

Cognitive Restructuring Technique Guidance Counseling to Reduce Students Academic Anxiety

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Abstract

This study aims to test the effectiveness of group counseling cognitive restructuring techniques to reduce academic anxiety using the mixed methods embedded experimental model. Using an academic anxiety scale with research subjects consisting of 14 people who were divided into an experimental group and a control group. The average pretest result for the experimental group = 105.4, the control group = 105.7 and after being given the treatment, the average posttest for the experimental group = 80.28 and the control group = 90.14. The results of the Wilcoxon signed-rank test are $Z = -2,371$ with a p value of 0.018. The p value is less than 0.05 ($0.183 < 0.05$), thus H_a is accepted and H_o is rejected, which means that group counseling is an effective cognitive restructuring technique for reducing academic anxiety. Qualitatively seen from the analysis of counseling conversations with high academic anxiety focused on feeling depressed, elements of one's abilities, fear, worry, demands around, dislike, lack of confidence. Changes that occur lead to the high category to the medium to low category. This shows that group counseling interventions with cognitive restructuring techniques have a therapeutic impact on counselors.

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INTRODUCTION

The phenomenon of anxiety has become a common problem in human life, particularly in today's modern society (Suherman, 2018). Anxiety occurs at various stages of human life, from childhood and adolescence through adulthood to old age. Although both children and adolescents are still in the school environment, adolescent problems are more complex and severe (Faizin, 2024). This is the basis for the need for preventive and curative efforts to maintain health and emotional stability (Zahro & Amrullah, 2021).

Normal anxiety can be necessary for an individual, but it is different when this anxiety becomes a disturbance to an individual's functioning and makes him/her non-adaptive in carrying out activities. activity daily (Julika, et al., 2019). Wrong one part of responding to defend oneself and as a warning in condition which dangerous is the definition of anxiety. One type of anxiety that commonly occurs in teenagers is academic anxiety (Matthew et al., 2022). Academic anxiety itself is feeling afraid and tense about something that will happen and this feeling interferes with doing the task as well as various activity in academic situation (Faizin, 2024). Revealed academic pressure Which usually experienced teenager these include exams, competition for grades, time demands, teachers, the classroom environment, careers, and the future (Bariyyah, et al., 2024). Demands in higher education that exceed adolescents' potential can lead to academic anxiety, even though these academic demands are actually very

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beneficial activities for the students' own scientific development (Apriyani & Imami, 2022). Academic anxiety is important and requires special attention to prevent it from becoming a problem when it leads to unproductive behavior (truancy, cheating), loss of learning motivation, and academic achievement. Study low (Prawitarsa, 2012). If condition like this keep going it continues, students will not be able to achieve maximum academic achievement (Karneli, et al., 2019). Anxiety itself actually has mark positive provided the intensity is not so strong. Anxiety which normal can make motivation self for even better.

Students encounter various obstacles, the impact of which can lead to negative attitudes, including anxiety (Assyifa, 2023). Anxiety disorders are common mental disorders with a lifetime prevalence of around 16-29% (Firmansyah et al., 2022). Anxiety is an unpleasant emotion that arises from within a person, including restlessness, worry, anxiety, confusion, fear of things that do not happen, and fear of thoughts and people who are considered harmful and dangerous to someone. Meanwhile, stress is an imbalance in adapting to environmental demands. The inability to adapt well to surrounding conditions (stressors) can trigger various disorders, both biological, psychological, social, and spiritual (Andy & Chris, 2018).

Academic anxiety is a common phenomenon among students in various study programs, including biology education students (Sari et al., 2023). Academic anxiety is a significant issue that will affect a large number of students. Academic anxiety is the result of processes in the body and brain that require attention, such as completing assignments after studying at university, students are asked to write scientific articles which is their first assignment to conduct research in the field and facing exams. This is supported by findings (Fatkhiah et al., 2021) that when students complete their final assignments, they experience anxiety manifested by low self-esteem, feeling stupid, feeling incapable of writing articles, feeling sad, restless, and feeling insecure, suddenly feeling dizzy, easily angered and offended (Gunawan, 2017; Rizkiyati, 2019; Nelyahrdi, 2022; Suhaibah, 2022). This also includes physical threats, threats to self-esteem, and pressure to perform beyond their capabilities, which can cause anxiety. Many factors hinder students from completing their final assignments (Modouw & Nugroho, 2021). These include confusion in determining the title of the final assignment, confusion when starting the assignment, and difficulty finding books to help complete the assignment, often resulting in students feeling lazy (Wakhyudin, 2020). Furthermore, students also feel anxious about speaking with their supervisors, which makes the final assignment even more difficult. Completing this final assignment is often tedious, resulting in many students experiencing anxiety when completing it (Sitorus & Simbolon, 2023; Sugiharno et al., 2022).

Providing appropriate services will greatly help reduce academic anxiety, one of the services that can be provided is counseling guidance with the aim of solving the problems experienced effectively and efficiently and it is hoped that it can facilitate a number of students to discuss certain topics together which are useful for overcoming problems. and prevent the development of academic anxiety problems with utilise group dynamics (Budianto, et al., 2024).

Guidance and counseling services offer a variety of interventions that can be applied to students experiencing academic stress. When selecting services, it's crucial to consider the dominant aspects of students experiencing stress. One aspect that can be used to select interventions is the cognitive aspect. This is because everything from the stressor to the impact experienced by students during stress is a cognitive aspect (Barseli et al., 2017). Anxiety can also occur due to inappropriate cognitive appraisal processes, which can lead to stress or anxiety. The process of managing demands from internal or external factors that burden an individual is called stress coping. One technique that can be used to help reduce stress is cognitive restructuring. This technique focuses on identifying and changing negative thoughts and irrational beliefs held by the client into positive and rational ones (Nursalim,

2013). Cognitive restructuring can focus on modifying negative thoughts that occur in students experiencing academic stress. Cognitive restructuring techniques also help clients behave more adaptively than before.

Counseling guidance will be provided using an individual counseling guidance approach and using techniques. cognitive restructuring to find out how effective the technique is in reducing students academic anxiety. According to Cornier and Cormier (Nursalim, 2014) the selection of cognitive restructuring techniques is centralization attention in an effort to identify behaviors that can change clients irrational negative thoughts. This technique was chosen for its purpose of reducing academic anxiety and restructuring students distorted cognitive patterns, which can lead to maladaptive behavior.

In interviews and observations conducted in June 2025, several students in the Islamic Guidance and Counseling Study Program stated that they were anxious because they avoided problems by skipping class due to intense stress and negative thoughts. Students believed they would not be able to complete the coursework. This led to a mental burden from the coursework, and they failed to complete the assigned assignments, as was their responsibility as students. Furthermore, they tended to remain silent and avoid group discussions in class.

The symptoms identified during the student interviews matched those of the academic anxiety problems previously described, suggesting that the student was identified as having academic anxiety. The researcher felt the need to design a study based on this background. behind and phenomenon on with the title "Cognitive Restructuring Techniques Counseling Guidance to Reduce Students Academic Anxiety" in the Study Program of Islamic Guidance and Counseling, Institut Attanwir Bojonegoro. Thus, the researcher's arguments can be proven through scientific research procedures.

METHODS

Study This use combination method or what is usually called mixed methods. According to Creswell (Creswell, 2015) "A mixed methods design is a procedure for collecting, analyzing, and mixing quantitative and qualitative methods in one study or series of studies to understand a problem study." Creswell (2015) states that the basic assumptions of using quantitative and qualitative methods in One unity provides a better understanding of the research problem than using only one method. The researchers chose a mixed-methods embedded design with an embedded experimental model as the primary design for this study. By using an embedded experimental model, this study is an experimental (quantitative) study. used to obtain data from the results of the experimental application of Cognitive Restructuring Technique Group Counseling in reducing students academic anxiety. Meanwhile, method qualitative used to understand how the experimental process and intervention work or the process of applying cognitive restructuring technique counseling guidance based on the expressions of students who have academic anxiety.

RESULTS AND DISCUSSION

Results

In research this the data will be described which includes: 1) The results of quantitative analysis regarding the level of academic anxiety both before (pre-test) and after the intervention (post-test), and hypothesis testing (Wilcoxon Analysis) to see the effectiveness of group counseling using cognitive restructuring techniques to reduce academic anxiety of students in the Study Program of Islamic Guidance and Counseling, Institut Attanwir Bojonegoro quantitatively. 2) The results of the analysis descriptive qualitative, that is qualitative pre-intervention (intake interview), process (during intervention), and post-intervention (Focused Group Discussion) to see the expressions of students who have anxiety academic which high after being given group counseling using cognitive restructuring

techniques qualitatively 3) Continued with mixed analysis, namely a combined analysis of the two data sources (qualitative and quantitative). Data which obtained from two results analysis good quantitative and qualitative analysis will be related and the results will be compared in a matrix, to see the pattern of academic anxiety before and after being given group counseling using cognitive restructuring techniques.

Quantitative Data Analysis

In quantitative analysis will be explained regarding the level of academic anxiety before (pre-test) and after the intervention (post-test), and hypothesis testing (Wilcoxon Analysis) for to examine the effectiveness of cognitive restructuring group counseling techniques in reducing students academic anxiety. Group technique restructuring cognitive in reducing students academic anxiety using quantitative descriptive analysis to see the level of academic anxiety before (pre-test) and after the intervention (post-test) and hypothesis testing with Wilcoxon analysis to see the effectiveness of the intervention.

Scale anxiety which used adopted from scale class-related anxiety and learning-related anxiety from the Academic Achievement Questionnaire (Pekrun et al., 2007). This scale was administered to students from the class of 2020 and 2021 a number of 81 person. The following table 1 shows the initial conditions of students academic anxiety:

Table 1. Categories Anxiety Academic Student

Range Score	Category	Frequency	Percentage
>103	Heigh	14	17%
82– 103	Medium	51	63%
<82	Low	16	20 %
Amount		81	100%

As seen in table 1 above, it is known that the level of academic anxiety of students is in the moderate category for 51 students or 63%, and in the high category for 14 students. or 17%, students in the low category, there are 16 students or 20%. 14 students in the high category will receive treatment or engineering group counseling services. cognitive restructuring. Matter this in accordance with the type of sampling technique used by the researcher, namely using purposive sampling. Experimental Group A consisted of 7 people. student which given treatment Using cognitive restructuring techniques, 7 people in the control group were given regular group counseling. After four sessions of cognitive restructuring group counseling, students were given a post-test to determine their level of academic anxiety after the group counseling session ended.

Categorization results, pretest, and posttest from both group can seen on table 2. Average results pretest from both groups experiment before it is given treatment obtained mark average from group experiment restructuring techniques cognitive = 105.4, control group without technique=105.7 And after it was given treatment in the form of counseling services group obtained posttest average group experiment restructuring techniques cognitive =80.28 and groups control without technique =90.14. With thus can interpreted each group experience decline levels of academic anxiety and decline the most big can seen happen on group experiment with restructuring techniques cognitive. Following this anxiety score academic students are depicted in the graphic form obtained visualization Figure 1.

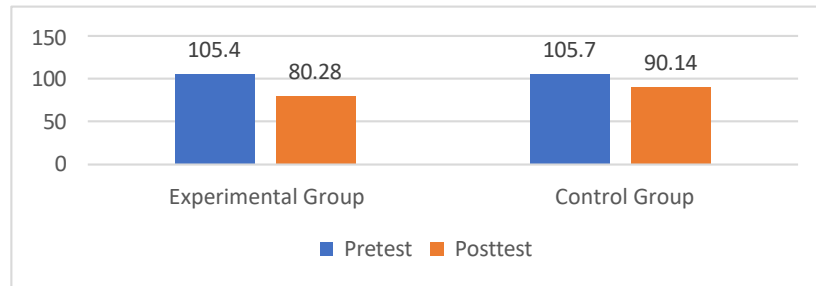


Figure 1. Graph Decline Level Anxiety Academic Student

Based on Figure 1 above, it can be seen that each group experienced a decrease in academic anxiety levels. The experimental group with cognitive restructuring techniques, as seen from the pretest results, had an anxiety level of category tall. However after being given cognitive restructuring group counseling treatment, there was a higher decrease compared to the control group without the approach. To see the changes in the decrease in anxiety levels per individual, see the table. 2.

Table 2. Patterns Change Decline Level Anxiety Student Academic

Student	Score <i>Pretest</i>	%	Criteria	Posttest Score	%	Criteria
Group Experiment						
1	104	90%	High	80	70%	Low
2	105	91%	High	82	71%	Medium
3	104	90%	High	82	71%	Medium
4	104	90%	High	81	70%	Low
5	105	91%	High	79	69%	Low
6	108	94%	High	80	70%	Low
7	108	94%	High	78	68%	Low
Mean = 105.42				80.28		
Group Control						
8	105	93%	High	88	77%	Medium
9	104	95%	High	92	80%	Medium
10	109	94%	High	89	77%	Medium
11	107	93%	High	90	78%	Medium
12	105	92%	High	89	77%	Medium
13	106	94%	High	91	79%	Medium
14	104	93%	High	92	80%	Medium
Mean = 105.7				90.14		

From table 2 can seen there is a group experimental and control groups on the level of academic anxiety. The experimental group that was given treatment was 5 people who fell into the low and high criteria. And 2 person including criteria moderate and seen from the average difference, the average change in the pretest and posttest of the experimental group using the cognitive restructuring technique was 25.15. Furthermore, for the control group, the results were obtained from 7 members. group in medium criteria and seen from the number of changes in the average score, the number of changes in the average control group was 15.56.

This test was conducted to determine the difference in the level of academic anxiety of the counselee before (pre-test) and after (post-test) given group counseling intervention with the cognitive restructuring technique with the help of SPSS version 25. The researcher took a 5% error rate ($\alpha=0.05$) as the basic requirement for the level of confidence in a truth in social research. Table 3 will show the results of the Wilcoxon test of academic anxiety data as follows:

Table 3. Academic Anxiety Hypothesis Test

N	Z	P	Note
7	-2,371	0.018	Ex
7	-2,375	0.018	Kon

Hypothesis Test Results

This study uses non-parametric statistical tests using the Wilcoxon signed-rank test analyze in a way statistics. Decision making based on hypothesis test results done with see significance value (p). If mark p more big from 0.05 ($p > 0.05$), so hypothesis zero (H_0) can accepted and the alternative hypothesis (H_a) is rejected. Meanwhile, if the p value is smaller than 0.05 ($p < 0.05$), then hypothesis zero (H_0) rejected and the alternative hypothesis (H_a) is accepted.

Based on the results of the Wilcoxon signed-rank test for academic anxiety in the experimental group in the table 3 seen mark $Z = -2,371$ with p -value of 0.018. Can seen smaller p -value from on 0.05 ($0.183 < 0.05$), Thus, H_a is accepted and H_0 is rejected, which means that group counseling technique restructuring cognitive is effective in reducing academic anxiety of students in the Study Program of Islamic Guidance and Counseling, Institut Attanwir Bojonegoro.

Qualitative Data Analysis

In this study, qualitative data is presented in three parts according to the research design used, namely embedded experimental with three main activities, namely before the intervention (intake-interview), during the intervention (conversation analysis), and after the intervention (focused group discussion). The following is a descriptive analysis of each part of the qualitative data, namely the form of student expression before, during, and after the intervention with group counseling using cognitive restructuring techniques in reducing academic anxiety.

Before Intervention (Pre Intervention)

The initial subject selection was conducted by distributing an academic anxiety scale to 81 students from the class of 2020 and 2021. From the distribution of the scale, 14 students were found to be in the high category as students experiencing academic anxiety in this study. These 14 students were selected as research subjects who entered the first stage (pre-intervention). Therefore, 14 students were made subjects in this study with 7 students in the experimental group and 7 students in the control group. Furthermore, the 14 students were given intake interviews containing qualitative data collection questions regarding academic anxiety. The intake interviews were conducted for one week. From the intake interviews, it was found that prospective counselees have the following general expression patterns, as shown in Table 4 below:

Table 4. General Expression Patterns of Academic Anxiety in Research Subjects Before Intervention

No	Aspect Academic Anxiety	Pattern General
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1	Academic anxiety is related with classroom activities	a. The client feels uncomfortable when thinking about atmosphere class which restless and afraid to study alone b. Counselee feel flustered when requested to come to the front of the class c. Before the class started, the client already felt worry if can not understand the material d. The client is afraid to state something in class because afraid wrong so that prefer to be quiet in class e. Feel stressed inside class
2	Academic anxiety is related with learning activities	a. Feel nervous when see books or papers that still need to be read and understood b. Feel worry when no Study c. Feel worry and certain can not complete the task well d. Feel afraid because can not understand the material completely e. The client feels nervous when studying so he tries to divert his attention. For reduce anxiety f. Counselee feel his heart pounding when making assignments, papers and the like. g. The client feels worried about completing the task from material that has been obtained

Intake interviews revealed that prospective clients experience common problems to a worrying degree. They generally view themselves as incapable of navigating the college process. As shown in the table above, clients who participated in intake interviews often expressed negative self-talk. They often expressed thoughts of dropping out of school, refusing to attend class, and skipping classes.

Intervention Process

Qualitative data in the intervention process was obtained from conversation analysis, which was used to determine the expressions or language conveyed by the client to the counselor in the context of the meaning of their academic anxiety. The conversation analysis presented includes changes in the clients speech during the intervention process with group counseling using cognitive restructuring techniques. The conversation analysis presented only contains excerpts showing the clients expressions related to their academic anxiety. The following will be presented the conversation analysis based on each client who was in the experimental group who was given the cognitive restructuring group counseling intervention.

IS Counselee Conversation Analysis.

The intervention process for IS counselees was carried out during 4 meeting sessions. During the intervention process carried out between the counselor and IS counselee, expressions (statements/sentences) of IS counselees could be seen which indicated that they had high academic anxiety. At the initial meeting in the intervention process, IS revealed statements to the counselor and group members which indicated that they had high academic anxiety as follows:

"Even before class started, I felt anxious, afraid I wouldn't understand the material being presented, and afraid I wouldn't be able to do the assignments. Then I felt like it would be better not to go to class. Sometimes I feel nervous during discussions, but I prefer to stay quiet because I'm afraid I'll make mistakes if I speak up."

Changes in the clients expressions that led to a decrease in IS's academic anxiety with a

low category at the final meeting were as follows:

"I'm more confident in myself now and willing to try even if it ends up being wrong, the important thing is that I've dared to try." Now I dare to say what I think during discussions, but sometimes I'm still a little nervous, but at the beginning."

The conversation above focuses on the feeling of "self-confidence" expressed by the counselor/member experiencing group changes during and after being given cognitive restructuring technique group counseling.

Analysis of MU Counselee Conversations

The intervention process for MU counselee was conducted over four sessions. During the intervention process, conducted by the counselor/group member between MU and the counselee, the counselee's expressions (statements/sentences) indicated that he had low self-esteem. At the initial meeting in the intervention process, MU made the following statement to the counselor indicating that he had high academic anxiety:

"I feel stressed in class. Especially when the lecturer asks me to come to the front of the class, my heart starts racing."

The decrease in MU academic anxiety with a moderate category at the final meeting is as follows:

"I try to stay calm in class by thinking positively, even though when I'm asked to explain something the lecturer just explained, I still feel nervous."

The conversation above focuses on the feeling of "depression" expressed by the client to the counselor and experienced changes after being given group counseling using cognitive restructuring techniques.

Analysis of FS Counselee Conversation

The intervention process for FS counsees was carried out during 4 meeting sessions. During the intervention process carried out between the counselor/member and FS counselee, it can be seen that the FS counselee's expressions (statements/sentences) indicate that he has academic anxiety with a high category as follows: At the initial meeting in the intervention process, FS expressed a statement to the counselor that indicated that he had academic anxiety with a high category as follows:

"I was afraid of not being able to understand the material being presented, so I often sweated in class. I was reluctant to go to class as a result." The decrease in FS academic anxiety with a moderate category at the final meeting was as follows: "I've tried to calm down and slowly study with focus again. Now I never miss class either."

The conversation above focuses on the feelings of "fear and anxiety" expressed by the counselor/client members and experienced changes after being given group counseling using cognitive restructuring techniques.

Analysis of YBC Counselee Conversations

The intervention process for YBC counsees was carried out over 4 meeting sessions. During the group counseling intervention process carried out between the counselor and YBC counselee, expressions (statements/sentences) from YBC counsees can be seen that indicate that they have high academic anxiety as follows. At the initial meeting in the intervention

process, YBC made statements to the counselor/group that indicate that they have high academic anxiety as follows:

"If the lecturer suddenly asks me to answer, it makes me scared, I immediately go blank and forget what I want to say." "I feel worried that I will make a mistake with the answer I want to give, and I am also afraid that my friends will make fun of me and laugh at me." "So I don't want to go to class."

Changes in the client's expressions that lead to low academic anxiety are as follows:

"My way of focusing is when the lecturer is explaining, and if there's something I want to remember, I just write it down. So I don't have to think about what to say when asked." "I'm not worried anymore because this is a learning process, so I don't think about being teased or laughed at by my friends anymore."

The conversation above focuses on the feelings of "fear, worry" expressed by the counselor/members experiencing group changes during and after being given cognitive restructuring technique group counseling.

US Counselee Conversation Analysis

The intervention process for AS counselees was conducted over four sessions. During the intervention process between the counselor/member and AS counselees, the following statements/sentences were observed from AS counselees indicating that they had high academic anxiety. At the initial meeting in the intervention process, AS made the following statement to the counselor indicating that they had high academic anxiety:

"I sometimes get a headache thinking about studying all the time, especially with so many assignments." "It feels like there are too many demands on me. I feel lazy about doing my assignments, and I end up resigned to a satisfactory grade, because it's my own fault."

Changes in the client's expressions that lead to low academic anxiety are as follows:

"I've always done my assignments now, and I'm also worried about getting low grades and not graduating. I realize that in college, we have a responsibility to do our assignments, as it's part of the learning process."

The conversation above focuses on the feeling of being "pressured by the demands of work and the demands of the environment" expressed by the client to the counselor/member and experienced changes after being given group counseling using cognitive restructuring techniques.

RDR Counselee Conversation Analysis

The intervention process for RDR counselees was carried out over 4 meeting sessions. During the intervention process carried out between the counselor/member and the AS counselee, the following expressions (statements/sentences) from the RDR counselee indicated that he had high academic anxiety. At the initial meeting in the intervention process, RDR made statements to the counselor indicating that he had high academic anxiety:

"I worry about myself, whether I've prepared the lesson well or not. In class, I feel pressured, afraid of being asked to re-explain the material or being asked to step up to explain something."

Changes in the client's expressions that lead to low academic anxiety are as follows:

"Instead of thinking about being afraid all the time, I prefer to read up now before starting class so I'm

more prepared to enter class."

The conversation above focuses on the feeling of being "pressured by the demands to answer questions/explain material" expressed by the client to the counselor/member and experiencing changes after being given group counseling using cognitive restructuring techniques.

Analysis of DP Counselee Conversations

The intervention process for DP counselees was carried out over 4 meeting sessions. During the intervention process carried out between the counselor/member and the DP counselee, the following expressions (statements/sentences) from the DP counselee indicated that he/she had high academic anxiety. At the initial meeting in the intervention process, DP expressed a statement to the counselor indicating that he/she had high academic anxiety as follows:

"If I don't understand the material, I'm also afraid and worried that I'll have an assignment and get a bad grade." "In the discussion session, activeness is taken as a value, even though I want to express my opinion, I can't get it out of my mouth, I'm afraid I'll make a mistake in what I'm going to say."

Changes in the client's expressions that lead to low academic anxiety are as follows:

"I can manage my thoughts and feelings better. If I don't understand what the lecturer explained, I'll ask again instead of thinking about it and then being afraid." "I'm trying to express my opinion based on my thoughts, it doesn't matter if it's right or wrong. That's just learning."

The conversation above focuses on the feelings of "fear, worry" expressed by the counselor/member counselee and experiencing changes after being given cognitive technique group counseling. It can be concluded that in general, counseling conversations between counselors and counselees with high academic anxiety focus on feelings of stress, uncertainty of self-ability, fear, worry, anxiety, demands from others, disliked by the surrounding environment, lack of self-confidence.

After Intervention (Post-Intervention)

After the intervention process with cognitive restructuring group counseling techniques was implemented, it was continued with the implementation of Focused Group Discussion. The purpose of the FGD was to determine changes in students who have academic anxiety after participating in cognitive restructuring group counseling techniques, and to qualitatively observe the effectiveness of group counseling in reducing cognitive anxiety in academic students of the Islamic Guidance and Counseling Study Program, Institut Attanwir Bojonegoro. The following are the results of the FGD implementation.

First, in general, the results of the counselees revealed that they had high academic anxiety because they experienced anxiety related to activities in the classroom and related to learning activities. Second, in general, the goal of the counselees who participated in group counseling was to build self-confidence and change irrational thoughts, because anxiety and feelings of pressure, nervousness, worry, anxiety during learning made them feel uncomfortable. Achieving goals by starting to change the thought patterns that had been formed. Third, initially before receiving group counseling, the counselees felt that they felt insecure, dissatisfied with themselves, worried, anxious, nervous, irrational thoughts, which are characteristics of high academic anxiety that made them disturbed in learning and self-development. After receiving group counseling with cognitive restructuring techniques, in general, the counselees revealed that they began to be able to think rationally, raise self-

confidence which had an impact on the emergence of new hopes, dare to discuss and communicate in class, no longer feel afraid, anxious, worried and nervous.

Fourth, all clients reported that implementing the cognitive restructuring counseling technique group benefited them in reducing their academic anxiety. These benefits stemmed from positive changes in their thinking and feelings, although not all issues were completely resolved. The focus group discussion found that clients who received the intervention felt that the cognitive restructuring group counseling technique had brought about positive changes in themselves.

Mixed Data Analysis

An embedded experimental design was used to analyze data based on two previously analyzed data sources. These two data sources were quantitative data analysis using statistics and qualitative data analysis using conversational analysis. After the analysis of these two data sources was obtained, a combined analysis of the two data sources was conducted. The data obtained from both quantitative and qualitative analyses were correlated and compared in a matrix. This matrix can be used to determine the extent to which the research hypothesis has been answered. The matrix is presented in Table 5 below:

Table 5. Results Analysis Data Mixed Quantitative (Analysis Statistics) And Qualitative (Analysis of Expressions/Statements)

Counselee	Statistical Results	Results Pretest And Academic Anxiety Posttest		Results Statement Qualitative Data on Academic Anxiety	
		Pretest	Posttest	High	Medium/Low
IS	Z= -2.371	104/90% Level academic anxiety category = High	80/70% Level academic anxiety category = Low	1. Worry 2. Afraid 3. Flustered 4. More quiet in class	1. Certain on oneself 2. Already dare to try
MU		105/91% Level academic anxiety category = High	82/71% Level academic anxiety category = Medium	1. Stressed 2. Feeling nervous when asked proceed	1. More calm 2. Positive Thinking
FS		104/90% Level academic anxiety category = High	82/71% Level academic anxiety category = Meddle	1. Like Sweating 2. Lazy going to class	1. More calm 2. More focus 3. Already Want to and not afraid to go to class
YBC		104/90% Level academic anxiety category = High	81/70% Level academic anxiety category = Low	1. Afraid 2. Worry 3. Negative thinking	1. More focus 2. Calm 3. No worries
AS		105/91% Level academic anxiety category = High	79/69% Level anxiety category academic = Low	1. Often Dizzy 2. Feeling depressed 3. Blame yourself	1. More calm 2. No worry Focus 3. carry out a task
RDR		108/94% Level academic anxiety category = High	108/94% Level academic anxiety category = High	1. Worry 2. Stressed	1. Positive thinking
DP		108/94% Level	78/68% Level academic	1. Worry 2. Afraid bad	1. More can manage

academic anxiety category = High	anxiety category = Low	grades 3. Fear of being blamed	thoughts 2. More can manage feelings
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Based on the matrix above, it can be seen that the results of the quantitative analysis are related to the results of the qualitative analysis. The quantitative data analysis, measured and presented in numerical form, is supported by qualitative data in the form of client statements during group counseling. Changes that occur during treatment generally tend to be in the high to medium to low categories. This is supported by the client's statements, which shift from high academic anxiety to low academic anxiety. This indicates that the group counseling intervention process using cognitive restructuring techniques has a therapeutic impact on the client. These changes are reflected in the client's statements, which express a desire to try to find solutions to the problem of high academic anxiety and are carried out in the form of actions to reduce academic anxiety in themselves.

Discussion

Based on the research data obtained, it appears that the majority of students tend to experience moderate levels of academic anxiety. This suggests that some students have not yet reached their optimal developmental level, and therefore, their academic anxiety needs to be reduced. Therefore, it is important to reduce students' academic anxiety in the hope that they will have good motivation and academic achievement. Research conducted by Mahato found that in the Micicoy Islands, schoolchildren currently have high levels of academic anxiety, which has many serious consequences for their mental health. Addressing academic anxiety in adolescents and providing appropriate support within the educational context is crucial. Interventions involving stress management, developing coping skills, and increasing social support can help reduce levels of academic anxiety and maintain adolescent mental health.

High levels of academic anxiety have many negative impacts. Prolonged academic anxiety can lead to chronic stress, burnout, and other mental health problems such as depression and anxiety disorders. This can interfere with a person's ability to learn, concentrate, and maintain emotional balance. High levels of academic anxiety are form disturbance in learning and is the main predictor of low academic achievement. The level of anxiety which height can bother ability someone to focus, remember information, and solve problem. This causes academic decline, difficulty in mastering the subject matter and can even cause low grades or a decline in overall achievement. In line with this, revealed anxiety disorders (Vitasari et al., 2010). Can come true in behavior in class so that those with anxiety disorders become more passive when studying, nervous, panic, fail in exams, feel no capable do task, and restless thoughts are symptoms of anxiety that contribute to students' low academic achievement. Therefore, this academic anxiety needs to be addressed with group counseling services using cognitive restructuring techniques, which are expected to reduce academic anxiety.

The purpose of testing the effectiveness of the intervention program was to obtain an overview of the extent to which the cognitive restructuring technique group counseling intervention was effective in reducing academic anxiety. During the intervention in a way general done running smoothly as evidenced by the change in the level of academic anxiety before and after being given group counseling treatment using cognitive restructuring techniques for 4 meetings with the stages in the cognitive restructuring technique, also seen from the results of expressions during the group counseling process in the experimental group. From results study noted that student experience one form of distorted anxiety is the

worry that one's own abilities do not match expectations. This research was conducted using a cognitive restructuring strategy based on the assumption that it can be used on children experiencing academic anxiety due to irrational thoughts. This is in line with Beck (2011), who stated that cognitive restructuring techniques effectively reduce students' academic anxiety because this technique is designed to solve clients' problems through cognitive restructuring.

CONCLUSION

Cognitive restructuring technique counseling guidance is effective in reducing academic anxiety in students of the Islamic Guidance and Counseling Study Program at the Institut Attanwir Bojonegoro, can be proven by quantitative findings that the average pretest results for the experimental group =105.4, the control group = 105.7 and after the treatment was given the average posttest for the experimental group was obtained. =80.28 And group control =90.14. Results test Wilcoxon signed-rank test Z value = -2.371 with a p value of 0.018. The p value is smaller than 0.05 ($0.183 < 0.05$), thus H_a accepted and H_o rejected, which means counseling group restructuring techniques cognitive effective for reduce anxiety qualitatively, this is indicated by the results of the high level of academic anxiety before treatment, and after treatment with cognitive restructuring counseling techniques, the average academic anxiety is in the moderate to low category. Furthermore, this can be seen from the counselee's expressions during the counseling session. counseling experience change which is seen qualitatively.

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