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Group Counseling Using Cognitive Restructuring Techniques to Improve Self-Confidence in Students Experiencing Body Image Dissatisfaction

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Keywords:
Group Counseling; Cognitive Restructuring; Self-Confidence; Body Image Dissatisfaction; Systematic Literature Review.

Abstract

This study aims to systematically examine the implementation of cognitive restructuring techniques in group counseling to enhance secondary school students' self-confidence, investigate the relationship between body image dissatisfaction and self-confidence, and identify factors influencing counseling outcomes. A qualitative Systematic Literature Review (SLR) was conducted using the PRISMA 2020 guidelines and SPIDER framework. Relevant publications from 2017 to 2026 were retrieved through Google Scholar and GARUDA. Ten primary studies met the inclusion criteria, comprising seven intervention studies and three correlational studies. Methodological quality was evaluated using the Joanna Briggs Institute critical appraisal tools, followed by thematic synthesis. The findings indicate that cognitive restructuring generally involves identifying negative thoughts, developing rational alternatives, practicing positive self-statements, and evaluating behavioral changes. Intervention studies consistently reported improvements in students' self-confidence, although methodological limitations restrict causal conclusions. Student participation and supportive environments facilitated implementation, whereas embarrassment, hesitation, and fear of criticism constituted barriers. Correlational studies demonstrated significant positive relationships between body image and self-confidence without establishing causality. Importantly, none of the reviewed intervention studies specifically examined students experiencing body image dissatisfaction. This review contributes by integrating previously separate research findings and identifying an important evidence gap. Further controlled studies are recommended to evaluate cognitive restructuring interventions specifically among students experiencing body image dissatisfaction.

Kata kunci:
Konseling Kelompok; Restrukturisasi Kognitif; Kepercayaan Diri; Ketidakpuasan Citra Tubuh; Tinjauan Literatur Sistematis..

Abstrak

Penelitian ini bertujuan mengkaji secara sistematis penerapan teknik restrukturisasi kognitif dalam konseling kelompok untuk meningkatkan kepercayaan diri siswa sekolah menengah, menganalisis hubungan ketidakpuasan citra tubuh dengan kepercayaan diri, serta mengidentifikasi faktor pendukung dan penghambat pelaksanaan konseling. Penelitian menggunakan pendekatan kualitatif melalui metode Systematic Literature Review (SLR) dengan mengacu pada pedoman PRISMA 2020 dan kerangka SPIDER. Penelusuran artikel dilakukan melalui Google Scholar dan GARUDA terhadap publikasi tahun 2017–2026. Sebanyak sepuluh penelitian primer memenuhi kriteria inklusi, terdiri atas tujuh penelitian intervensi dan tiga penelitian korelasional. Kualitas metodologis artikel dinilai menggunakan instrumen Joanna Briggs Institute, kemudian temuan dianalisis melalui sintesis tematik. Hasil penelitian menunjukkan bahwa restrukturisasi kognitif dilaksanakan melalui identifikasi pikiran negatif, pengembangan alternatif pemikiran rasional, latihan pernyataan diri positif, dan evaluasi. Penelitian intervensi secara umum melaporkan peningkatan kepercayaan diri siswa, meskipun keterbatasan metodologis membatasi kesimpulan kausal. Partisipasi siswa dan lingkungan suportif menjadi faktor pendukung, sedangkan rasa malu, keraguan, dan ketakutan terhadap kritik menjadi hambatan. Penelitian korelasional menunjukkan hubungan positif

signifikan antara citra tubuh dan kepercayaan diri, tetapi tidak membuktikan hubungan sebab-akibat. Belum ditemukan penelitian intervensi yang secara khusus menguji teknik tersebut pada siswa dengan ketidakpuasan citra tubuh. Penelitian ini berkontribusi dengan mengintegrasikan temuan penelitian yang sebelumnya terpisah dan mengidentifikasi kesenjangan bukti empiris. Penelitian lanjutan dengan desain terkontrol diperlukan untuk menguji efektivitas intervensi pada kelompok siswa tersebut.

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Introduction

Adolescence is the transitional phase from childhood to adulthood, characterized by changes in social, cognitive, physical, and psychological aspects (Edward, Putri, & Ghozali, 2025). According to the World Health Organization (Edward et al., 2025), an individual is categorized as being in adolescence when aged between 10 and 19 years. Adolescence involves a developmental transition process that includes changes within the individual, such as biological or physical, socio-emotional, and cognitive changes (Dewi & Sarilah, 2025). At this stage, individuals continue to develop according to their developmental phase and experience various changes. One of the changes experienced by every adolescent during puberty is physical change, causing adolescents to tend to pay more attention to the physical changes occurring in themselves. Attention to these physical changes and appearances can develop into negative judgments about one's body condition, especially when the body shape is considered not in accordance with certain standards or expectations. This condition can give rise to feelings of dissatisfaction with one's own body, which is known as body image dissatisfaction.

Body dissatisfaction or dissatisfaction with the body is a concept psychological that describes the individual's negative feelings and dissatisfaction on their appearance and body size (Candra, Rifansha, Dahnita, Kuta, & Elizar, 2023). Individuals who experience it feel dissatisfied with certain shapes, sizes, proportions, and physical characteristics on their bodies (Candra et al., 2023). Research (Niswah, Rah, & Roshita, 2021) at the age of 12–18 years shows that around 25% of adolescent girls and 10% of adolescent boys feel unhappy with their body image. This condition shows that dissatisfaction with the body is one of the problems in adolescents. Dissatisfaction with physical condition and appearance can be related to the way adolescents view and assess themselves. The view of oneself is also associated with the self-confidence possessed by adolescents. (Ifdil, Denich, & Ilyas, 2017) stated that one of the impacts of these changes is the loss of self-confidence. Adolescents who were originally confident can become hesitant and afraid of failure, caused by a decline in physical condition as well as frequent criticism from parents and peers (Ifdil et al., 2017). Self-confidence is a person's belief in their own abilities, enabling them to carry out

various activities without anxiety, behave politely, act freely according to their will, and take responsibility for what they do (Nurhidayati, n.d.). Research (Ayu, Saidah, & Nurhayati, 2022) on 267 high school students in Sidoarjo showed that 65.2% of students have low self-confidence. Furthermore, research (Wati, Wati, Sarinah, Hartini, & Hartini, 2019) found a positive and significant relationship between body image and self-confidence among high school female students. The findings demonstrate that issues of body image and self-confidence are interrelated and constitute part of the psychological problems that adolescents may face. This situation highlights the need for initiatives that help students understand and modify negative self-perceptions, particularly those related to self-confidence. In the educational context, such initiatives can be implemented through guidance and counseling services.

Group counseling is one of the services that can be utilized to assist students who have self-confidence issues. This service is a form of counseling that uses groups as a means to provide assistance, feedback, and learning experiences through a process based on the principles of group dynamics (Nurhidayati, n.d.). Group counseling provides students with the opportunity to receive support, express problems, obtain feedback, and learn from the experiences of other group members within a group setting. Cognitive restructuring is one of the techniques that can be applied in group counseling. This technique focuses on efforts to recognize and change negative self-statements or thoughts, as well as irrational self-beliefs, into more rational ones (Nurhidayati, n.d.). This technique is relevant for use in enhancing students' self-confidence because it involves negative thinking patterns and self-assessments that need to be identified and transformed into more rational and adaptive thinking patterns.

The application of cognitive restructuring techniques in group counseling for high school students or their equivalents has been carried out in several studies focusing on issues related to self-confidence. Research (Darusman, 2023) shows that group counseling services using cognitive restructuring techniques can enhance high school students' self-confidence. Similar findings are also reported by (Nurhidayati, n.d.), who found that cognitive restructuring strategies applied in group counseling are effective in increasing high school students' confidence in expressing their opinions. These research findings indicate that group counseling services using cognitive restructuring techniques have been utilized as one of the efforts to boost the self-confidence of high school students or their equivalents.

Although research on group counseling using cognitive restructuring techniques with high school/equivalent students has been conducted, the available findings are still scattered across various problem focuses. Existing studies also utilize different subject characteristics, research designs, forms of intervention implementation, and instruments, so the results have not provided an integrated picture regarding the application of cognitive restructuring techniques in group counseling. Furthermore, research on the relationship between body image dissatisfaction and self-confidence among high school/equivalent students has also been carried out, with diverse results and research characteristics. However, among the articles reviewed, no study was found that addressed all three aspects simultaneously, namely group counseling with cognitive restructuring techniques, body image dissatisfaction, and self-confidence. Research on the application of techniques generally focuses on self-confidence without addressing body dissatisfaction, whereas studies on body image dissatisfaction typically only demonstrate its correlation with self-confidence without counseling intervention. In other words, these two groups of research operate independently, so it remains unknown how changes in negative thoughts about the body can enhance self-

confidence through group counseling. Therefore, it is necessary to conduct a study that can integrate various research findings to examine the application of these techniques, their effectiveness in improving self-confidence, and the relationship between body image dissatisfaction and self-confidence among high school students or equivalent.

In this study, body image dissatisfaction is examined as a context related to students' self-confidence, rather than as an intervention focus tested alongside group counseling services using cognitive restructuring techniques. This is because research on group counseling services using cognitive restructuring techniques generally focuses on enhancing self-confidence, while research on body image dissatisfaction primarily investigates its relation to self-confidence. Based on this, the two research groups were systematically analyzed in order to obtain a more comprehensive understanding of the main focus of the study, namely the enhancement of students' self-confidence through the implementation of group counseling services using cognitive restructuring techniques.

The novelty of this study lies in the effort to systematically synthesize two groups of research, namely research on group counseling services using cognitive restructuring techniques to enhance self-confidence, and research on the relationship between body image dissatisfaction and self-confidence in high school students or equivalent. This study focuses on the application of group counseling using cognitive restructuring techniques to boost self-confidence, while body image dissatisfaction is positioned as a condition that students may experience and as the context of self-confidence issues. This study is based on the assumption that negative thoughts about the body are related to low self-confidence, thus altering these thoughts through cognitive restructuring in group counseling can help improve self-confidence. By connecting the two research groups, this study highlights parts of the conjecture that are already supported by evidence and parts that have not yet been investigated. However, among the articles reviewed, there has been no research examining this conjecture in students who specifically experience body image dissatisfaction. This study does not merely look at the results of a single study but integrates various research findings to obtain a more comprehensive picture of the forms of implementation, effectiveness, as well as the supporting and inhibiting factors of interventions in enhancing students' self-confidence. This study contributes by providing an overview of the existing evidence and the research gaps that remain open for further studies and the development of group counseling services for high school students or their equivalents. Based on the description, this study aims to systematically examine the application of cognitive restructuring techniques in group counseling services for high school/equivalent students, including the stages of implementing the techniques, the effectiveness of their application in enhancing self-confidence, the relationship between body image dissatisfaction and self-confidence, as well as the factors that support and hinder the success of their implementation.

Method

This study applies a qualitative approach with the Systematic Literature Review (SLR) method to examine the application of cognitive restructuring techniques in group counseling to enhance self-confidence, as well as the relationship between body image dissatisfaction and self-confidence among high school students or equivalent. (Tasya Aulia Faisal, Rusi Ulfa Hasanah, & Rindi Fatmawati, 2024) explain that SLR is a research method used to answer predetermined research questions through the process of identifying, reviewing, and evaluating relevant studies. (Tasya Aulia Faisal et al., 2024) also state that the Systematic Literature Review method aims to evaluate, review, and identify relevant research so that it

can be used to answer the established research questions. This study also refers to the PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) developed by (Page et al., 2021) to describe the process of identification, screening, eligibility assessment, and determination of articles used in the review.

The first step taken by the researcher is to develop a research question framework using SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type). The sample in this study consists of high school/vocational school/madrasah students or their equivalents. The phenomenon of interest that becomes the focus of the study is the implementation of group counseling using the cognitive restructuring technique to improve self-confidence as well as the relationship between body image dissatisfaction and students' self-confidence. The primary study designs reviewed include experiments, quasi-experiments, pre-experiments, guidance and counseling action research, and correlational research. The evaluation reviewed includes the form and implementation procedures, improvement of self-confidence, the relationship between body image dissatisfaction and self-confidence, as well as supporting and inhibiting factors in the implementation of the cognitive restructuring technique. The research type reviewed is primary research with a quantitative approach.

Based on the SPIDER framework, the researcher established four Research Questions (RQ) as guidelines in the process of searching for and analyzing articles, namely: (1) the form/procedure of implementing group counseling using cognitive restructuring techniques for high school/equivalent students; (2) how body image dissatisfaction is related to the self-confidence of high school/equivalent students; (3) the effectiveness of group counseling using cognitive restructuring techniques in enhancing the self-confidence of high school/equivalent students; and (4) the supporting and inhibiting factors for the successful implementation of cognitive restructuring techniques in improving the self-confidence of high school/equivalent students.

The four questions require two different types of evidence, so the article is distinguished based on its design. The two types of research are combined because they are related within a single flow concerning self-confidence issues. First, body image dissatisfaction is associated with students' self-confidence, so correlational research on the relationship between body image dissatisfaction and self-confidence is reviewed to answer RQ2. Body image dissatisfaction is examined as one aspect related to self-confidence, not as its sole cause. Second, low self-confidence can be improved through group counseling using cognitive restructuring techniques, so intervention research on the application of these techniques is reviewed to answer RQ1, RQ3, and RQ4. Both types of research are analyzed separately according to the questions they address, and the findings for each research question are discussed in a separate subsection within the discussion section. Correlational research indicates relationships, not the effectiveness of techniques, whereas intervention research shows the effectiveness of techniques, not the relationship with body image dissatisfaction.

The next step is the search process using two sources, namely Google Scholar and GARUDA, to obtain scientific articles relevant to the research focus. Google Scholar is chosen because it can be accessed openly and covers various scientific publications, while GARUDA is used as an additional source to broaden literature searches, particularly Indonesian scientific publications. In Google Scholar, the search is conducted using two combinations of keywords. The first combination consists of “group counseling,” “cognitive restructuring,” “self-confidence,” and “high school,” while the second combination consists of “self-confidence,” “body image dissatisfaction,” and “high school/equivalent.” The keyword phrases are written

using quotation marks. The initial search results showed 1,250 articles for the first keyword combination and 954 articles for the second keyword combination. Given the large number of search results, the researchers limited the Google Scholar search to the top 50 articles for each combination of keywords based on relevance, resulting in 100 articles for further identification and screening. Additional searches through GARUDA were conducted to find other articles that matched the research focus. Subsequently, the articles obtained from both sources were reviewed based on the publication years 2017–2026 and the established inclusion and exclusion criteria. The articles were then selected through examination of titles, abstracts, and full texts, as well as being checked to identify potential duplicates. The literature search was conducted through two sources, namely Google Scholar and GARUDA, with the Google Scholar search restricted to the top 50 articles for each combination of keywords. Nevertheless, the article selection process was still conducted systematically based on the predetermined inclusion and exclusion criteria. The limitation of Google Scholar search results is acknowledged as one of the constraints in this study.

The established inclusion criteria include: (1) articles published between 2017 and 2026; (2) written in Indonesian or English; (3) involving high school/vocational high school/Islamic senior high school students or equivalent as subjects; (4) discussing self-confidence and/or body image dissatisfaction as well as group counseling using cognitive restructuring techniques in accordance with the research focus; (5) being primary research with extractable methods and results; (6) published as journal articles or scientific proceedings; and (7) having full-text access. Articles discussing group counseling with cognitive restructuring techniques and self-confidence are used to answer RQ1, RQ3, and RQ4, while articles discussing self-confidence and body image dissatisfaction are used to answer RQ2. The exclusion criteria include: (1) articles published before 2017; (2) using languages other than Indonesian or English; (3) having subjects outside of high school/vocational school/Islamic senior high school students or their equivalents; (4) not aligning with the research focus; (5) not discussing self-confidence or body image in accordance with the study focus; (6) being in the form of books, undergraduate theses, master's theses, blogs, news, or other non-scientific sources; and (7) lacking full-text access or sufficient research information for analysis.

Out of 100 identified articles, a screening was conducted through reading the titles and abstracts to assess the suitability of the topic, subjects, interventions, and research focus. At this stage, 50 articles were excluded because they were not relevant to the topic, used languages other than Indonesian or English, were published outside the 2017–2026 range, or the research subjects were not high school students or equivalent (for example, middle school students). The remaining 50 articles were assessed for eligibility through full-text reading and re-evaluated against the established inclusion and exclusion criteria. At this stage, 31 articles were excluded for not meeting the inclusion and exclusion criteria, resulting in 19 articles. Of the 19 articles, 9 were excluded for not meeting the inclusion criteria and being irrelevant to the research question, resulting in 10 articles being designated as included in the review, consisting of seven intervention research articles and three correlational research articles. Additional searches through GARUDA were conducted to find relevant articles that had not been identified through Google Scholar. The article selection process was carried out by the researchers based on the predetermined inclusion and exclusion criteria, and then consulted with the supervising lecturer during guidance sessions. The flow of identification, screening, eligibility assessment, and final article determination is presented in the PRISMA 2020 diagram.

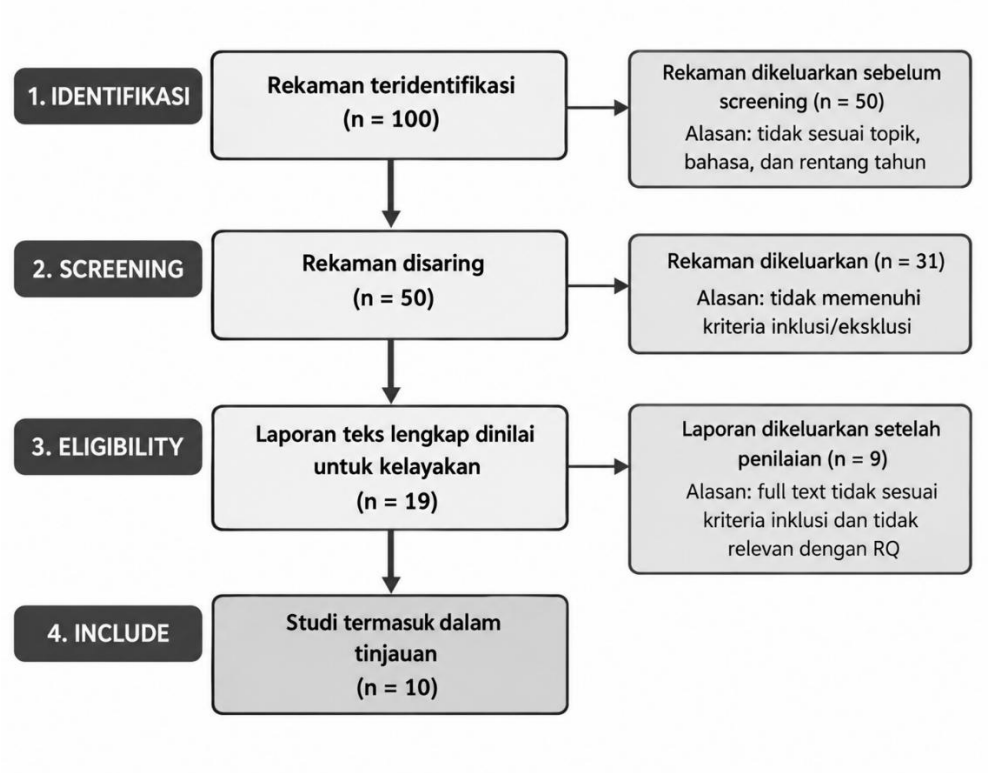


Figure 1. [PRISMA Diagram]

Based on the selection process presented in Figure 1, ten articles were obtained that met the inclusion criteria, consisting of seven intervention studies and three correlational studies. All articles were assessed for methodological quality using the Joanna Briggs Institute (JBI) Critical Appraisal Tools. The three correlational articles were evaluated using the JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies, while the seven intervention articles were assessed using the JBI Critical Appraisal Checklist for Quasi-Experimental Studies. Each article was evaluated based on the criteria in the checklist used. A "Yes" response was scored 1, whereas "No" and "Unclear" responses were scored 0. The criterion "Not Applicable" was not included in the calculation. The percentage score was calculated by dividing the total score obtained by the number of applicable criteria, then multiplied by 100%. For the purposes of this study, the methodological quality of the articles was categorized into three levels: high (>70%), medium (50-69%), and low (<50%). These category thresholds were established by the researchers for the purposes of this study and do not represent official JBI categories. The quality assessment results were not used to exclude articles but to consider the strength of the evidence when interpreting the findings.

Data from 10 articles that met the inclusion criteria were extracted by recording the authors' names, year of publication, research design, sample size, measurement instruments, and main findings relevant to the research questions. The methodological quality of each article was also recorded based on the assessment results using the JBI instrument. Furthermore, the data were analyzed qualitatively by comparing and grouping the findings based on four research questions (RQ). RQ1 discusses the forms and stages of implementing group counseling with cognitive restructuring techniques. RQ2 discusses the relationship between body image dissatisfaction and students' self-confidence. RQ3 discusses the outcomes of applying group counseling with cognitive restructuring techniques in enhancing self-

confidence. RQ4 discusses the supporting and inhibiting factors in the implementation of cognitive restructuring techniques among high school/equivalent students. Findings from intervention and correlational studies are analyzed according to the design and focus of each study.

Results And Discussion

Results

Based on the article selection process, 10 articles were obtained that met the inclusion criteria and were used as data sources in this study. Data from each article were extracted to identify the research design, sample characteristics, measurement instruments, as well as findings relevant to the research questions, including the form and procedure of group counseling implementation using cognitive restructuring techniques, the relationship between body image dissatisfaction and self-confidence, the effectiveness of cognitive restructuring techniques in enhancing self-confidence, as well as supporting and inhibiting factors in their application to high school/equivalent students. Furthermore, the methodological quality of the articles was assessed using the appropriate JBI critical appraisal instrument according to the design of each study. The results of the data extraction are presented in the following table.

Table 1
Research Results Extraction Table

No	Author (Year)	Research Design	Sample	Measuring Instrument	Key Findings
1.	Ida Wati, Sarinah dan Sri Hartini (2019)	Correlational Quantitative	125 tenth-grade female students at Methodist 2 High School Medan	Confidence scale (34 items) and body image scale (34 items).	The analysis results show that there is a significant relationship between body image and self-confidence in high school girls (r = 0.365; p = 0.000).
2.	Eka Safitri (2024)	Correlational Quantitative	85 students from SMA Negeri 2 Limboto	Body image instrument and self-confidence instrument.	The positive relationship between body image and self-confidence in students of SMA Negeri 2 Limboto (r = 0.696; p = 0.000).
3.	Melda Sofia dan Nurul Aida (2021)	Associative Quantitative	398 teenage girls aged 15–19 years.	Body image scale and self-confidence scale.	There is a significant relationship between body image and self-confidence in female

No	Author (Year)	Research Design	Sample	Measuring Instrument	Key Findings
					teenagers at SMA Modal Bangsa Aceh (r = 0.213; p = 0.005).
4.	Humaira Dwi Setiyowati dan Elia Flurentin (2025)	Quasi-experimental, nonequivalent control group	20 tenth-grade students from SMAN 1 Malang, 10 students in the experimental group and 10 students in the control group.	Confidence questionnaire and interview	The experimental group went up from an average of 72.5 to 133.5, and the control group from 70.8 to 112.1. 10 students in both groups had their scores increase. The experimental group's increase was bigger, and the difference in score gains (N-gain) between the groups was significant with a strong effect.
5.	Adriyan Darusman (2023)	Pre-experimental, one-group pretest-posttest	10 tenth-grade students Minqothrotul Ulum High School Gumukmas	Self-confidence questionnaire	Students' self-confidence increased after group counseling treatment using cognitive restructuring techniques, and it was concluded to be effective in boosting students' self-confidence. The average score rose from 47.3 (pretest) to 96.0 (posttest)
6.	Annisa Elmi Nurhidayat	Pre-experimental, one-group	7 students from class X-1 at	Confidence questionnaire	Group counseling using cognitive

No	Author (Year)	Research Design	Sample	Measuring Instrument	Key Findings
	i dan Titin Indah Pratiwi (2024)	pretest-posttest	SMAN 12 Surabaya were chosen from 35 students based on low self-confidence.		restructuring strategies is effective in boosting students' confidence in expressing their opinions. The Wilcoxon test results showed an Asymp. Sig. (2-Tailed) value of 0.018 < 0.05.
7.	Sitti Nurkia dan Sulkifly (2020)	Pre-experimental, one-group pretest-posttest	12 eleventh-grade science students at MAN Baraka, Enrekang Regency.	Likert scale self-confidence questionnaire (25 items) and observation sheet.	It shows an increase in students' self-confidence after applying cognitive restructuring techniques, with the Wilcoxon test result Sig. 2-tailed = 0.002 < 0.05.
8.	Tomi Putra dan Firman (2025)	Quasi-experimental, pretest-posttest control group	16 students from SMKN 5 Padang. 8 students in the experiment al group and 8 students in the control group.	Likert scale self-confidence questionnaire.	The experimental group's score went up from 88.5 to 116, while the control group's score went up from 86.87 to 99.8. The difference between the groups was reported as significant (p = 0.031).
9.	Petricia Anggi Agustine dan Elisabeth Christiana (2018)	Pre-experimental, one-group pretest-posttest	4 students from class X IPS 1 at SMAN 1 Ponggok, Blitar Regency	Self-confidence questionnaire (32 items) and positive thinking questionnaire (19 items).	The average self-confidence score increased from 93 to 122.5.

No	Author (Year)	Research Design	Sample	Measuring Instrument	Key Findings
10.	Anggi Widiyastari, Imaratul Ulwiyah dan Wahid Suharmawan (2024)	Quasi-experimental, pretest-posttest control group	Eight 11th-grade science students from SMA Muhammadiyah 02 Wuluhan with low self-confidence were selected	Self-confidence rating scale.	The confidence of the experimental group increased significantly (76.06 to 82.16), while the control group hardly changed (78.34 to 78.41) and it wasn't significant.

Next, the methodological quality of the ten articles was assessed using the JBI Critical Appraisal Checklist and is shown in Table 2. Two articles were classified as high quality, five as medium, and three as low. The item-by-item assessment is presented in the following table.

Table 2
Article Quality Assessment Table

No.	Author (Tahun)	Skor JBI	Presentase	Kualitas	Catatan Keterbatasan
1.	Ida Wati, Sarinah dan Sri Hartini (2019)	5/8	62,5%	Moderate	The confounding factors and control strategies are not clearly reported.
2.	Eka Safitri (2024)	2/8	25%	Low	The sample inclusion criteria, instrument validity and reliability, as well as the measurement criteria are still unclear.
3.	Melda Sofia dan Nurul Aida (2021)	3/8	37,5%	Low	The validity and reliability of the instrument aren't clear, and the information about the research location is inconsistent.
4.	Humaira Dwi Setiyowati dan Elia Flurentin (2025)	6/9	66,7%	Moderate	The class that was already formed was used without randomization, the treatment for the control group wasn't explained, measurements were

No.	Author (Tahun)	Skor JBI	Presentase	Kualitas	Catatan Keterbatasan
					only taken once before and after the intervention, and the validity and reliability of the instruments weren't reported.
5.	Adriyan Darusman (2023)	5/8	62,5%	Moderate	Without a control group and with measurements taken only once before and after the intervention. The statistical analysis was not appropriate and the reporting of p-values was inconsistent.
6.	Annisa Elmi Nurhidayati dan Titin Indah Pratiwi (2024)	5/8	62,5%	Moderate	Without a control group, there were very few subjects (7 students) who were selected based on low pre-test scores, measurements were only taken once before and after the intervention, the validity and reliability of the instruments were not reported, and there were typos in reporting the p-values.
7.	Sitti Nurkia dan Sulkifly (2020)	6/8	75%	Tall	The instrument's reliability and statistical analysis are adequate, but there's no control group and measurements are only taken once before and after the intervention.
8.	Tomi Putra dan Firman (2025)	7/9	77,8%	Tall	There's a control group and statistical analysis available, but measurements were only taken once before and after the intervention, the reliability of the

No.	Author (Tahun)	Skor JBI	Presentase	Kualitas	Catatan Keterbatasan
					instruments isn't clear, and some results and statistical interpretations are inconsistent.
9.	Petricia Anggi Agustine dan Elisabeth Christiana (2018)	4/8	50%	Moderate	The sample is really small, there's no control group, the reliability of the instrument isn't clear, and the interpretation of statistical significance doesn't match the reported p-values.
10.	Anggi Widiyastari, Imaratul Ulwiyah dan Wahid Suharmawan (2024)	4/9	44,4%	Moderate	Equality of participants and treatment between groups is unclear, instrument reliability is unclear, reporting of participant numbers and group allocation is inconsistent, and the statistical analysis is not accurate.

Note: Correlational studies (No. 1-3) were assessed using the JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies, while intervention studies (No. 4-10) used the JBI Critical Appraisal Checklist for Quasi-Experimental Studies. Percentages were calculated by dividing the number of items met by the applicable items, non-applicable items were not counted, and unclear items were counted as not met. Quality categories were set operationally by the researchers as high (>70%), medium (50–69%), and low (<50%).

Discussion

Procedure for Conducting Group Counseling Using Cognitive Restructuring Techniques for High School/Equivalent Students

Cognitive restructuring is one of the techniques that can be applied in group counseling. This technique focuses on efforts to recognize and change negative thoughts or self-statements, as well as irrational self-beliefs, into more rational ones (Nurhidayati, n.d.). Based on a review of studies that report the implementation procedures in detail, (Nurkia & Sulkifly, 2020) applied the cognitive restructuring technique through seven sessions. The stages include assessment and diagnosis, identification of negative thoughts, monitoring thoughts through thought records, and intervention to transform negative thoughts into more positive thoughts.

In the study (Agustine, Christiana, Pd, & Pd, 2018), implementation also included the establishment of relationships and the provision of understanding regarding cognitive

restructuring strategies, identification of negative thoughts, introduction and practice of coping thoughts, transition from negative thoughts to positive thoughts, practice of positive self-statements, as well as the assignment of homework. Furthermore, (Nurhidayati, n.d.) conducted the techniques in six sessions, which included relationship building and provision of strategy rationale, identification of negative thoughts, introduction of positive thoughts, practice of changing negative thoughts, practice of positive self-statements, as well as evaluation and termination.

Based on the reviewed research findings, overall, the three studies indicate similarities in the stages of implementing cognitive restructuring, although the number of sessions and the specific activities differ. The relatively consistent stages include providing an understanding of strategies, identifying negative thoughts, developing more positive or rational alternative thoughts, practicing the application of alternative thoughts, as well as evaluation or follow-up. This pattern aligns with the fundamental focus of cognitive restructuring, which is to help individuals transform irrational thoughts into more rational ones.

The Connection Between Body Image Dissatisfaction and Self-Confidence in High School Students

Based on the results of a review of several studies, there is a significant correlation between body image and self-confidence among students or adolescents. (Wati et al., 2019) showed a significant relationship between body image and self-confidence in high school female students with a correlation value of $r = 0.365$ ($p < 0.05$). These results indicate that the condition of body image is related to the level of self-confidence possessed by the female students. These findings are consistent with the study by (Safitri, n.d.), which demonstrated a significant relationship between body image and self-confidence among students of SMA Negeri 2 Limboto with a value of $r = 0.696$ ($p = 0.000$). The results of this study indicate that body image is associated with students' self-confidence. Research by also showed a significant relationship between body image and self-confidence in female adolescents at SMA Modal Bangsa Aceh, with a value of $r = 0.213$ ($p = 0.005$). Thus, these three studies indicate a correlation between body image conditions and self-confidence in adolescents.

Overall, the three studies indicate that there is a positive and significant relationship between body image and self-confidence in adolescents. These findings suggest that the way adolescents perceive and assess their physical condition is linked to the level of self-confidence they have. Therefore, body image is a relevant factor to consider in understanding the self-confidence of senior high school students or its equivalent. However, since all three studies employed a correlational design, the findings show associations between variables and cannot establish a cause-and-effect relationship.

The Effectiveness of Group Counseling with Cognitive Restructuring Techniques in Increasing the Self-Confidence of High School/Equivalent Students

Based on the results of studies on research discussing self-confidence, the application of cognitive restructuring techniques in group counseling shows an increase in the self-confidence of high school/equivalent students. This finding is evident in the study (Nurkia & Sulkifly, 2020) which applied cognitive restructuring techniques in seven intervention sessions on 12 students. The average self-confidence score of the students increased from 62.5 in the pretest, which falls into the low category, to 95.4 in the posttest, which falls into the high category. These results indicate an increase in self-confidence after the students received cognitive restructuring interventions.

The findings of improvement are also demonstrated by (Darusman, 2023). The study involved 10 high school students who had low levels of self-confidence. After receiving group counseling using the cognitive restructuring technique, the average self-confidence score increased from 47.3 in the pre-test to 96.0 in the post-test. These results indicate an increase in self-confidence following the intervention.

Similar results were found in the study (Nurhidayati, n.d.) which applied a cognitive restructuring strategy in group counseling to enhance students' self-confidence in expressing their opinions. The Wilcoxon test results showed an Asymp. Sig. value of 0.018, indicating a difference in self-confidence levels before and after the intervention. Meanwhile, (Widiyastari, Ulwiyah, & Suharmawan, n.d.) involved 8 students in the experimental group and provided group counseling using cognitive restructuring techniques over four sessions. The average self-confidence score of the experimental group increased from 76.06 in the pretest to 82.16 in the posttest. The paired t-test results showed t = -3.260 with df = 7 and a significance of 0.003. Conversely, the control group experienced a change from 78.34 to 78.41 with a significance value of 0.161, which did not indicate a significant difference.

Other findings were demonstrated in the study (Putra & Firman, 2025) through a design involving an experimental group and a control group. The study involved 16 students, consisting of 8 students in the experimental group and 8 students in the control group. The average self-confidence score of the experimental group increased from 88.5 in the pretest to 116 in the posttest, while the control group increased from 86.87 to 99.8. The Wilcoxon test results for the experimental group showed a p-value of 0.012, whereas the Mann-Whitney test showed a p-value of 0.031. These findings indicate a difference in self-confidence improvement between the group receiving group counseling with a CBT approach and cognitive restructuring techniques and the control group.

Similar results were also indicated by the study (Setiyowati & Flurentin, 2025) through a quasi-experimental design with a non-equivalent control group. The study involved 20 students of grade X at SMAN 1 Malang, consisting of 10 students in the experimental group and 10 students in the control group who had low self-confidence. The average self-confidence score of the experimental group increased from 72.5 in the pretest to 133.5 in the posttest, while the control group increased from 82 to 112.1. The results of the Independent Samples t-Test on the N-gain scores showed a t-value of 3.994 (df = 18) with a significance value of 0.001 ($p < 0.05$). Furthermore, the Cohen's d effect size of 1.8 was categorized as strong. The findings indicate that group counseling using cognitive restructuring techniques effectively enhances students' self-confidence, with an increase that is significantly higher in the experimental group compared to the control group.

Overall, the results of the reviewed studies indicate that group counseling with cognitive restructuring techniques has the potential to enhance the self-confidence of high school students or its equivalent. The reported increase in self-confidence scores across various studies provides a positive depiction of the implementation of this technique in guidance and counseling services. Theoretically, cognitive restructuring techniques help students recognize and evaluate negative thoughts about themselves and develop more adaptive thinking patterns, thereby supporting the formation of more positive self-assessments. Nevertheless, these results should be interpreted in accordance with the design of each study, as changes in scores before and after the intervention are not always sufficient to confirm that the changes are entirely caused by the intervention. Furthermore, these findings cannot yet be specifically

generalized to students experiencing body image dissatisfaction, since this population has not been directly examined in the intervention studies reviewed.

Supporting and Inhibiting Factors in the Successful Implementation of Cognitive Restructuring Techniques in Enhancing High School/Equivalent Students' Self-Confidence

Based on the results of studies from two pieces of research, the success of implementing cognitive restructuring techniques in enhancing self-confidence is related to student engagement during the counseling process as well as supportive environmental conditions. (Nurkia & Sulkifly, 2020) indicated that during the intervention, there was an increase in student participation in each session. At the beginning of the implementation, there were still students who were less able to participate and did not yet understand how to perform the technique, but in the following sessions, student engagement increased progressively.

In addition to student involvement, the internal conditions of students also become one of the obstacles in the implementation of cognitive restructuring techniques. (Nurkia & Sulkifly, 2020) found several conditions that appear in students with low self-confidence, such as hesitation, embarrassment in expressing opinions, fear of criticism or making mistakes, fear of being laughed at, lack of belief in their own abilities, and reluctance to perform in front of others. These conditions can hinder the counseling process because students become less active in expressing their thoughts and participating in intervention activities.

Meanwhile, research (Nurhidayati, n.d.) indicates that a supportive, accepting environment that provides positive feedback can facilitate the development of students' self-confidence. Such environmental support constitutes one of the conditions that can enable students to engage effectively in the counseling process.

Based on these two studies, the factors supporting the implementation of cognitive restructuring include student engagement in the counseling process and the presence of a supportive environment that provides positive feedback. The inhibiting factors, on the other hand, consist of feelings of embarrassment, hesitation, fear of making mistakes or receiving criticism, and low self-confidence. These findings indicate that the successful implementation of cognitive restructuring is not only related to the application of techniques but also to the students' readiness and the environmental conditions throughout the counseling process.

Conclusion

Based on a Systematic Literature Review of 10 articles that met the inclusion criteria, consisting of seven intervention studies and three correlational studies, the implementation of cognitive restructuring techniques in group counseling for high school or equivalent students was carried out gradually. The reported stages included providing an understanding of the technique, identifying negative thoughts, developing more positive or rational alternative thoughts, practicing the application of these thoughts, and conducting evaluation and follow-up, with the number of sessions varying across studies. All intervention studies reported an increase in self-confidence scores, both general self-confidence and confidence in expressing opinions. However, of the seven intervention studies, only two were of high methodological quality, four were moderate, and one was low, thus these findings are interpreted as a positive trend with still limited evidence strength. Student involvement and an environment that is receptive and provides positive feedback appear to support the counseling process, whereas feelings of embarrassment, hesitation, and fear of criticism or mistakes can hinder it, although supporting and inhibiting factors were reported in only a small portion of the studies.

Research on body image shows a significant association between body image and the self-confidence of high school or equivalent students. However, among these three studies, one was of moderate quality and two were of low quality, and all were correlational in design, so this association cannot be interpreted as a causal relationship. On the other hand, intervention studies examined cognitive restructuring on self-confidence without addressing body dissatisfaction. These two groups of studies operated independently, and among the articles reviewed, no research was found that tested this technique on students experiencing body image dissatisfaction. Therefore, the main contribution of this study is to identify the evidence gap between research on body image dissatisfaction and research on the effectiveness of cognitive restructuring, rather than proving the effectiveness of this technique on students experiencing body dissatisfaction.

This study has several limitations. The characteristics of the subjects, instruments, number of sessions, and research designs differ, making it impossible to directly compare the extent of confidence improvement, and some intervention studies use a single-group design with a small number of subjects. The search on Google Scholar was also limited to the top 50 articles for each combination of keywords, so the possibility of missing relevant articles cannot be avoided. Future research needs to directly examine cognitive restructuring in group counseling for students experiencing body image dissatisfaction through experimental or quasi-experimental designs with a comparison group, an adequate number of participants, validated instruments, as well as more systematic reporting of the implementation process and supporting and inhibiting factors.

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Ethical Statement

Ethical approval was not required for this study because it was conducted exclusively through a systematic review of previously published research and did not involve direct recruitment of human participants, primary data collection, or experimental interventions. The authors maintained academic integrity by applying predetermined inclusion and exclusion criteria, critically appraising the selected studies, and accurately reporting and citing the original research findings.

Artificial Intelligence (AI) Use Statement

Artificial intelligence (AI) tools were used solely to assist with language editing, grammatical correction, and improving the clarity and readability of the manuscript. AI was not used to identify or select studies, extract research data, assess methodological quality, conduct thematic synthesis, or interpret the findings. All research procedures, scholarly interpretations, references, and substantive content were reviewed and verified by the authors, who take full responsibility for the accuracy and integrity of the manuscript.

Author Contributions

Giralda Aufadzatul Hanan Akhmad contributed to the conceptualization, literature searching, study selection, data extraction, methodological quality assessment, thematic synthesis, and preparation of the original manuscript. Denok Setiawati contributed to the conceptualization, methodological guidance, supervision, validation of the analysis, interpretation of findings, and critical review and revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

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