

EFFECTIVENESS OF GROUP GUIDANCE SERVICES WITH DISPUTING IRRATIONAL BELIEF TECHNIQUE ON FATHERLESS CHILDREN'S EMOTION REGULATION

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Abstract

This study aims to determine the effectiveness of group counseling services using the Disputing Irrational Beliefs technique on emotion regulation of fatherless children at the Aceh Sepakat Orphanage. The research employs a quantitative approach with a one-group pretest-posttest design pre-experimental type. The subjects of this study were 18 fatherless children who experienced difficulties in emotion regulation, all of whom were used as samples through saturated sampling technique. The intervention was conducted in four sessions of group counseling services using the DIB technique, which consists of empirical, logical, and pragmatic discussing stages. Data collection was performed using an emotion regulation questionnaire adopted from previous research, with validity and reliability tested in earlier studies. The data were analyzed using the Wilcoxon signed Rank Test. The analysis results showed an Asymp. Sig. (2-tailed) value of $0.001 < 0.05$, indicating a significant difference between the pretest and posttest scores. Thus, it can be concluded that group guidance services using the technique of disputing irrational beliefs are effective in improving the emotional regulation skills of fatherless children. This study provides important contributions as an educational-based psychological intervention to help children who experience the loss of a father figure in managing their emotions more adaptively.

Keywords: *Group Guidance; Disputing Irrational Beliefs; Emotional Regulation.*

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan teknik Disputing Irrational Beliefs terhadap regulasi emosi anak fatherless di panti asuhan aceh sepakat. Penelitian menggunakan pendekatan kuantitatif dengan desain pra-eksperimen jenis one group pretest-posttest design. Subjek penelitian ini adalah 18 anak fatherless yang mengalami kesulitan regulasi emosi dan seluruhnya dijadikan sampel melalui teknik sampling jenuh. Intervensi dilakukan dalam empat sesi layanan bimbingan kelompok menggunakan teknik DIBs yang terdiri dari tahapan empirical, logical, dan pragmatikal disputing. Pengumpulan data dilakukan menggunakan angket regulasi emosi yang diadopsi dari penelitian sebelumnya, dengan validitas dan reliabilitas yang telah diuji pada penelitian sebelumnya. Data dianalisis menggunakan uji Wilcoxon signed Rank Test. Hasil analisis menunjukkan nilai Asymp. Sig. (2-tailed) sebesar $0,001 < 0,05$, yang berarti terdapat perbedaan signifikan antara skor pretest dan posttest. Dengan demikian, dapat disimpulkan bahwa layanan bimbingan kelompok dengan teknik disputing irrational beliefs efektif dalam meningkatkan kemampuan regulasi emosi anak fatherless. Penelitian ini memberikan kontribusi penting sebagai intervensi psikologis berbasis edukatif untuk membantu anak-anak yang mengalami kehilangan figur ayah dalam mengelola emosi mereka secara lebih adaptif.

Kata kunci: *Panduan Kelompok; Memperdebatkan Keyakinan yang Tidak Rasional; Regulasi Emosi.*

INTRODUCTION

Family is a small group in society consisting of a head of the family and several members who live together under one roof and depend on each other (Harna 2021). In the family system, the basic function of the family is to provide appropriate environmental conditions for family members so that the physical, psychological, social and mental aspects of all family members can develop (Viranda, Chandrika, and Karimah 2023). The role of the family in meeting the basic needs of its members is not only limited to physical and social aspects, but also includes the care and formation of children's character. In the early stages of a child's growth and development, the role of the father and mother is very important. The presence and parenting patterns provided by both parents will have a major impact on the formation of the child's character, talents, and personality. This is because the family environment is the first factor in having a significant impact on the child, including the father, mother, and siblings (Teso, 2023).

Fathers, as one of the main figures in the family, have a crucial role in providing a sense of security, emotional support, and role models for children. The presence of a father greatly influences a child's life, giving a good impression so that the child's growth and development are balanced (Awallia and Cahniyo 2024). The importance of the father's role, both physically and emotionally, in raising and educating children has also received less attention. A situation where a father is not present in family life is known as fatherless (Aswarani and Khoiryasdien 2022). Indonesia is ranked third in the world in the category of fatherless countries (Nindhita and Arisetya Pringgadani 2023). This condition shows that many children in Indonesia experience the absence of a father figure in their upbringing, either due to divorce or other factors. The loss of a father's role in a child's life can directly affect their psychological development, and an incomplete family has the potential to cause feelings of emotional emptiness in children (Kartini, Effendy, and Rohman 2023).

Emotion is a process of conveying subjective messages to others about an event that is being experienced (Prabawati 2024). Emotions have a level of

intensity certain events, namely the same event can cause children to produce emotional reactions with different intensities. The intensity of emotions felt by children can affect the way they behave, interact, and make decisions. Emotions that are too intense can cause impulsive reactions, while emotions that are too weak may make children less responsive to situations. Therefore, the ability to manage emotions is an important aspect in a child's life. In this regard, the ability to regulate emotions is very important for children in everyday life with parental guidance (Sari et al. 2024).

The Fatherless phenomenon is one of the problems that has a major impact on the emotional development of children at the Darul Aitam Aceh Sepakat orphanage. The absence of a father's role in their lives not only impacts their social life but also affects their ability to regulate emotions. This is in line with research findings that show that the relationship between parents and children has a crucial role in the formation of emotional regulation (Sari et al. 2024). Based on observations at the orphanage, many children have difficulty recognizing and managing their emotions. Some children appear easily angered and experience excessive anxiety, while others often feel sad and lonely. This condition strengthens the results of research which states that poor emotional regulation can increase the risk of behavioral problems and aggression (Hasmawati, Suarni, and Sriwati 2023).

To overcome this problem, interventions that can be applied in orphanages are through group guidance (BKP) with the Disputing Irrational Beliefs (DIBs) technique. This technique focuses on identifying, challenging, and changing irrational thought patterns that can affect children's emotions, such as the belief that they are worthless or do not have a bright future (Rahiem 2023).

In general, rational beliefs refer to beliefs that are logical, empirical, and pragmatic. In contrast, irrational beliefs refer to beliefs that are illogical, cannot be proven true, and are not pragmatic (Paramatatwa and Setiawati 2022). The REBT approach relies heavily on thinking, refuting, arguing, challenging, interpreting, explaining, and teaching (Ilhamuddin et al. 2024). One of the most common techniques used to actively refute an individual's irrational beliefs is by

Disputing Irrational Beliefs technique.

Disputing Irrational Beliefs one of the techniques used in REBT which aims to change irrational beliefs into rational beliefs (Am Masurah 2023 2023). Disputing Irrational Belief is a technique used by counselors to confront irrational beliefs and concerns in clients. With the technique of disputing irrational belief, clients are encouraged to modify their cognitive aspects so that they can act and behave in accordance with the value system expected in themselves and their environment (Adawiyah et al. nd). In applying the technique of disputing irrational belief in counseling sessions, it takes a long time and requires direct interaction between the counselor and the client (Wulandari et al. 2024).

To support the problems discussed, the researcher tried to trace various literature and previous studies that were still relevant to the problems that were the object of the current research. The results of the study (Teso 2023) entitled "The Effect of Fatherless on Emotional Intelligence in Adolescents at the Class II Pekanbaru Riau Child Development Institution (LPKA). Based on these findings from this study, it can be concluded that there is no significant influence between the condition of being without a father figure (fatherless) on the emotional intelligence of adolescents at the Class II Pekanbaru Riau Special Child Development Institution (LPKA). Although the father figure has an important role in the psychological development of children, the results of this study indicate that other factors, including the environment and education, may be more influential in shaping adolescent emotional intelligence.

Furthermore, research conducted by (Wulandari et al. 2024) entitled "Development of Podcast-Based Irrational Belief Disputing Media to Increase Confidence of Body Shaming Victims in High School Students". Based on this study, it shows that this podcast is effective, useful, and easy to access. The results of the study also show that the Disputing Irrational Beliefs technique is effective in changing negative perceptions and increasing students' self-confidence, with a very high level of validity from the assessment.

In line with these findings, research conducted by (Koesdyantho 2014) with

the title "Effectiveness of Dispute Irrational Beliefs (DIBs) to Reduce Low Self-Esteem in Students" also shows that the Dispute Irrational Beliefs (DIBs) Technique proven effective in improving students' self-esteem. The results of this study revealed that 88.9% of respondents experienced an increase in self-esteem after implementing the DIBs technique. Through this technique, students can recognize and challenge irrational beliefs that have affected their self-confidence, thus having a positive impact on their self-development and psychological well-being.

Several previous studies have examined the impact of fatherlessness on adolescents in various environments, such as LPKA which examined the relationship between the loss of a father figure and emotional intelligence. However, studies that specifically examine the Effectiveness of Group Guidance Services (BKP) with the Disputing Irrational Beliefs (DIBs) Technique in helping fatherless children living in orphanages to regulate their emotions are still rare. Therefore, this study is important to fill this gap and provide more structured psychological-based interventions for children in orphanages.

Based on the description above, the author is interested in making a scientific paper in order to complete the final assignment by conducting research on the Disputing Irrational Belief technique because this technique can help individuals identify and challenge irrational beliefs that can influence their mindset and behavior. By applying this technique, it is expected that individuals can develop a more rational mindset, improve psychological well-being, and overcome various emotional problems faced.

RESEARCH METHOD

This quantitative research entitled "The Effectiveness of Group Guidance Services with the Disputing Irrational Beliefs (DIBs) Technique on Emotional Regulation of Fatherless Children at the Aceh Sepakat Orphanage" uses an experimental research type, with a pre-experimental design. Experimental research is defined as a research method carried out by experimenting to determine the effect

of independent variables on dependent variables (Paramatatwa and Setiawati 2022). The design used is pre-experimental using one group pretest posttest design. Where there is only one group of subjects who will be given treatment as an experimental group without any comparison group.

The one group pretest-posttest research design was used to measure changes in the level of emotional regulation that occurred before and after being given treatment in the form of Group Guidance Services with the Disputing Irrational Beliefs technique (Donald T. Campbell 1963).

Table 1. Research Design

O1		X		O2
Pre Test	➡	Treatment	➡	Post Test
O1	Pre-Experimental Stage at this stage the researcher distributed an initial questionnaire or what is called a pretest, where children filled out an emotional regulation questionnaire before being given treatment to find out the initial conditions.			
X	The Experiment (treatment) stage is in the form of a counseling session with BKP services using the Disputing Irrational Beliefs (DIBs) Technique.			
O2	Post-experimental stage, post-test data was obtained from a questionnaire to determine changes in behavior.			

The first stage is a pretest to measure the level of emotional regulation of the child before treatment. Second, providing treatment in the form of group guidance with the Disputing Irrational Beliefs (DIBs) technique, which consists of several sessions that are systematically designed to regulate children's emotions. Third, after the treatment is complete, a posttest is conducted to determine changes in the level of emotional regulation of the child compared to the initial conditions before treatment.

The data obtained from the population of all children at the Aceh Sepakat Orphanage amounted to 18 children. In this study, the sampling technique used was nonprobability sampling with the technique taken, namely saturated sampling (Sari and Ratmono 2021). Saturated sampling was used because the number of fatherless children who had difficulty in regulating emotions in this orphanage was relatively

small, so all individuals who met the criteria were included in the study. Therefore, the sample taken used the saturated sampling technique because the population was relatively small. So that the sample used in this study amounted to 18 children. With this method, the results of the study are expected to be more representative because they include all fatherless children with difficulty in regulating emotions in the orphanage.

The categorization of pre-test and post-test result scores is divided into three categories based on calculations as listed in the following table (Paramatatwa and Setiawati 2022).

Table 2. Categorization Formula

Normal	Category
$X < \text{Mean} - \text{SD}$	Low
$\text{Mean} < X < \text{Mean} + \text{SD}$	Currently
$X > \text{Mean} + \text{SD}$	tall

Analyzed using statistical tests to determine whether there are significant differences before and after treatment. The data analysis technique used is the Wilcoxon test, which aims to test the effectiveness of the DIBs technique in improving the emotional regulation abilities of fatherless children. The results of this study are expected to show whether BKP services with the DIBs technique can help fatherless children at the Aceh Sepakat Orphanage in managing and regulating their emotions more adaptively.

Data collection techniques using questionnaires (surveys) using the Likert scale format. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. With the Likert scale, the variables to be measured are described into variable indicators (Pradhana and Prasetyo 2015).

This research instrument uses an instrument that has been taken from previous research by Obi Tesso (2022). The questionnaire was then adopted according to the researcher's problem that has been tested for validity and reliability. This questionnaire uses the product moment correlation technique which is processed through the SPSS version 29.0 application. The instrument is declared

valid if the significance value (Sig.) obtained is less than 0.05 ($p < 0.05$). The test results show that all items have a significance value < 0.05 , so all items are declared valid and suitable for use. Reliability is stated as a coefficient if the number is in the range of 0 to 1.00, the higher it is, the steps to conduct a reliability test using the Crombach Alpha method are processed with the SPSS 20.0 program.

The data analysis technique used is non-parametric statistics because data testing is carried out on small groups, using the Wilcoxon Test to determine the difference between the initial measurement results and the final measurement results. The Wilcoxon test is used because the data used are paired group data. The hypothesis in this study is as follows:

- Ha: There is a significant difference between before and after receiving treatment in the form of group guidance with the technique of disputing Irrational beliefs.
- Ho: There is no significant difference between before and after receiving treatment in the form of counseling guidance with the disputing irrational beliefs technique.

RESULTS AND DISCUSSION

Emotional Regulation Is an individual's ability to recognize, understand, and manage emotions adaptively. For children who have lost a father figure (fatherless), emotional regulation is one of the important aspects that need to be developed to help them adapt to the environment and psychological pressure.

The level of emotion regulation of fatherless children can be improved through group counseling services with the Disputing Irrational Beliefs (DIBs) technique. The more effective this intervention is in helping children recognize and challenge their irrational beliefs, the better their ability to manage emotions adaptively. Conversely, if the intervention fails to address these irrational beliefs, children's emotion regulation may remain low, potentially hindering their emotional and social development. This is in line with previous research findings showing that cognitive-behavioral interventions can improve emotion regulation in individuals experiencing emotional difficulties.

In this study, group guidance services were conducted using the Disputing Irrational Beliefs technique to help improve emotional regulation skills in fatherless

children. Measurements were conducted twice, namely before the service was provided (pre-test) and after the service was provided (post-test).

Table 3. Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Dtd. Deviation
PRE-TEST	18	87	96	95.55	2.52
POST-TEST	18	95	124	104.05	8.88
Valid N (List Waise)	18				

Based on the table above, there was an increase in the posttest results compared to the pretest results. The increase was seen in the average posttest score with a figure of 104.05 compared to the average pretest score of 95.55 before being given treatment in the form of group guidance. The increase in the posttest score indicates that fatherless children in Aceh orphanages agree to experience positive changes in regulating their emotions after participating in group guidance services.

Table 4. Wilcoxon Signed Rank Test Calculation

Test Statistics ^a	
	Posttest - Pretest
Z	-3.626 ^b
Asymp. Sig. (2-tailed)	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

From the results of the Wilcoxon test, a significance value of Asymp. Sig. (2-tailed) was obtained of <0.001, which means that the number is smaller than the critical limit of the study of 0.05. This shows that there is a significant difference between the pretest and posttest scores. Thus, it can be concluded that group guidance with the technique of disputing irrational beliefs is effective in improving emotional regulation of fatherless children in the Aceh orphanage.

The first treatment data in this study was determined through the pretest result value and the second treatment data was determined through the posttest result value. The second treatment data can be seen in the following table:

Table 3. Value data before treatment (pretest) and after treatment (posttest)

Subject	Pre-Test	Category	Post-Test	Category	Information
RB	87	Low	100	Currently	Increase
RM	93	Currently	123	Tall	Increase
IS	93	Currently	102	Currently	Still
IP	94	Currently	107	Currently	Still
RS	96	Tall	98	Low	Decrease
MD	91	Currently	102	Currently	Still
TAT	92	Currently	100	Currently	Still
MRA	91	Currently	106	Currently	Increase
SS	91	Currently	104	Currently	Increase
JK	95	Currently	100	Currently	Still
RP	95	Currently	95	Low	Decrease
LU	88	Low	124	Tall	Increase
MS	95	Currently	102	Currently	Still
SFM	95	Currently	97	Low	Decrease
AKB	90	Currently	102	Currently	Increase
HAS	92	Currently	99	Low	Decrease
PR	94	Currently	101	Currently	Increase
IKN	94	Currently	119	Tall	Increase

The results of the pre-test and post-test showed a significant increase compared to the pre-test. Most participants experienced an increase in scores, both in terms of value and category. For example, participant LU increased from a score of 88 (low category) to 124 (high category), and RM from 123, moving from the medium to the high category. Other participants MRA, SS, and PR also showed an increase in scores although they remained in the medium category. Although there were some participants who experienced a decrease, such as RS and RP, the number was smaller than the participants who experienced an increase.

Overall, these results indicate that the implementation of group guidance using the technique of disputing irrational beliefs can positively improve emotional regulation in fatherless children in Aceh orphanages. Although there has been no previous research that specifically examines this topic in the population of

fatherless children in orphanages, these findings provide an important initial contribution in understanding the effectiveness of the disputing irrational beliefs approach in this context. This study can be a foundation for further studies exploring similar psychological interventions in other vulnerable groups, as well as strengthening the literature on group guidance services based on cognitive-behavioral approaches in helping to develop children's emotional regulation. Emotional regulation is an individual's ability to manage and adjust emotional responses to situations faced. This ability is very important for adolescents, especially in dealing with various pressures and challenges during their development. Emotional regulation involves intrinsic and extrinsic processes that are responsible to monitor, evaluate, and modify emotional reactions in order to achieve individual goals (Thompson 1994).

Adolescents who experience fatherless conditions, namely growing up without the presence or support of a father figure, often face greater emotional challenges. The absence of a father figure can affect a child's emotional development, including in terms of emotional regulation. Studies show that adolescents in this condition tend to have difficulty managing emotions, which can impact their behavior and psychological well-being (Hasmarlin and Hirmaningsih 2019). One approach that can be used to help adolescents improve their emotional regulation skills is through group guidance with the Disputing Irrational Beliefs (DIBs) technique. This technique is a core part of the Rational Emotive Behavior Therapy (REBT) approach by Albert Ellis. This technique focuses on helping individuals identify, evaluate, and replace irrational beliefs that can cause emotional and behavioral disorders (Corey 2009).

DIBs are carried out through three stages, namely empirical disputing, logical disputing, and pragmatic disputing (Christiana et al. 2022). 1. First Stage: Empirical Disputing. At this stage, group members are guided to recognize and realize the existence of irrational beliefs in themselves. 2. Second Stage: Logical Disputing. At this stage, the irrational beliefs held by the client are questioned through various critical questions, such as: what is the evidence and truth of the

belief, the reasons behind the belief, the possible benefits of maintaining it, and the extent to which the belief can be realized in reality. Through this logical disputing process, the client is expected to be able to achieve self-acceptance. 3. Third Stage: Pragmatical Disputing. At this stage, the client is guided to develop a rational mindset. This process begins by correcting erroneous perceptions of reality, then reconstructing positive mindsets that were previously disturbed by irrational beliefs. Next, the client is directed to build more effective thoughts about themselves through the formation of rational habits, patterns and lifestyles, positive thinking about themselves, and developing new, healthier feelings.

Although this technique is commonly used in the context of counseling, especially group counseling, the substance of the DIBs technique is very relevant to be applied in educational and preventive group guidance activities. Group guidance participants are not directed to discuss personal problems in depth, but are invited to understand examples of irrational thoughts and learn how to oppose them logically and pragmatically. Thus, the guidance atmosphere remains safe, open, and in accordance with the principles of group guidance.

Research conducted by (Khusumadewi 2012) shows that DIBs techniques are effective in group counseling to reduce academic anxiety. Although the study used a counseling approach, the same approach can be applied educationally in group guidance, with adjustments in the form and depth of intervention. Group Guidance can be used to develop mindsets as well as, social skills, and the ability to deal with stress positively (Prayitno 2004).

Thus, the use of DIBs techniques in group guidance can be an effective alternative method to help participants recognize the irrational thoughts they have, as well as train them to think more logically, realistically, and positively towards themselves. This technique can strengthen the preventive function of group guidance, especially in reducing the potential for emotional disturbances that come from erroneous ways of thinking.

Group guidance was conducted with a total of 18 children in the Aceh Sepakat Orphanage and was the entire population of fatherless children who had

difficulty in regulating emotions. Group guidance was conducted face-to-face at the orphanage, after the researcher obtained permission to carry out the service. Group guidance services were conducted in four meetings adjusting the Disputing Irrational Beliefs technique in the REBT approach. In the first meeting, groups were formed and children were introduced to the principles and norms of group guidance. In addition, they were invited to recognize irrational thoughts that often arise due to the experience of losing a father figure, such as feeling unloved, feeling inferior, blaming themselves, and exploring real evidence through the empirical disputing approach. The second session focused on logical disputing, where children were invited to challenge the logic of irrational beliefs.

That they have, through critical discussion and reflection on unrealistic mindsets. The third session involves pragmatic disputing, by helping children evaluate whether the irrational beliefs they have held so far are beneficial or detrimental emotionally, and replacing them with healthier thoughts. Finally, in the fourth session, reflection is carried out on their emotional development during the program, as well as reviewing the changes in mindset and attitude that have occurred. They are also invited to determine further strategies to face emotional challenges in the future. All activities are carried out face-to-face at the Aceh Sepakat Orphanage, with participation and interaction that allows each child to convey problems and experience the process of gradual and deep transformation of thinking.

Previous studies have shown that the absence or minimal involvement of fathers (fatherless) can affect the psychological, social, and emotional aspects of children, thus affecting their long-term development (Awallia and Cahniyo 2024). In this case, interventions that focus on developing emotional regulation are very important to help children overcome the psychological impact of the absence of a father figure (Putri et al. 2025). Children who grow up without a father figure tend to have difficulty in forming a self-identity, have low self-control, and face challenges in building healthy social relationships. This can also have an impact on decreased self-esteem, increased risk of emotional disorders such as anxiety and

depression, and aggressive or antisocial behavior (Walyono 2021). Research shows that the absence of a father figure can cause disturbances in children's emotional development, and therefore appropriate interventions are needed to help children deal with this condition.

CONCLUSION

Based on the results of the discussion and research on the implementation of group guidance services with the disputing irrational beliefs (DIBs) technique, it is effective in improving emotional regulation in fatherless children in Aceh orphanages. The increase can be seen from the comparison of pre-test and post-test values which show significant differences and changes in emotional categories from low, medium, to a more adaptive level. This study provides implications that DIBs-based group guidance services can be used by school counselors or orphanages to improve the psychological well-being of fatherless children. This study has limitations in the small sample size and the absence of a control group so that the generalization of the results needs to be done carefully. Further research can use a pure experimental design with a control group to test the effectiveness of the intervention more strongly.

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