

Increasing Student Self-Openness Through *Cyber Counselling Services with Reframing Techniques*

Firanti Sukma Hardiyani Lubis¹, Ade Chita Putri Harahap²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

Article history:

Received 2025-06-24

Revised 2025-07-31

Accepted 2025-08-01

Keywords:

Individual Counseling

Openness

Reframing

ABSTRACT

Students with a high level of self-openness are generally more capable of managing emotions and can formulate solutions to various problems faced. Self-openness includes the ability of individuals to know themselves deeply, which is reflected in the ability to convey information about themselves to others and the readiness to accept new perspectives or assessments about themselves. Students with good self-openness also tend to solve problems more effectively because they are willing to receive help and social support from their environment. In this case, self-openness allows a person to express the emotional burden to the other party, so that the pressure felt is not borne by oneself and feels lighter. The concept of self-disclosure focuses on sharing personal information, including biographical, thought, and emotional aspects previously unknown to others. In practice, self-openness includes delivering messages accompanied by verbal and non-verbal feedback that contributes to forming and maintaining the quality of interpersonal relationships. This research aims to increase self-openness in students of the 2022 batch of the Islamic Education Counselling Study Program at the State Islamic University of Medan. This study uses a quasi-experimental design of a group *pre-test* and *post-test* with a quantitative approach. Sampling was carried out purposively, and data were collected through the distribution of questionnaires. Data analysis was carried out using non-parametric statistical tests and the Wilcoxon signed-rank test, which resulted in an Asymp value. Sig was 0.042 ($p < 0.05$). These results indicate a significant difference between *pre-test* and *post-test* scores. Thus, it can be concluded that applying cyber counselling services with reframing techniques can increase students' self-openness.

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Corresponding Author:

Firanti Sukma Hardiyani Lubis

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Email: firanti303213163@uinsu.ac.id

1. INTRODUCTION

Communication is a fundamental aspect in building and maintaining relationships between individuals. According to William I. Gorden, communication is a process of

exchanging information that involves conveying ideas and expressing emotions. In the context of college life, students are expected to engage in social interactions through effective communication, both in expressing their thoughts and feelings, as well as in understanding messages from others. This ability is known as interpersonal communication, which encompasses understanding nonverbal cues, adapting to different social contexts, and being sensitive to the perspectives of others.

Students with good communication skills are usually more confident, open in expressing feelings, and active in social interactions. In contrast, those who are less able to express themselves tend to be passive and susceptible to emotional distress. Cangara defines communication skills as the ability to convey messages effectively to others [1], which is also closely related to academic achievement [2].

The ability to manage emotions is an important aspect in supporting personal development. Individuals who can recognise their emotions will be more skilled at managing them constructively [3], while those who cannot identify feelings are often trapped in emotional distress. Students, as individuals in the early adult stage, can ideally regulate their emotions proportionally. However, reality shows that many still have difficulty managing emotions, which impacts inappropriate responses to certain situations [4].

Self-disclosure is the key to managing emotions and social adjustment. Open students tend to receive social support and can convey problems constructively. This concept involves delivering personal information and verbal and nonverbal responses that support forming interpersonal relationships [5]. Gladding even refers to self-disclosure as a conscious and deliberate technique in counselling [6]. The level of self-openness is influenced by culture, personality, age, gender, and communication effectiveness [7]. Students who are open to others generally have high self-confidence, positive attitudes, and better social adaptability [8].

Unfortunately, the results of initial observations on students of the Islamic Education Counselling Study Program (BKPI) UINSU Medan class of 2022 show a low level of self-openness. Many college students are reluctant to disclose personal information due to concerns about confidentiality. This is supported by data from the BKPI Study Program Laboratory, which recorded that only 13 students used counselling services in the last two years. This shows that there are still obstacles in using counselling services that should function as a means of academic, personal, and social assistance.

Lack of student participation in counselling services can be caused by a lack of socialisation, a low understanding of its benefits, and concerns about negative stigma. If managed optimally, this service can help increase self-openness. One innovative approach is online counselling (cyber counselling), an internet-based counselling service that is more flexible, private, and easily accessible [11]. These services can reduce psychological barriers such as shame, fear of negative judgment, or social stigma [12], [13].

Cyber counselling utilises platforms such as WhatsApp, email, and video conferencing, and is supported by ICT readiness is already possessed by most counsellors and educational institutions [14]. This service also allows counsellors to maintain anonymity through pseudonyms and be more open in conveying problems. Its effectiveness is supported

by several factors, including social support, access to services, and the readiness of individuals to face life's challenges.

One of the techniques that is effectively used in the context of cyber counselling is the reframing technique, which helps clients change their perspective on a problem into a more positive framework [15]. This technique allows individuals to reinterpret situations to be more easily accepted and dealt with adaptively [16]. In reframing, the counsellor guides the client to see reality from a new perspective without ignoring the existing facts. This approach starts from the assumption that each individual has the internal potential to make positive change.

The novelty of this research lies in integrating reframing techniques in digital-based counselling services in the Islamic campus environment, which has still been minimally explored. This approach is expected to be an innovative strategy that is adaptive to the needs of students and relevant to the development of information technology in the practice of counselling services. Bandler, Grinder, and Andreas call reframing the process of restructuring the meaning of a situation. Corey in Fitria [17] and Fajrin & Christiana [18] explain that reframing aims to help individuals view their problems more constructively, thereby preventing the development of negative perceptions that can trigger psychological disorders.

Based on this description, this study aims to determine the effectiveness of reframing techniques in online-based individual counselling services (cyber counselling) in increasing self-openness in BKPI UINSU Medan students. This research also aims to fill a gap not discussed before, namely, using online reframing techniques in the Islamic campus environment, as an innovative approach in strengthening students' emotional capacity and interpersonal relationships.

2. METHOD

2.1 Research Approach and Design

This study uses a quantitative approach with a pre-experimental design, specifically a one-group *pre-test post-test design*. This design does not fully meet the criteria of pure experimentation because it still allows for external variables that affect dependent variables [19]. According to Sugiyono [23], this design involves a group of subjects measured before and after treatment/intervention to determine the changes that occur.

2.2 Types of Research

This research is classified as a quasi-experiment or pseudo-experiment. Marojahan in Waruwu et al. [20] stated that the quantitative method is used to measure attitudes, opinions, and behaviours with data results in the form of numbers that can be generalised. Gnawali [21] emphasised that quantitative research is a systematic investigation process based on numbers to determine the relationships between variables objectively. This is reinforced by Winarni [22], who states that quantitative research aims to find significant patterns and relationships through numerical measurements.

2.3 Research Subjects and Samples

The research was conducted at the State Islamic University of North Sumatra (UINSU), with the research subjects being students of the BKPI Study Program with a low level of self-openness. Samples were selected using purposive sampling techniques, which were selected based on specific criteria following the research objectives. The main criteria are students with low scores on the self-disclosure scale during *the pre-test*. Based on these results, five students were selected as participants in the entire series of counselling processes.

2.4 Sample Limitations

The limited number of samples (N = 5) was recognised as a study limitation, so the results obtained could not be generalised to the entire student population. However, this study is exploratory and aims to obtain preliminary empirical evidence regarding the effectiveness of reframing techniques in individual counselling services.

2.5 Data Collection Instruments and Techniques

Data were collected through a self-disclosure scale questionnaire compiled by researchers. The instrument is first tested:

- a. Item validity uses Pearson correlation analysis (Product Moment), with item correlation values ranging from 0.412 to 0.783, which indicates sufficient to very strong validity.
- b. Reliability was measured using the Cronbach's Alpha technique, with a reliability result of 0.891, which is in the very high category. Thus, this instrument is considered valid and reliable for measuring the variables of student self-openness.

2.6 Data Analysis Techniques

Data analysis was carried out using a paired sample t-test to determine the significance of the difference in self-openness scores in the pre-test and post-test scores after the intervention was given.

2.7 Research Ethics

This research has gone through an ethical procedure by including:

- a. Informed consent from all subjects willing to participate in the counselling process.
- b. Approval from the campus and research ethics permission from the UINSU Medan Research Ethics Institute.
- c. Guarantee the confidentiality of participant data and provide information that participation is voluntary and can be terminated at any time without consequences.

3. RESULTS AND DISCUSSION

3.1 Result

This study aims to evaluate the effectiveness of individual counselling services with the application of Reframing techniques in helping students with self-opening difficulties. The data collection process was carried out through pre-tests and post-tests to determine changes in self-openness level before and after the intervention. The instruments used have

gone through validity and reliability tests to ensure their accuracy and consistency in measuring self-openness variables. From the test, 10 valid items were obtained with a reliability value of 0.891, indicating that the instrument is reliable for measuring the studied variables.

These findings provide a solid basis for the fact that the data collected through the instrument is trustworthy. The validity and good reliability of the instrument ensured that the changes measured between pre-test and post-test were the result of counselling interventions, not due to measurement errors.

Thus, it can be concluded that the data collection process has met the methodological standards required in quantitative research, especially in counselling intervention evaluation. The next step in the analysis is to compare pre-test and post-test scores to assess how much the Reframing technique influences students' self-openness.

The research design used is a one-group pretest-posttest design, which is an experimental design that involves a group of subjects who are given an initial measurement (pre-test), then given treatment, and then re-measured (post-test) to see if there are changes due to the intervention. The research subjects were five students selected using a purposive sampling technique based on low self-disclosure criteria.

The five participants participated in a specially designed individual counselling service session with a Cognitive Behaviour Therapy (CBT) approach using the Reframing technique. Measurements were taken before and after the implementation of the intervention to evaluate changes in self-disclosure scores. The data from the pre-test and post-test results were then analysed using the frequency distribution method to illustrate the differences in self-disclosure problems before and after the intervention.

Table 1. Pre-test Frequency Distribution

Interval	F	Category	%
73-100	0	High	0
45-72	0	Moderate	0
17-44	5	Low	100
Total	5		100

Based on the results of data analysis shown in Table 1, it is known that the five students who were the study subjects were all in the category of low self-openness, with a percentage of 100%. These findings indicate that all participants showed relatively low openness at the pre-test stage. Therefore, an intervention in the form of cognitive behaviour therapy (CBT) services was given and carried out in four sessions. Experimenters facilitated this intervention through the Counselling Care platform. The results of the implementation of the intervention are presented in detail in Table 2 as follows:

Table 2. Post-test Frequency Distribution

Interval	F	Category	%
73-100	5	High	100
45-72	0	Moderate	0
17-44	0	Low	0
Total	5		100

After being given an intervention in the form of Cognitive Behaviour Therapy (CBT) services through the Counselling Care application and the application of reframing techniques, a re-measurement of the student's level of self-openness was carried out through a post-test. The measurement results showed that all participants (100%) experienced a significant improvement, with all respondents in the category of high self-openness. These findings reflect a substantial positive change in the aspect of student self-openness.

Further analysis showed a significant difference between pre-test and post-test scores, indicating the effectiveness of individual counselling services in improving the ability to open up, which was relatively low. Thus, applying reframing techniques as part of the Cognitive Behaviour Therapy approach has been proven to positively contribute to students' psychological development positively. Statistical analysis is carried out using the Wilcoxon Signed Rank Test to ensure that the changes that occur are not caused by chance. The test aims to identify significant differences between the results before and after the intervention. The data from these test results is presented in the following table:

Table 3. Wilcoxon Test Results

	<i>Post-test – Pre-test</i>
Z	-2,032
<i>Asymp. Sig. (2-tailed)</i>	,042

Based on the results of the statistical analysis presented in Table 3, it can be seen that the Wilcoxon Signed Rank Test is used to evaluate the difference in scores between pre-test and post-test after the implementation of individual counselling services with the Cognitive Restructuring approach. The test results showed a Z-value of -2.032 with a significance level of 0.042 ($p < 0.05$), which showed a statistically significant difference between before and after the treatment was given.

These findings provide empirical evidence that individual counselling services are effective in increasing students' self-openness, especially those previously in the low category. Therefore, reframing techniques integrated in the Cognitive Behaviour Therapy (CBT) framework have been proven to positively contribute to improving psychological aspects, especially student openness.

3.2. Discussion

The findings show that students with low self-openness face difficulties in building healthy interpersonal communication. The inability to express opinions, express feelings,

and share personal problems openly becomes an obstacle in their social relationships, both in academic and non-academic settings. This situation has an impact on low self-confidence and difficulty in adjusting socially.

After being provided with individual counselling services with a reframing approach, there was a significant increase in participants' self-disclosure scores. These findings suggest that reframing techniques can facilitate changes in participants' perceptions of negative experiences or thoughts that previously held them back from opening up. By reconstructing the meaning of an event in a more positive direction, students become more comfortable expressing emotions and personal information.

This result aligns with Marton's opinion in Hidayat [25], which states that self-openness is an activity of sharing personal feelings and information with others. In the context of this study, the increase shows a development in healthier interpersonal relationships, characterised by the growth of an individual's sense of comfort and confidence to express their side, both in social interactions and in more intimate communication. Thus, self-openness is understood as a process of conveying information and as a form of deep emotional involvement that plays an important role in forming authentic and meaningful relationships.

The findings in this study strengthen Roloff's view in Nurdin [26], who states that self-disclosure is a form of conveying personal information that includes descriptive, affective, and evaluative aspects. The increase in self-openness observed in participants can be seen from their ability to describe personal experiences factually, express emotional feelings and assess themselves and the situations at hand. This shows that the interventions implemented successfully facilitate participants to engage in more open, meaningful, and reflective interpersonal communication, as described in the concept of self-disclosure according to Roloff.

Based on the results of the pre-test conducted, five students who showed a low level of self-openness were given an intervention in the form of individual counselling services with the application of reframing techniques for four sessions. After implementing the intervention, the post-test results showed a significant improvement. The data analysis was reinforced by the results of the Wilcoxon test, which showed a high improvement category and a significant difference between pre-test and post-test scores. These findings show that individual counselling services effectively increase students' self-openness. Reframing techniques, as part of the Cognitive Behaviour Therapy (CBT) approach, have positively contributed to students' psychological development. Thus, it can be concluded that applying individual counselling services using reframing techniques can improve students' ability to express themselves. This intervention is recommended as a potential strategy to help students explore and express their feelings more openly and strengthen self-disclosure skills.

Self-disclosure is not only limited to talking about oneself or others, but also reflects the readiness of individuals to share personal information that was previously unknown to others. This increase in openness indicated that participants who received the intervention began showing higher trust and comfort in building social relationships. This condition ultimately contributes to increasing communication effectiveness and strengthening the closeness and quality of interpersonal relationships.

These findings align with Fanyasa's research [27], which shows that life in a community allows for various forms of social relationships, such as intimacy, emotional closeness, and intense interaction. The mutual relationship between individuals is reflected in the willingness to share feelings and thoughts deeply, open up to each other, and an attitude of mutual acceptance and respect. This result is also reinforced by Suhaibah's research [28], which emphasises the importance of self-openness in building positive interpersonal relationship quality.

This research is strengthened by a case study conducted by Colin and Henry, which shows that Cognitive Behavioural Therapy (CBT) is one of the therapeutic approaches that focuses on the role of the thinking process in shaping individual emotional responses, behaviours, and psychological conditions [29]. CBT is based on the belief that individuals can modify their mindset, so that it can influence and improve emotional well-being. The effectiveness of this approach in dealing with various psychological problems has been proven through various studies, including the findings of Anugraha [30]. Furthermore, CBT is seen as a form of psychotherapy that integrates cognitive and behavioural therapy principles, assuming that human behaviour is simultaneously influenced by thoughts, emotions, physiological processes, and the behavioural consequences they cause.

The effectiveness of reframing techniques has been proven to improve positive thinking skills in students. This increase is closely correlated with students' ability to open themselves, especially in responding to the problem of low ability to express opinions openly. This low self-openness is reflected in the tendency of students to feel insecure and have negative perceptions of their ability to express their thoughts and feelings. Therefore, interventions based on reframing techniques become relevant in helping students reconstruct their negative mindsets to be more adaptive and constructive in the context of self-openness.

As expressed by Corey in Dewi [31], the reframing technique aims to help the counsellor view the situation from a different perspective, so that the situation no longer appears to be a heavy burden, but rather a more natural and manageable one. Thus, counsellors become more open to possible solutions. The effectiveness of this technique, as explained by Fahriyah and Nursalim [32], is based on the assumption that the main source of a person's behavioural and emotional problems lies in how the individual interprets an event. Therefore, reframing is important in changing counsellors' perspectives to form a more adaptive and constructive mindset in responding to complex life dynamics.

This understanding aligns with the concept that reframing is a process of reframing an event through a change of perspective without changing the objective facts of the event. As explained by Fahriyah and Nursalim [32], the reframing approach assumes that the source of behavioural and emotional problems does not solely come from the incident itself, but from the way the individual interprets and assesses the incident. Thus, through assistance in shifting an individual's perspective in a more positive and adaptive direction, reframing can be an effective strategy to manage emotional responses and improve the individual's ability to respond to various problems more constructively.

This study's findings show that applying reframing techniques has proven to be effective in encouraging increased self-openness in participants. This effectiveness can be seen from a shift in the mindset of participants, from a tendency to think negatively to a more

positive and open attitude in expressing themselves. This is in line with Zakki's view in Qurani et al. [33], who emphasise that reframing can reconstruct negative mindsets through positive reinforcement, so that individuals become more motivated to act according to their goals and desires. Furthermore, this technique also contributes to building participants' confidence in their potential and facilitating a broader perspective on a situation. In this study, reframing allowed participants to interpret their personal experiences more adaptively, thereby triggering increased courage in conveying thoughts, emotions, and personal information honestly and openly.

4. CONCLUSION

Based on the study's findings, individual counselling services that apply reframing techniques are proven to increase students' self-openness. The comparison between *pre-test* and *post-test* scores showed a significant change. Students previously in the low openness category experienced an increase to a higher level after participating in counselling sessions with a reframing approach.

This change shows that the reframing technique helps students look back at personal experiences or internal conflicts previously considered obstacles to opening up. With more adaptive reinterpretation, students appear to be better able to express themselves openly in various social and academic contexts.

The implications of these findings show that counselling services with a reframing approach deserve to be implemented more widely, including in other higher education institutions. Higher education institutions may consider training counsellors in applying this technique as part of a student's social skills development program.

This research has some limitations. First, the limited number of participants can affect the generalisation of the results. Second, the duration of counselling interventions is relatively short, so it is impossible to describe the long-term impact of reframing techniques. Therefore, further research should involve a larger sample, a longer intervention duration, and a mixed approach (qualitative and quantitative) to gain a more comprehensive understanding.

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