective experiences, direct observation, and document analysis (Hasan et al., 2025). This approach allows for a comprehensive exploration of the emotional experiences and social dynamics that influence research subjects, thus providing a holistic understanding of the issues at hand (Melyana R Pugu, Sugeng Riyanto, 2024).

The research design used is a case study, a case study is an in-depth study of an individual, a group, an organization, an activity program, and so on within a certain time with the aim of obtaining a complete and in-depth description of an entity by generating data which is then analyzed to produce a theory that provides a detailed description of the emotional experience of a santri with the initials ASN at the Darussalam Blokagung Islamic boarding school, one of the largest boarding schools in Banyuwangi, located on Jl. PP Darussalam Blokagung, Kalinggesing, Karangdoro, Tegalsari District, Banyuwangi Regency, East Java. The research subject is a student who has difficulty adapting socially, both with peers and boarding school administrators, as well as being a victim of bullying which affects her psychological well-being.

Data were collected through in-depth interviews, participatory observation, and documentation (Melyana R Pugu, Sugeng Riyanto, 2024). Semi-structured interviews were used to explore the subjective perspectives and experiences of the subjects, while observations were made to understand the dynamics of social interactions in the cottage environment directly. Documentation complemented primary data with developmental records and other relevant documents. Data were analyzed through a systematic process of reduction, presentation, and conclusion drawing (Huberman, 1994). Data reduction was done to filter out essential information, while data presentation was organized in the form of structured descriptive narratives. Conclusions were drawn by relating the findings to the theoretical framework and research questions, with triangulation to ensure the validity of the results. This approach provides a comprehensive understanding of the emotional challenges of ASN students and their implications for well-being in pesantren.

RESULTS AND DISCUSSION

Rational Emotive Behavior Therapy effectively reduces social anxiety in students who are victims of bullying.

Social anxiety due to bullying is a serious psychological impact, especially when individuals have difficulty adapting to new social environments. The inability to build healthy social relationships leads to low self-confidence, difficulty concentrating in academic activities, deep feelings of loneliness, and barriers to meaningful social interactions. These conditions, if not addressed, can exacerbate the victim's social isolation, increase feelings of helplessness, and exacerbate emotional distress (Gayathri & N, 2024) .

The psychological impact of social anxiety not only interferes with academics, but also threatens the victim's overall emotional well-being. Excessive fear of negative judgment from others often leads individuals to withdraw from social settings, thus reinforcing the cycle of anxiety and worsening their psychological state. Furthermore, the inability to establish supportive social connections has the potential to decrease motivation to study and worsen the victim's mental health in the long run (Schäfer et al., 2023) . Therefore, appropriate psychosocial interventions are needed to break this negative cycle and help victims develop social skills and strengthen their emotional resilience.

This study found that new santri with the initials ASN experienced social anxiety as a result of the experience of being a victim of *bullying* in the boarding school environment. Based on the results of in-depth interviews, participatory observation, and documentation, it was revealed that ASN showed symptoms of social withdrawal, excessive fear of negative judgment, and low self-confidence. This condition has a broad impact, not only on ASN's academic performance, but also on her emotional well-being and social integration in the pesantren environment.

Furthermore, in an effort to help ASN overcome these problems, the *Rational Emotive Behavior Therapy* (REBT) approach is applied by referring to the model developed by Albert Ellis. The intervention process begins with identifying negative *self-talk* that dominates ASN's mindset, such as the belief that mistakes in interaction will always lead to social rejection. Through the stages of REBT, these irrational beliefs are then restructured into a more rational mindset, namely that small mistakes are a normal part of social interaction and do not determine one's overall self-worth.

Furthermore, the counselor guided ASN in performing rational-emotive imagery, which is an exercise in imagining stressful social situations while maintaining a rational mindset. Homework is also given gradually to strengthen the application of REBT concepts in everyday life. With positive reinforcement when ASN successfully carried out social tasks, and reflection of negative consequences when setbacks occurred, ASN began to show significant changes in behavior.

Changes that occur in ASN can be seen from increased participation in social activities at the cottage, reduced fear when interacting, and the ability to think more logically and objectively in assessing social situations. These results strengthen previous findings from Hujaimah & Iskandar's (2023) and Sari & Ariani's (2021) research which showed the effectiveness of REBT techniques in reducing social anxiety of bullying victims.

Table 1. Comparison of Psychological Condition of Santri Before and After REBT Intervention

Psychological Aspects	Condition Before Intervention	Condition After Intervention
Response to Bullying	Passive, silent, not daring to raise objections, keeping emotions to themselves	More assertive, able to communicate discomfort in a healthy manner and limit others' behavior
Social Interaction	Withdraw, avoid communication and crowds	Actively interacts, begins to engage in social activities and conversations
Self-Confidence	Feeling inferior, not believing in one's own abilities	Start to believe in yourself, recognize your potential, think more positively
Emotional Expression	Difficulty expressing feelings, often suppressing emotions	More open in expressing emotions rationally and proportionally
Learning Concentration	Easily distracted, hard to focus, distracted by anxiety	Improved focus, more orderly in learning and completing tasks
Independence	Dependent on others, difficult to take initiative	Improved, able to complete tasks without assistance
General Emotional Wellbeing	Unstable, cries easily, feels lonely, depressed facial expression	More emotionally stable, cheerful expression, enthusiastic participation in cottage activities

Conceptually, the successful application of REBT also proves that cognitive restructuring is an important component in changing the emotional and behavioral patterns of students who are victims of bullying. When individuals are invited to consciously reflect and change irrational beliefs, the negative emotions attached to their social experiences are slowly transformed into more adaptive responses.

Furthermore, in the context of faith-based education such as pesantren, this finding underscores the importance of implementing a structured REBT-based mental health approach. Counselors or pesantren caregivers can be trained to recognize symptoms of social anxiety early on, as well as implement REBT principles in daily counseling services. This approach will not only help

santri overcome emotional distress, but also contribute to the creation of a more supportive and inclusive pesantren environment.

Although this study provides an in-depth picture of the effectiveness of REBT in ASN cases, limitations remain, given that the approach used was a single case study. Therefore, further research with a quantitative design or controlled experiment is needed to strengthen the validity of these findings in a wider population of santri.

Overall, this research not only broadens the understanding of the application of REBT in the pesantren environment, but also opens space for innovations in religious values-based mental health services that are more contextual and relevant to the needs of today's santri.

Santri's Social Anxiety Derived from Bullying Experience in the Pesantren Environment

One of the important findings in this study shows that the social anxiety experienced by ASN students stems from the experience of being a victim of bullying in the Islamic boarding school environment. Based on the results of in-depth observations and interviews, ASN experienced various psychological pressures due to the negative treatment she received from peers. This pressure creates feelings of social insecurity, which then affects her ability to establish relationships, participate in group activities, and build self-confidence. ASN tends to withdraw from social interactions, appears agitated when in a crowd, and experiences excessive fear of negative judgment from others. This symptom is a manifestation of social anxiety that is often experienced by victims of bullying, especially in the context of closed environments such as pesantren that have distinctive social structures and strong norms.

In an in-depth interview session, ASN revealed a very personal and emotional experience. She conveyed how her initial interactions with friends in the hut did not go well. ASN felt ostracized, was often the subject of ridicule, and even experienced repeated verbal intimidation. This made her feel unwelcome and reluctant to participate in activities with other santri. One quote from the interview clearly illustrates this psychological condition:

"I often feel scared when I enter the room or join activities together. Sometimes they talk about me, laughing... I don't know what I did wrong. So I prefer to stay quiet and stay away, afraid that I will be bullied even more."

From the excerpt, it appears that ASN experienced significant emotional distress, which led to symptoms of social anxiety such as withdrawal, excessive fear of interaction, and loss of security in the social environment. These findings become an important basis in developing REBT-based

psychological interventions to help ASNs deal with social trauma and develop adaptive skills in their daily lives at the boarding school.

The interpretation of these findings suggests that social anxiety experienced by ASN santri has strong roots in repeated bullying experiences, which not only impact social behavior, but also affect cognitive and emotional aspects. In a developmental psychology perspective, negative social experiences such as bullying can inhibit the development of self-confidence and form dysfunctional cognitive schemas, where individuals perceive themselves as worthless or not accepted by the environment (Aydin & Ay, 2023). This is in line with the theory of social anxiety disorder which explains that social anxiety often arises from experiences of social rejection or humiliation, which are then internalized and give rise to excessive fear of negative evaluation (Mizzi et al., 2022). A similar study by fausiah et al., (2024) shows that victims of bullying tend to show symptoms of social anxiety such as avoiding group interactions and having low self-perception.

In the context of pesantren, which have a hierarchical social structure and a closed community, social pressure can be more intense, especially for new santri who do not yet have a strong social network. ASN's experience provides concrete evidence of how social dynamics in boarding education institutions can be a risk factor for mental health if there is no adequate support system. This finding underscores the importance of a holistic understanding of santri's subjective experiences, as well as the need for psychological interventions that are able to dismantle irrational beliefs formed due to social trauma. Thus, the REBT approach is not only relevant but also contextual in addressing the psychological needs of students who are victims of bullying in the pesantren environment.

REBT Effectively Reduces Irrational Beliefs that Trigger Social Anxiety

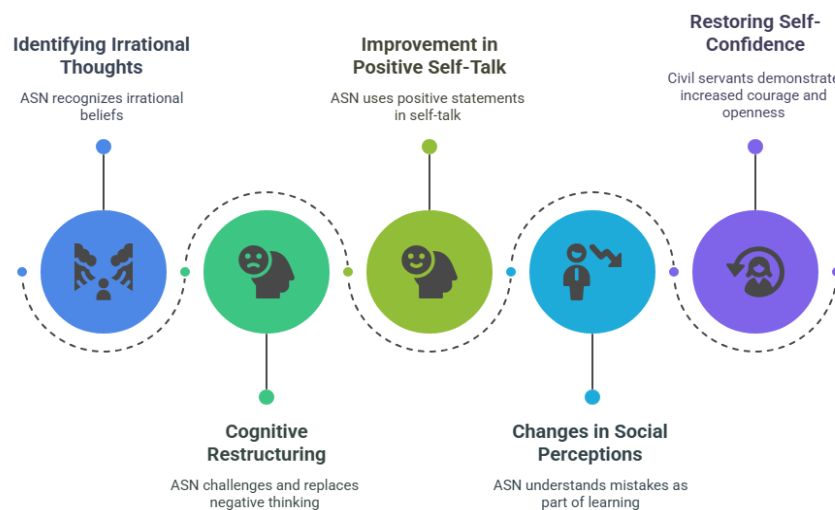
Another important finding in this study shows that the application of *Rational Emotive Behavior Therapy* (REBT) is proven to be effective in reducing irrational beliefs that are the main triggers of social anxiety in the research subject, namely ASN santri. Prior to the intervention, ASN had a strong negative mindset, such as the belief that every mistake in socializing would inevitably lead to social rejection and self-embarrassment. This kind of mindset fosters excessive fear in interacting and makes her withdraw from the social environment. Through the REBT therapy process, ASN is guided to recognize and challenge these irrational thoughts with more rational and adaptive logic. The counselor invites ASN to understand that mistakes are not determinants of one's self-worth, but rather a natural part of the social learning process experienced by anyone.

Over several sessions, ASN learned to replace negative self-talk with more constructive and realistic statements. This process not only helped her in managing emotions, but also fostered a new, healthier perspective towards social interactions. These changes were confirmed in follow-up interviews, where ASN showed the development of a more rational and positive mindset.

"I used to think that if I misspoke or didn't understand what people were saying, I would be laughed at or shunned. But after participating in REBT, I started to think that being wrong is human, and not everyone will judge me badly just because I was wrong once or twice."

This quote illustrates the tangible results of cognitive restructuring in REBT which successfully transforms irrational beliefs into a more rational understanding. This transformation became the main foundation in restoring ASN's confidence and ability to adapt back into the social environment of the boarding school.

To understand more deeply how Rational Emotive Behavior Therapy (REBT) is able to reduce the social anxiety experienced by students who are victims of bullying, it is important to describe the process of psychological change that occurs during therapy. In this case study, ASN students showed a real transformation in the way they think, feel, and respond to social situations after attending several REBT sessions. The process does not occur instantly, but through several interrelated stages of cognitive and emotional change. To facilitate the reader's understanding of these dynamics, the following are presented the main indicators that represent the successful application of REBT in reducing irrational beliefs which are the main source of social anxiety in ASN students:



Indicators of ASN Cognitive Change Through REB

Based on the indicators found, REBT is proven effective in changing the irrational mindset of students who are victims of bullying to be more rational and adaptive. Through the process of identifying negative thoughts, cognitive restructuring, and increasing positive self-talk, subjects showed significant changes in social perception and self-confidence. This encourages the recovery of

a healthy psychological state and the ability to return to actively socialize in the pesantren environment. REBT intervention provides a constructive long-term impact in overcoming social anxiety due to bullying.

The interpretation of these findings shows that the Rational Emotive Behavior Therapy (REBT) approach is effectively able to reduce irrational beliefs that are at the root of social anxiety in students who are victims of bullying. In the case of ASN, mindsets such as "mistakes will lead to rejection" are a form of irrational belief as described by Spanò et al. , (2024) , the originator of REBT). According to Spanò, these irrational beliefs are absolutistic and contribute to the emergence of emotional disturbances such as anxiety, guilt, or low self-esteem. The REBT intervention helps the subject to replace these beliefs with rational beliefs that are more flexible and realistic, such as "mistakes are natural and do not always have bad consequences." This is in line with the research of Noormohamadi et al., (2022) which shows that REBT can increase emotional resilience and the ability of individuals to deal with social pressure.

This finding is also reinforced by a study conducted by David, Lynn, & Ellis (2010), which states that cognitive restructuring in REBT plays a significant role in changing the way individuals interpret social situations more objectively. In the context of ASN, these changes were evident in her interview narrative after the therapy session. She showed a shift from a negative mindset towards self-acceptance and a more rational understanding of social interactions. This proves that REBT does not only address the symptoms of social anxiety, but also touches on the fundamental aspects that shape an individual's mindset. In a pesantren environment that emphasizes group interaction and strong social norms, this success is particularly important, as it allows santri to function more adaptively without being haunted by irrational fears of social judgment.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that Rational Emotive Behavior Therapy (REBT) is effective in reducing social anxiety in students who are victims of bullying in the pesantren environment. This therapy provides a structured approach in identifying and challenging irrational thoughts held by students as a result of their bullying experiences. Through a therapeutic process that includes emotional exploration, recognition of negative thought patterns, and cognitive restructuring, students are guided to understand that their social anxiety comes from erroneous beliefs, such as the assumption that they must always be accepted by others or excessive fear of social judgment. With the help of the therapist, students are encouraged to replace these thoughts with thoughts that are more realistic, rational, and supportive of their mental health. These changes encourage improvements in behavioral and emotional aspects, such as increased self-confidence, courage in socializing, and the ability to manage emotions healthily. In addition, this

therapy also helps santri build positive coping mechanisms so that they are no longer trapped in fear and social isolation. The pesantren environment as an intense social space requires psychological interventions such as REBT so that students can grow mentally and spiritually in a balanced manner. Thus, the application of REBT in the pesantren environment can be an effective and relevant solution in dealing with the psychological impact of bullying and strengthening the support system for students' emotional well-being.

REFERENCES

- Aydin, B. T., & Ay, I. (2023). Investigating the Relationship between Bullying Coping Strategies and Cognitive Distortions in Adolescent. *International Education Studies*, 16(6), 10–20.
- Diannita, A., Salsabela, F., Wijati, L., & Putri, A. M. S. (2023). The Effect of Bullying on Students at the Junior High School Level. *Journal of Education Research*, 4 (1), 297-301. <https://doi.org/10.37985/jer.v4i1.117>
- Dryden, W. (2023). *Fundamentals of rational emotive behavior therapy: A training handbook*. John Wiley & Sons.
- Edmawati, M. D. (2023). Application of Group Counseling with Rebt Approach to Overcome Students' Anxiety Facing Exams. *Empathy: Journal of Guidance and Counseling*, 10 (2), 165-180. <https://doi.org/10.26877/empati.v10i2.14182>
- Effiord, T. (2015). *40 COUNSELING TECHNIQUES*. Student Library.
- FAUSIAH, N., Ainul, F., & ANDI, N. (2024). *THE INFLUENCE OF SELF-ESTEEM ON SOCIAL ANXIETY FOR VICTIMS OF BULLYING SMAN 10 LUWU. MUHAMMADIYAH UNIVERSITY PALOPO*.
- Febriana, A., & Hariyadi, S. (2023). The Impact of Bullying on Students' Social Skills Development. *Guidance: Journal of Guidance and Counseling*, 20(12), 101–112.
- Gayathri, D. A. N., & N, D. G. (2024). Impact of Social Anxiety on Children: a Socio-Psychological Perspective. *Futuristic Trends in Social Sciences Volume 3 Book 27,3*, 97-100. <https://doi.org/10.58532/v3baso27p3ch3>
- Hasan, H., Bora, M. A., Afriani, D., Artiani, L. E., Puspitasari, R., Susilawati, A., Dewi, P. M., Asroni, A., Yunesman, Y., & Merjani, A. (2025). *Qualitative research methods*. Yayasan Tri Edukasi Ilmiah.
- Hidayat, T., Rizal, A. S., & Fahrudin, F. (2018). The Role of Islamic Boarding Schools as an Islamic Education Institution in Indonesia. *Ta'dib: Journal of Islamic Education*, 7 (2), 1-10. <https://doi.org/10.29313/tjpi.v7i2.4117>
- Huberman, M. and. (1994). *Qualitative Data Analysis*. SAGE.
- Hujaimah, & Iskandar, I. (2023). Rational Emotive Behavior Therapy to Overcome Social Anxiety of Bullying Victims. *Journal of Al-Shifa Islamic Counseling Guidance*, 4 (2), 85-91. <https://doi.org/10.32678/alshifa.v4i2.9575>
- Hutasushut DH, Surbakti KUN, Nasution WJE, & Putri DY (2024). The importance of mental health for new students. *International Journal of Cross*, 2(1), 87–92.
- Iqbal Alfiandy, K. E. W. (2024). Implementation of Servant Leadership Values in Santri Character Development. *Journal of Sustainable Transformation*, 03 (01), 1-8. <https://doi.org/10.59310/jst.v3i01.38>
- Latipah, N. (2019). The Role of Islamic Boarding Schools in Increasing Santri Independence at Nurrohman Al-Burhany Islamic Boarding School Purwakarta. *Comm-Edu (Community Education Journal)*, 2 (3), 193. <https://doi.org/10.22460/comm-edu.v2i3.2850>
- Melyana R Pugu, Sugeng Riyanto, R. N. H. (2024). *RESEARCH METHODS Concepts, Strategies, and Applications*. Sonpedia Publishing Indonesia.
- Mizzi, S., Pedersen, M., Lorenzetti, V., Heinrichs, M., & Labuschagne, I. (2022). Resting-state neuroimaging in social anxiety disorder: a systematic review. *Molecular Psychiatry*, 27(1), 164–

- Noormohamadi, S. M., Arefi, M., Afshaini, K., & Kakabaraee, K. (2022). The effect of rational-emotive behavior therapy on anxiety and resilience in students. *International Journal of Adolescent Medicine and Health*, 34(1), 20190099.
- Oktapiani, N., & Pranata, A. P. (2018). Social Anxiety Disorder Using Rational Emotive Therapy Approach. *Focus*, 1(6), 227–232.
- Prabowo, G., Aimah, S., Algifari, M. F., & El Fayoumi, Z. (2024). Evaluation of the implementation of quality management system to improve school accreditation in academic transformation. *Electronic Journal of Education, Social Economics and Technology*, 5(2), 50–57.
- Prabowo, G., Al Fawaz, A. H. S., Wafiroh, N., Algifari, M. F., & El Fayoumi, Z. (2025). MANAGEMENT OF SOFT SKILLS DEVELOPMENT ACTIVITIES THROUGH THE DIGITAL MADRASA PROGRAM IN THE SCHOOL ENVIRONMENT. *Tadbir: Journal of Islamic Education Management*, 13(1), 170–186.
- Sapitri, W. A. (2020). *Prevent and STOP BULLIYING Early*. Guepedia.
- Sari, W. K., & Ariani, W. A. (2021). Application of REBT Counseling to Reduce Adolescent Social Anxiety. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 10 (1), 60. <https://doi.org/10.15294/ijgc.v10i1.40149>
- Schäfer, S. K., Fritz, J., Sopp, M. R., Kunzler, A. M., von Boros, L., Tüscher, O., Göritz, A. S., Lieb, K., & Michael, T. (2023). Interrelations of resilience factors and their incremental impact for mental health: insights from network modeling using a prospective study across seven timepoints. *Translational Psychiatry*, 13 (1). <https://doi.org/10.1038/s41398-023-02603-2>
- Spanò, R., Bracci, E., Manes-Rossi, F., & Sforza, V. (2024). A fatally efficient machine. Insights into the 'banality' of the research evaluation exercise in Italy. *Critical Perspectives on Accounting*, 100, 102742.
- Tamamiyah, L. (2023). Group Counseling with Rational Emotive Behavior Therapy Approach. *Indonesian Journal of Education*, 13(1), 104–116.
- Zahra Nur Yudianfi. (2022). Social anxiety among adolescents in Selur Village, Ngrayun Ponorogo. In *Braz Dent J*. (Vol. 33, Issue 1).