

Group Counseling with Behavioral Approach using Modeling Technique on Aggressive Behavior of Students Influenced by Seniority Culture in Islamic Boarding Schools

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	ABSTRACT
ARTICLE INFO: Received October 13, 2025 Revised November 09, 2025 Accepted December 15, 2025 KEYWORDS: Aggressive Behavior, Behavioral Approach, Group Counseling, Modeling, Seniority Culture	Aggressive behavior among students in Islamic boarding schools influenced by seniority culture has become a serious problem requiring systematic intervention. This study aims to examine the effectiveness of group counseling using a behavioral approach with modeling technique in reducing aggressive behavior among students at Walisongo Islamic Boarding School. A quasi-experimental method with a Nonequivalent Control Group Pretest-Posttest design was employed. Twenty male students from Sunan Kalijogo dormitory identified as having aggressive behavior tendencies were selected through purposive sampling based on the Buss Aggression Scale screening. The sample was divided into an experimental group (n = 10) and a control group (n = 10). The experimental group received four behavioral group counseling sessions using modeling technique, each lasting 45 minutes, while the control group received no treatment. Data were analyzed using IBM SPSS Statistics 25 with Shapiro-Wilk normality test, Levene's Test for homogeneity, paired-sample t-test, and independent-sample t-test with Welch's correction. Results showed a significant decrease in aggressive behavior scores after the intervention ($t(19) = -19.965$, $p < 0.001$), with a pretest mean of 60.45 (SD = 7.13) and posttest mean of 96.75 (SD = 3.14). These findings confirm that behavioral group counseling with modeling technique is effective in reducing aggressive behavior among students influenced by seniority culture.

INTRODUCTION

Aggressive behavior among students in Islamic boarding schools is a phenomenon that demands serious attention in the world of Islamic education. Manifestations of student aggressive behavior include physical violence such as hitting and pushing, verbal aggression such as shouting and threatening, as well as psychological aggression in the form of intimidation and exclusion (Ramli et al., 2023). Its impact is not only felt by victims who experience trauma and psychological disorders, but also damages the learning atmosphere and character formation in the pesantren environment, which should serve as a space for developing Islamic values (Zuhriya & Surur, 2021).

At the national level, data from the Ministry of Women's Empowerment and Child Protection recorded 19,593 cases of violence throughout Indonesia from January to September 2023, with the 13–17 age group being the most frequent victims, accounting for approximately 38% of total cases. The Indonesian Child Protection Commission (KPAI) also documented 2,355 violations of children's rights in the same year, of which 861 occurred in educational institutions, including *pesantren* (Islamic Boarding School) (Badan Pusat Statistik, 2016). Seniority culture has been identified as one of the main triggers of such violence, as affirmed by the research, Budiman et al. (2023) which identifies the seniority hierarchy as the dominant factor sustaining bullying practices in pesantren.

The boarding-school nature of pesantren life creates its own social dynamics. Seniority, originally intended as a mechanism for intergenerational value and knowledge transfer, often becomes distorted into an oppressive power structure. Senior students who feel they hold authority

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over junior students frequently express this dominance through intimidation, forced servitude, and physical and verbal violence. This pattern is reproduced cyclically because students who have been victims tend to internalize and replicate the same behavior when they reach senior positions (Wakhid et al., 2020).

Aggressive behavior among students, as conceptualized by Buss and Perry, encompasses four interrelated dimensions: physical aggression, verbal aggression, anger, and hostility (Rahmati & Mubarak, 2023). Within Bandura's Social Learning Theory framework, aggressive behavior is understood as the result of observational learning, where individuals observe aggressive models, receive reinforcement from the environment, and ultimately internalize such behavioral patterns as normal. This explanation is highly relevant for understanding how seniority culture in pesantren facilitates the learning and perpetuation of aggression (Bandura, 1977).

To break this cycle, an intervention is needed that directly targets the behavioral learning process. Group counseling with a behavioral approach offers an appropriate framework, as it assumes that maladaptive learned behaviors can be changed through structured relearning (Rahmatullah, 2022). The modeling technique, grounded in social learning theory, enables counselees to observe models displaying adaptive behaviors as alternatives to aggressive responses, then practice and internalize those behaviors through guided practice and reinforcement (Jacobs et al., 2016).

The group counseling format enhances the effectiveness of this technique by providing a safe social environment for members to observe each other, practice, and give feedback. Group dynamics, including social reinforcement, peer modeling, and universality of experience, have been proven to significantly increase motivation for behavioral change (Mohan & Bakar, 2021).

This study is grounded in the urgency to fill a significant empirical gap in the guidance and counseling literature within Islamic educational settings, particularly regarding the handling of aggressive behavior stemming from seniority culture in Islamic boarding schools. Although the behavioral approach with modeling technique has proven effective in general school contexts, its application in the pesantren setting, which has distinct social, cultural, and structural characteristics, has not been systematically studied. The dormitory dynamics, hierarchical relationships among students, and Islamic values that color pesantren life create a unique context that cannot simply be equated with other educational institutions. Therefore, research specifically examining the effectiveness of behavioral group counseling interventions in this context is needed, so that its results can provide a relevant scientific contribution while serving as a practical foundation for the development of evidence-based guidance and counseling services in Islamic educational institutions in Indonesia.

Nevertheless, studies specifically examining the application of this approach in the pesantren context remain very limited in addressing aggressive behavior in general schools; studies specifically conducted in the pesantren context remain very limited. The uniqueness of the pesantren's social and cultural system makes this research important as an empirical contribution that can enrich the evidence base for guidance and counseling services in Islamic educational institutions. This study aims to examine the effectiveness of behavioral group counseling with the modeling technique in reducing aggressive behavior among students influenced by seniority culture at Walisongo Islamic Boarding School.

METHODS

Design

This study employed a quantitative approach using a quasi-experimental method, specifically a Nonequivalent Control Group Pretest-Posttest design. This design involves two groups — an experimental group and a control group — assessed through measurements before and after the intervention period. The independent variable in this study was behavioral group counseling with a

modeling technique, while the dependent variable was the level of student aggressive behavior measured using the Buss Aggression Scale (Sugiyono, 2019).

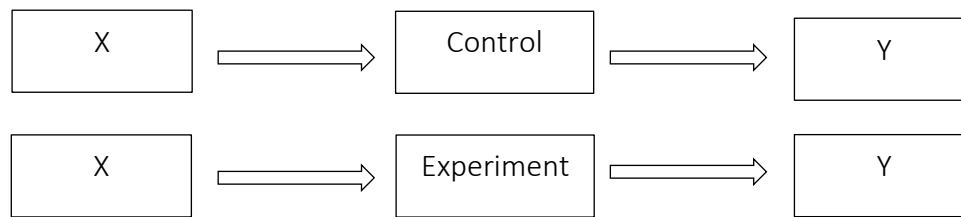


Figure 1. Research Design

The intervention for the experimental group was designed in four counseling sessions, each lasting 45 minutes, conducted over two consecutive weeks. The first session focused on group formation and behavioral assessment; the second session introduced live modeling by the counselor; the third session involved role-playing with peer modeling and guided practice; and the fourth session included evaluation, behavioral commitment formulation, and group termination.

Participant and Procedure

The study was conducted at Walisongo Islamic Boarding School, located in Kampung Sukajadi, Bumi Ratu Nuban District, Central Lampung, Indonesia. Participants were male students from Sunan Kalijogo dormitory who had resided at the school for at least three to six years. Purposive sampling was used to identify 20 students showing tendencies toward aggressive behavior based on Buss Aggression Scale screening scores. These twenty participants were then randomly divided into an experimental group ($n = 10$) and a control group ($n = 10$).

The research procedure consisted of three main stages: pretest administration, intervention implementation, and posttest administration. During the pretest stage, all participants completed the Buss Aggression Scale to establish baseline scores. During the intervention stage, the experimental group participated in four behavioral group counseling sessions using the modeling technique, while the control group continued their regular pesantren activities without any special treatment. After the fourth session was completed, all participants completed the posttest using the same instrument (Mustakim, 2022).

Instruments

The instrument used in this study was the Indonesian version of the Buss Aggression Scale, adapted from the validated version by Hamzy et al. (2023). This scale consists of 28 statement items measuring aggressive behavior across four dimensions: physical aggression, verbal aggression, anger, and hostility. Each item is rated on a four-point frequency scale (4 = always, 1 = never), with a total score range of 28 to 112. The instrument has demonstrated strong psychometric properties with an internal consistency coefficient (Cronbach's alpha) of 0.914 and item validity indices ranging from 0.351 to 0.702.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 25. The analysis procedure followed four sequential stages as outlined by Sugiyono (2019). First, descriptive statistics were calculated to summarize pretest and posttest scores, including mean, median, standard deviation, and minimum and maximum values. Second, normality assumptions were checked using the Shapiro-Wilk test, selected for its suitability for small samples. Third, variance homogeneity between the two groups was evaluated using Levene's Test. Fourth, hypothesis testing was conducted using the

paired-sample t-test to assess within-group changes and the independent-sample t-test to compare differences between groups. Given the non-homogeneous variance identified through Levene's Test, Welch's correction (equal variances not assumed) was applied to between-group comparisons. Effect size was calculated using Cohen's d to measure the practical significance of the intervention (Sulistiyowati, 2017).

RESULT AND DISCUSSION

Results

Before testing the hypotheses, the researchers first needed to verify whether the collected data followed a normal distribution. This can be thought of as checking whether raw ingredients are suitable before cooking. The test used was the Shapiro-Wilk, appropriate for small sample sizes such as in this study. The results showed significant data pretest adalah 0,578 dan posttest 0,639, both well above the minimum threshold of 0.05. The research data are normally distributed and suitable for further analysis using parametric statistical tests.

Before hypothesis testing was carried out, Table 1 presents two fundamental statistical assumptions to verify data adequacy. The normality check using the Shapiro-Wilk test revealed that the data distribution in both measurement conditions met the requirements of a normal curve, allowing parametric analysis to be legitimately applied. On the other hand, the homogeneity check using Levene's Test revealed that the data spread between the two groups was not at an equivalent level. This condition was anticipated by applying Welch's correction during the hypothesis testing stage, a procedure specifically designed to handle variance inequality without compromising the reliability of statistical conclusions.

Table 1. Assumption Testing Results (Normality and Homogeneity)

Test Type	Variable	Statistic	df1	df2	Sig.	Description
Shapiro-Wilk	Pretest	0.962	20	–	0.578	Normal
Shapiro-Wilk	Posttest	0.965	20	–	0.639	Normal
Levene's Test	Research Outcome	13.06	1	38	0.001	Not Homogeneous

Table 2 shows the overall picture of student aggressive behavior scores before and after the intervention, revealing a strikingly notable pattern of change. In the initial condition before counseling was administered, scores among students were fairly widely spread, reflecting genuine diversity in aggression levels among participants. Some showed higher aggressive tendencies while others were in the lower range, but overall the average score was in a zone indicating aggressive behavior requiring intervention. After all four counseling sessions were completed, this picture changed dramatically. The average score jumped close to the upper limit of the instrument, and more significantly, individual variation narrowed sharply. This means that almost all participants moved in the same direction, toward much more controlled behavior. It is important to note that in the Buss Aggression Scale used, higher scores actually reflect a more positive condition, indicating more adaptive and non-aggressive behavior.

Table 2. Descriptive Statistics of Pretest and Posttest

Measurement	N	Mean	SD	Min	Max
Pretest	20	60.45	7.13	47	73
Posttest	20	96.75	3.14	–	–

The test results presented in Table 3 show that the changes occurring within the experimental group produced highly convincing findings. The difference between pre- and post-intervention scores proved to be not merely a random variation occurring without cause, but rather a statistically meaningful shift with a margin far exceeding the significance threshold. The resulting mean

difference indicated a substantial magnitude, suggesting that within the span of four counseling sessions conducted over two weeks, students experienced a fairly profound and measurable behavioral transformation.

Table 3. Paired-Sample t-Test Results

Pair	Mean Difference	SD	t	df	Sig.
Pretest – Posttest	-36.30	8.13	-19.97	19	0.000**

A further verification step was conducted by comparing scores between the group that received the intervention and the group that received no treatment at all, as presented in Table 4. The results confirmed that the difference between the two groups was very real and cannot be attributed to chance alone. This finding plays a crucial role in strengthening the causal argument that the observed behavioral change indeed originates from the counseling intervention provided, not from the influence of uncontrolled external variables. Furthermore, the effect size calculation yielded a figure falling in the category of very large impact. In the field of human behavioral research, this category carries meaning that goes beyond mere statistical figures. It indicates that the change that occurred is not only mathematically detectable but is genuinely felt and has the potential to transform students' social relational patterns in their daily lives at the pesantren.

Table 4. Independent-Sample t-Test Results (Welch's Correction)

Comparison	Mean Difference	SE	t	df	Sig.
Pretest vs Posttest (VTB)	-36.30	1.74	-20.84	26.12	0.000**

Discussion

The findings of this study affirm that group counseling with a behavioral modeling technique is capable of bringing about real change in student aggressive behavior formed under the influence of seniority culture. These findings are meaningful not only statistically, but also contextually, given that the pesantren setting carries social dynamics that differ from educational institutions in general. At Walisongo Islamic Boarding School, as found in many other pesantren in Indonesia, the seniority hierarchy is deeply rooted in students' daily lives. This practice often takes a distorted form: junior students are placed in subordinate positions vulnerable to pressure, intimidation, and even physical violence. More concerning, victims tend to replicate the same patterns when they later reach senior positions, so the cycle of aggression continues from generation to generation without any mechanism to break it (Wakhid et al., 2020).

This phenomenon is not merely a local issue. National data indicate that violence in educational settings, including pesantren, remains an unresolved problem. The culture of silence that often surrounds cases of violence in pesantren, combined with the lack of structured, evidence-based interventions, allows the problem to persist far longer than it should. It is in this context that the intervention tested in this study finds its relevance.

The effectiveness of behavioral group counseling found in this study is consistent with Bandura's Social Learning Theory framework, which views aggression not as an innate disposition, but as a behavior learned through observation and environmental reinforcement. In the pesantren ecosystem, the seniority system indirectly provides a model of dominance that is continuously observed by junior students, and because this model never faces negative consequences, aggression ultimately becomes normalized. Behavioral group counseling cuts this chain by presenting prosocial alternative behavioral models, training students to practice them in a safe situation, and building a new reinforcement environment within the group (Daulay & Karneli, 2024).

The modeling technique applied works through four cognitive processes identified by Bandura, namely attention, retention, reproduction, and motivation. During counseling sessions, participants were guided to carefully observe how the counselor demonstrated non-aggressive responses in

conflict situations, then took turns practicing through guided role-play. Feedback from fellow group members became a highly organic reinforcing element, as it came from peers who shared similar life experiences (Khadka, 2024). This process is consistent with the findings, Anggriani (2023) which affirm that behavioral learning becomes more effective when individuals are not merely observers but also active actors who receive social reinforcement from their environment.

These findings are also in line with a number of previous studies examining the effectiveness of similar approaches. Damayanti & Aeni (2016) reported that behavioral counseling with a modeling technique significantly reduced aggressive behavior among junior high school students, with changes evident in both physical and verbal aggression dimensions. Supiyanti et al. (2023) found parallel results in the context of bullying behavior, where the integration of modeling, role-playing, and positive reinforcement in a single group counseling package produced meaningful score reductions. Dinanty et al. (2024) also documented significant improvements in prosocial behavior following modeling-based group guidance interventions. This study extends and reinforces these findings by demonstrating similar effectiveness in the distinctive pesantren environment, which has been underrepresented in evidence-based counseling literature in Indonesia (Gunawan, 2025).

One aspect that deserves attention is the role of the group format itself as a vehicle for change. Beyond the techniques applied, the interpersonal dynamics built during counseling sessions also appear to function as a distinct therapeutic factor. When students realize that their peers face the same behavioral challenges, feelings of isolation and shame diminish, and motivation to change actually strengthens Purba et al. (2023). This is highly relevant in the pesantren context, which is essentially a communal living community where social pressure from the group carries great power in shaping individual behavior. When the counseling group successfully establishes a new norm that prosocial behavior is the appreciated standard, students indirectly carry that norm back into their daily dormitory life.

Implication

The findings of this study carry relevant implications for various stakeholders involved in educational management within the pesantren environment. For counselors or guidance and counseling teachers, these findings can serve as a foundation for integrating behavioral group counseling with the modeling technique as a structured, evidence-based intervention service in handling student aggression cases, rather than merely a reactive, ad hoc response. For pesantren administrators and managers, this research provides a scientific argument for promoting internal cultural reform, particularly by designing senior student development programs that prioritize ethical leadership values rather than hierarchy-based dominance. Meanwhile, for academics and researchers in the field of guidance and counseling, these findings enrich the body of literature on the application of behavioral approaches in the distinctive context of Islamic education, while simultaneously opening pathways for the development of more comprehensive and pesantren-values-adaptive intervention modules.

Limitation

This study is not without a number of limitations that must be critically considered before drawing overly broad conclusions. In terms of scope, the study involved only male students from one dormitory at one pesantren, so generalization to other pesantren contexts with different social and cultural characteristics should be done with caution. In terms of duration, four intervention sessions conducted over two weeks are relatively brief for ensuring whether the behavioral changes obtained will persist over the long term, especially since this study did not include post-intervention follow-up measurements. In terms of gender, the absence of female students from the research sample limits the ability of the findings to explain aggression dynamics that may differ in female groups. Therefore, future research is recommended to include more diverse samples, incorporate follow-up

measurements at a minimum of one to three months after the intervention, and consider the use of direct behavioral observation by third parties as a complement to the self-report instruments used.

CONCLUSION

This study demonstrates that group counseling with a behavioral approach using the modeling technique is effective in reducing aggressive behavior among students influenced by seniority culture at Walisongo Islamic Boarding School. Statistical analysis confirmed a significant change in aggression scores between pre- and post-intervention conditions, with a substantial mean difference and an effect size classified as very large. These findings indicate that the change that occurred was not merely a random fluctuation, but a practically meaningful behavioral transformation. The comparison between the group that received the intervention and the group that received no treatment also yielded a very clear difference, reinforcing the conclusion that behavioral group counseling with the modeling technique was the primary determining factor behind the observed changes. The effectiveness of this intervention can be attributed to the workings of behavioral modeling, group-based reinforcement, and social learning dynamics cultivated across four structured counseling sessions. By providing prosocial models, facilitating guided behavioral practice, and transforming the group reinforcement environment, the counseling process enabled participants to replace learned aggressive patterns with more adaptive and relational behavior. These findings have practical implications for guidance and counseling services in Islamic boarding schools. Counselors and pesantren administrators are advised to integrate behavioral group counseling with the modeling technique as a systematic response to aggression stemming from seniority dynamics. Future research is expected to involve larger samples, longer follow-up periods to assess the maintenance of behavioral changes, and comparative designs examining the relative contributions of various behavioral techniques in group counseling settings.

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