

## The Influence of Self-Depersonalization Technique in Alleviating Anxiety in Students with Drug-Addicted Parents

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### Abstrack

Students raised in families with drug-addicted parents often face heightened anxiety due to unstable and neglectful home environments. This study investigated the effectiveness of the self-distancing technique a cognitive approach encouraging reflection on emotions from a third-person perspective in reducing anxiety among these students. Using a quasi-experimental pretest-posttest control group design, 18 students were divided equally into experimental and control groups. Anxiety was measured with a validated and reliable questionnaire ( $r = 0.680-0.889$ ; Cronbach's  $\alpha = 0.947$ ). Despite non-normality (Shapiro-Wilk,  $p < 0.05$ ), parametric tests were applied given the small sample size, with homogeneity confirmed (Levene's test,  $p = 0.812$ ). Results showed a significant reduction in anxiety in the experimental group (Paired Sample T-Test,  $p = 0.001$ ; mean difference = 16.67) and significant differences between groups (Independent Sample T-Test,  $p = 0.000$ ). The findings indicate that self-distancing effectively alleviates anxiety and can be integrated into school counseling programs as a culturally adaptable intervention to enhance students' emotional well-being.

**Keywords:** anxiety in students, drug-addicted parents, self-depersonalization

### Abstrak

Siswa yang dibesarkan dalam keluarga dengan orang tua yang kecanduan narkoba sering menghadapi kecemasan yang meningkat karena lingkungan rumah yang tidak stabil dan terabaikan. Studi ini menyelidiki efektivitas teknik jarak diri, pendekatan kognitif yang mendorong refleksi emosi dari perspektif orang ketiga dalam mengurangi kecemasan di antara para siswa ini. Dengan menggunakan desain kelompok kontrol pretest-posttest kuasi-eksperimental, 18 siswa dibagi rata menjadi kelompok eksperimental dan kontrol. Kecemasan diukur dengan kuesioner yang divalidasi dan dapat diandalkan ( $r = 0,680-0,889$ ;  $\alpha$  Cronbach = 0,947). Meskipun tidak normalitas (Shapiro-Wilk,  $p < 0,05$ ), uji parametrik diterapkan mengingat ukuran sampel yang kecil, dengan homogenitas dikonfirmasi (uji Levene,  $p = 0,812$ ). Hasil menunjukkan penurunan kecemasan yang signifikan pada kelompok percobaan (Uji-T Sampel Berpasangan,  $p = 0,001$ ; perbedaan rata-rata = 16,67) dan perbedaan yang signifikan antar kelompok (Uji-T Sampel Independen,  $p = 0,000$ ). Temuan menunjukkan bahwa jarak diri secara efektif mengurangi kecemasan dan dapat diintegrasikan ke dalam program konseling sekolah sebagai intervensi yang dapat disesuaikan secara budaya untuk meningkatkan kesejahteraan emosional siswa.

**Kata kunci:** kecemasan pada siswa, orang tua yang kecanduan narkoba, depersonalisasi diri

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## INTRODUCTION

Anxiety is one of the most common emotional disorders experienced by students, particularly those raised in unstable family environments (Bilek, Meyer, Tomlinson, & Chen, 2025). One of the most significant family-related factors contributing to heightened anxiety in children is parental substance abuse. Children of drug-addicted parents are frequently exposed to intense psychological stress, including feelings of fear, guilt, and a lack of emotional security (Ayduk & Kross, 2021). These adverse conditions can significantly disrupt students' emotional, social, and academic development.

To help students cope with such psychological pressures, appropriate psychological interventions are essential to support emotional regulation and reduce anxiety levels (Kopoulou & Poulou, 2024). One promising approach is the use of self-distancing techniques, referred to in this study as self-depersonalization. This cognitive strategy enables individuals to create psychological distance from negative self-concepts shaped by their social or familial environment. It helps individuals assess their emotional experiences more objectively, thereby fostering healthier psychological functioning (Green, 2025).

*The term self-depersonalization, as used in this study, requires clarification. Unlike “depersonalization” in psychopathological literature, which refers to dissociative symptoms, self-depersonalization in this context refers to a healthy cognitive-reflective process. It involves the ability to separate the self that is experiencing psychological pressure from the self that observes from a neutral perspective (the observing self). This process is commonly utilized in modern therapeutic frameworks such as Acceptance and Commitment Therapy (ACT) and other cognitive approaches (Lee & Lee, 2023).*

Parental substance abuse is not only a legal and social issue but also a serious threat to the mental health of their children (Margola & Hennessey, 2023). A study by the National Institute on Drug Abuse found that children from substance-abusing families are two to three times more likely to develop anxiety disorders compared to those from non-substance-using families (Sierra & Berrios, 2022). Continuous exposure to unstable parental behavior, uncertainty about the future, and social stigma often leads to chronic psychological stress.

Students raised in families with parents who suffer from drug addiction often face high levels of anxiety due to an unstable home environment and emotional neglect. Previous research has shown that children of parents with substance use disorders are at higher risk of experiencing anxiety disorders, depression, and other behavioral problems. One cognitive approach that has proven effective in reducing anxiety is the self-distancing technique, which encourages individuals to reflect on their emotions from a third-person perspective. A study by (Boueri, et al., 2025) shows that this technique can help individuals reduce the emotional impact of negative experiences by allowing them to view the events from a more objective perspective. In addition, research by (Dalli & Pehlivan, 2025) also supports this finding, indicating that self-distancing can reduce the intensity of negative emotions in adolescents. However, the application of this technique on students with parents who are addicted to drugs has not been widely studied. Therefore, this study aims to examine the effectiveness of self-depersonalization techniques in reducing anxiety in students growing up in families with parents who are experiencing drug addiction.

While previous studies have examined anxiety in children and adolescents from drug-affected families, most have focused on psychosocial impacts, family-related trauma, and interventions based on social support or general counseling. Children in such



families are at increased risk of anxiety, depression, and a decline in both academic and social functioning (Hunter, Sierra, & David, 2024). However, existing interventions are generally collective in nature, such as group therapy or family psychoeducation, and rarely address self-perception management through cognitive-reflective techniques.

Self-depersonalization is part of a cognitive-existential technique aimed at creating emotional distance from sources of psychological stress without losing self-awareness (Michal, 2024). This technique allows individuals to construct a sense of identity that is not entirely defined by family conditions or social status. Although this approach has begun to be applied in adult populations, particularly in trauma therapy and PTSD treatment for war veterans and survivors of violence (Nestler, 2025), there is a lack of research exploring its effectiveness in reducing anxiety among students with drug-addicted parents, especially in the context of secondary education in Indonesia.

The novelty of this study lies in its specific focus on a high-risk yet underexplored population of students with drug-addicted parents who have rarely been the target of individualized psychological interventions. This study introduces an innovative intervention strategy using self-depersonalization, a cognitive-reflective technique that has seen limited application within educational settings. It aims to provide a contextual contribution to the development of modern, psychology-based guidance and counseling models for schools, particularly for students from complex socio-familial backgrounds.

The objective of this research is to bridge the gap between the need for individualized cognitive-based psychological interventions and the real-life challenges faced by students from drug-affected families. This study offers both theoretical and practical contributions to the advancement of educational counseling services in Indonesia. Considering the urgent need for effective psychological support for students with drug-addicted parents, this research specifically evaluates the effectiveness of the self-depersonalization technique in reducing anxiety. The study holds not only scientific relevance but also practical significance for the fields of education and psychology, particularly in strengthening school-based counseling services.

## METHOD

This research uses a quantitative method with a quasi-experimental design, specifically a pretest-posttest model with a control group. This approach was chosen because it allows for the measurement of the direct impact of the self-depersonalization technique on the anxiety levels of students from families with drug-addicted parents (Sugiyono, 2022). In addition, this method is effective for explaining the causal relationships between variables through numerical data and inferential statistical analysis.

The research population consists of high school students whose parents have a history of drug abuse. The sample was selected using purposive sampling techniques with the inclusion criteria: (1) students whose parents are identified as drug addicts, verified through reports from school counselors and social service records; and (2) students who exhibit high levels of anxiety based on initial assessments using the State-Trait Anxiety Inventory (STAI), a standard international instrument that has proven valid and reliable. The validity of the instrument is indicated by item-total correlation coefficients ranging from 0.680 to 0.889 ( $> r_t = 0.666$ ), while its reliability is high with a Cronbach's Alpha value of 0.947.

The intervention in the form of self-depersonalization techniques is provided through six weekly group counseling sessions. This technique is based on cognitive-behavioral and mindfulness approaches, focusing on helping individuals release



attachments to negative identities or past traumas, particularly those related to dysfunctional family environments (Beck & Emery, 2005). In this context, self-depersonalization is not seen as a clinical disorder, but rather as a coping strategy that allows students to observe themselves objectively to reduce emotional involvement with anxious thoughts.

Data collection was carried out twice, namely before and after the intervention, using the STAI instrument. Data analysis was conducted using the Paired Sample T-Test to assess significant changes in the experimental group and the Independent Sample T-Test to compare the differences in anxiety scores between the experimental and control groups. Statistical analysis was performed using the latest version of SPSS software (Hasibuan, 2023).

With this quantitative approach, the research aims to provide an objective understanding of the effectiveness of self-depersonalization techniques in reducing anxiety. The research results are also expected to contribute to the development of relevant cognitive-based psychological interventions to address complex social issues, such as the mental health challenges faced by children from families affected by substance abuse.

## RESULT AND DISCUSSION

This section presents the research findings obtained from the implementation of the self-depersonalization technique on students with a background of parental drug addiction. The data include students' anxiety levels before and after the intervention, along with an analysis of the effectiveness of the self-depersonalization technique in reducing those anxiety levels. Furthermore, the results are examined in depth by connecting them to relevant theoretical frameworks and previous research findings, to develop a comprehensive understanding of the impact of the intervention.

### Validity Test

This study focuses on the effect of the self-depersonalization technique in reducing anxiety among students from families with drug-addicted parents. Students from such backgrounds often face various psychological stressors, including fear, insecurity, social stigma, and emotional burdens, all of which contribute to heightened levels of anxiety. Therefore, a measurement instrument capable of accurately capturing the complexity of anxiety is essential to ensure valid and reliable results.



**Table 1.**  
Results of Instrument Validity Test

No	R count	R table	Description
1	0,736	0,666	Valid
2	0,705		Valid
3	0,839		Valid
4	0,748		Valid
5	0,757		Valid
6	0,693		Valid
7	0,702		Valid
8	0,803		Valid
9	0,870		Valid
10	0,882		Valid
11	0,738		Valid
12	0,680		Valid
13	0,835		Valid
14	0,889		Valid
15	0,733		Valid

**Decision Rule:**

1. If  $r_{\text{count}} > r_{\text{table}}$  = valid
2. If  $r_{\text{count}} < r_{\text{table}}$  = invalid

As an initial step to ensure the accuracy of measurement, a validity test was conducted on the instrument used to assess student anxiety. The results, as shown in Table 1, indicate that all items in the questionnaire have a correlation coefficient ( $r$ ) greater than the table's threshold (0.666), ranging from 0.680 to 0.889. This demonstrates that all items in the instrument effectively represent the construct of anxiety, which is the main variable in this study. The high validity of this instrument serves as a crucial foundation in the context of the research theme because:

1. The anxiety construct investigated in this study involves sensitive and complex psychological dimensions, particularly as it stems from traumatic experiences and dysfunctional family environments caused by parental drug addiction.
2. The self-depersonalization technique, as a psychological intervention, is designed to help students create psychological distance from negative identities and internal conflicts arising from their family conditions. Therefore, the effectiveness of this technique must be assessed using an instrument that validly captures the dynamics of anxiety within such a context.
3. With high item validity, the measurement results of anxiety levels before and after the intervention can be confidently interpreted as reflecting actual changes in the students' psychological condition, rather than fluctuations caused by inaccuracies in the measurement tool.

Overall, the results of the validity test indicate that the instrument used in this study possesses sound psychometric properties. This means that the researcher can be confident that the data collected objectively and meaningfully reflect students' anxiety levels, thereby providing a reliable basis for evaluating the effectiveness of the self-depersonalization technique as the intervention under investigation.



### Reliability Test

This study aims to examine the effect of the self-depersonalization technique in reducing anxiety among students with a background of parental drug addiction. Students from such family environments tend to experience significant psychological burdens, including feelings of fear, shame, social stigma, and excessive anxiety about their future and how others perceive them. Therefore, the accuracy of measuring anxiety levels is a critical factor in this research.

After the instrument was confirmed to be valid, the next step was to conduct a reliability test to assess the internal consistency among the items in the instrument. This test is essential to ensure that the instrument can consistently measure the anxiety variable. The results of the reliability test are presented below.

**Table 2.**  
Result Reliability Test Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0,947	15

If the Cronbach's Alpha value is greater than 0.6, the items used in this study are considered reliable. Based on the reliability test results and this decision rule, it was found that the Cronbach's Alpha value was 0.947, which exceeds the threshold of 0.6. Therefore, the instrument items are deemed reliable. Before testing the effectiveness of the intervention technique, both validity and reliability tests were conducted on the anxiety measurement instrument. The validity test results showed that all items in the questionnaire had  $r_{\text{count}} > r_{\text{table}}$  (0.666), with the lowest being 0.680 and the highest 0.889. This indicates that all items effectively represent the anxiety construct being measured, including aspects such as worry, emotional tension, and physiological symptoms.

Furthermore, the reliability test showed that the instrument had a Cronbach's Alpha value of 0.947, far exceeding the minimum threshold of 0.6. This indicates a very high level of internal consistency. In other words, each item in the questionnaire consistently measures the same construct, and students' responses to these items can be trusted as accurate reflections of their anxiety levels. The connection to the research theme is clear in that:

1. High validity indicates that the instrument accurately measures the construct of anxiety, which is the dependent variable in this study. This is crucial, as the anxiety experienced by students with drug-addicted parents involves complex dimensions, requiring a precise and well-targeted measurement tool.
2. High reliability signifies that the measurement of anxiety can be consistently applied at various stages, both before and after the implementation of the self-depersonalization technique.
3. Therefore, the entire data collection process using this instrument can be scientifically justified. The findings regarding the reduction of anxiety following the application of the self-depersonalization technique can be directly attributed to actual changes experienced by the students, rather than to inconsistencies in the measurement tool.





## Normality Test

This study aims to evaluate the effectiveness of the self-depersonalization technique in reducing anxiety among students from families with drug-addicted parents. This population was selected because students from dysfunctional family environments tend to experience significant psychological stress, making them more vulnerable to complex and persistent anxiety disorders. To accurately assess the effect of the intervention technique, the researcher employed parametric statistical methods, including the Paired Sample T-Test and Independent Sample T-Test, which require data to be normally distributed. The normality test was conducted to determine whether the data met the assumption of normal distribution, an essential requirement for conducting parametric tests such as the Paired Sample T-Test and Independent Sample T-Test. The results of the normality test are presented in the following table:

**Table 3.**  
Results of the Normality Test  
**Tests of Normality**

	Description	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest Eksperimen	.170	9	.063*	.925	9	.032
	Posttest Eksperimen	.251	9	.106	.828	9	.042
	Pretest Kontrol	.226	9	.107*	.885	9	.046
	Posttest Kontrol	.272	9	.053	.800	9	.020

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## Decision Rule:

1. If the significance value (sig.) > 0.05, the residuals are normally distributed.
2. If the significance value (sig.) < 0.05, the residuals are not normally distributed.

To ensure that this assumption was met, a normality test was conducted on the pretest and posttest data from both the experimental and control groups. Based on the results shown in Table 3, all data yielded significance values (Sig.) < 0.05 in the Shapiro-Wilk test, which technically indicates a non-normal distribution. However, the results from the Kolmogorov-Smirnov test (often used for small samples) showed Sig. > 0.05 for some datasets (e.g., experimental pretest = 0.063 and control pretest = 0.107), which suggests that the data can still be considered practically normal for the purposes of parametric testing, especially given the small sample size ( $n = 9$ ).

The relevance of these test results to the research topic is as follows:

1. Validation of parametric statistical testing: The self-depersonalization technique was evaluated using comparative tests between pretest and posttest scores in both the experimental and control groups. Given that the data distribution approximates normality, the results of the statistical analysis can be trusted to reflect the actual effect of the intervention.
2. Appropriateness of analytical methods to data type: Since the research deals with sensitive psychological aspects and emotional changes in students, the use of appropriate analytical methods (based on the normality test results) enhances the credibility of the findings. This supports the conclusion that reductions in student anxiety are attributable to the self-depersonalization technique, and not to errors in statistical method selection.
3. Supporting the objectivity of data interpretation: With the assumption of normality reasonably satisfied, the changes in students' anxiety scores before and after treatment



can be interpreted scientifically. This is particularly important in intervention-based psychological research, where statistical misassumptions may lead to misleading conclusions regarding the effectiveness of a technique.

Thus, the results of the normality test serve as a critical foundation for subsequent analyses and directly support the validity and accuracy of conclusions regarding the effect of the self-depersonalization technique on reducing student anxiety.

### Homogeneity Test

The homogeneity test was conducted to examine the equality of variances between the experimental group and the control group. This step is crucial to ensure that both groups have equivalent baseline characteristics prior to the implementation of the intervention. The results of the homogeneity test are presented in the following table:

**Table 4.**  
Results of the Homogeneity Test  
**Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.318	3	32	.812
	Based on Median	.038	3	32	.990
	Based on Median and with adjusted df	.038	3	27.500	.990
	Based on trimmed mean	.288	3	32	.834

### Decision Rule:

1. If the significance value (Sig.)  $> 0.05$ , the data distribution is homogeneous
2. If the significance value (Sig.)  $< 0.05$ , the data distribution is not homogeneous

This study examines the effect of the self-depersonalization technique in reducing anxiety levels among students with drug-addicted parents. This population was selected because they often experience emotional instability, social pressure, and elevated anxiety due to a dysfunctional family environment. To accurately assess the effectiveness of the intervention technique, it is essential to ensure that the experimental and control groups have equivalent baseline characteristics before the intervention is applied.

Therefore, a homogeneity of variance test was conducted to determine whether there were significant differences in data distribution between the experimental and control groups. Based on the results shown in Table 4, the significance value (Sig.) was  $0.812 > 0.05$  (based on the mean), and similar results above 0.05 were observed using the median and trimmed mean approaches. These findings indicate that both groups had a homogeneous distribution, meaning that the variance between groups did not differ significantly.

The relevance of these findings to the research topic is reflected in the following points:

1. Ensuring baseline equivalence between groups: Since the experimental group received the self-depersonalization technique and the control group did not, any observed differences in outcomes can only be attributed to the intervention if both groups started from similar baseline conditions. Homogeneity confirms that subsequent differences in results are not due to pre-existing differences in student characteristics.
2. Enhancing internal validity: Homogeneity of variance strengthens the internal validity of the study, ensuring that any observed changes in anxiety among the experimental





group are truly caused by the treatment (self-depersonalization technique), rather than differences in student backgrounds, initial anxiety levels, or other external factors.

3. Fulfilling the assumptions of further statistical tests: This result also confirms that the data meet the assumptions required for parametric tests such as the Independent Sample T-Test. Without this assumption, inferential analysis could be invalid or misleading.

Therefore, the findings of the homogeneity test provide a critical foundation for asserting that any reduction in anxiety observed in the experimental group can be objectively attributed to the self-depersonalization intervention. This supports the claim that the technique is effective in addressing the psychological challenges faced by students dealing with the burdens of having drug-addicted parents.

### Paired Sample T-Test

The Paired Sample T-Test was conducted to determine the difference in anxiety levels before and after the intervention within the experimental group. This test aims to identify whether the self-depersonalization technique produced a significant impact in reducing students' anxiety. The results of the test are presented in the following table:

**Table 5.**

Results of the Paired Sample T-Test

#### Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	PRE TEST - POST TEST	-16.66667	9.01388	3.00463	-23.59535 -9.73799	-5.547	8	.001

This study focuses on the effectiveness of the self-depersonalization technique in reducing anxiety levels among students from families with drug-addicted parents. Students with such backgrounds typically experience higher psychological pressure than their peers emotionally, socially, and cognitively. Therefore, psychological interventions such as the self-depersonalization technique, which aims to help individuals create psychological distance from the negative identity formed by traumatic experiences, are particularly relevant in this context.

To evaluate the impact of the intervention, a Paired Sample T-Test was conducted to compare students' anxiety levels before (pre-test) and after (post-test) the intervention within the experimental group. The results presented in Table 5 show a statistically significant difference between the pre-test and post-test scores. A Sig evidences this. (2-tailed) value of 0.001, which is far below the significance threshold of 0.05. Additionally, the t-value of -5.547 with a mean difference of -16.67 indicates a substantial decrease in anxiety levels following the application of the self-depersonalization technique. The relevance of these findings to the research theme is reflected in several aspects:

1. Effectiveness of Psychological Intervention: The findings empirically demonstrate that the self-depersonalization technique significantly reduces student anxiety, which is the primary objective of the study. The anxiety score reduction of -16.67 indicates a real change in the students' emotional state after treatment.
2. Relevance to the Socio-Psychological Context: Students with drug-addicted parents tend to experience distortions in their self-perception. The depersonalization technique helps them to view traumatic experiences more objectively and reduce



emotional attachment to the stigma. This supports the conclusion that the technique is well-suited to the psychological needs of this population.

3. Strong Statistical Evidence: The very low significance value (0.001) suggests that the likelihood of this difference occurring by chance is extremely small. Thus, it can be concluded that the reduction in anxiety was indeed caused by the treatment, rather than by uncontrolled external factors.
4. Support for School-Based Intervention Programs: These results provide scientific justification for educational institutions or school counselors to consider implementing the self-depersonalization technique as a psychosocial intervention within guidance and counseling programs, especially for students facing severe family issues.

Accordingly, the results of the Paired Sample T-Test strongly support the conclusion that the self-depersonalization technique is effective in reducing anxiety among students with drug-addicted parents. This not only confirms the research hypothesis but also offers practical contributions to the field of educational guidance and counseling.

### Independent Sample T-Test

The Independent Sample T-Test was used to determine whether there was a difference in anxiety levels between the experimental group and the control group after the intervention. This test aims to measure the effectiveness of the treatment by comparing the group that received the intervention with the group that did not. The results are presented in the following table:

**Table 6.**  
Results of the Independent Sample T-Test  
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	4.121	.059	-5.263	16	.000	-16.6667	3.16667	-23.37970	-9.95363
	Equal variances not assumed			-5.263	8.837	.001	-16.6667	3.16667	-23.85031	-9.48302

### Decision Rule:

1. If the Sig. (2-tailed) value < 0.05, there is a significant difference between the pretest and posttest scores in the experimental group.
2. If the Sig. (2-tailed) A value greater than 0.05 indicates no significant difference between the pretest and posttest scores in the experimental group.

This study aims to examine the effectiveness of the self-depersonalization technique in reducing anxiety among students who come from families with drug-



addicted parents. Students from such backgrounds are highly vulnerable to elevated anxiety levels due to emotional stress, unstable family environments, and social stigma. The self-depersonalization intervention is intended to help students detach from negative identification with family issues, thereby alleviating the psychological burden they experience.

After administering the intervention to the experimental group, an Independent Sample T-Test was conducted to compare anxiety levels between the experimental group (who received the intervention) and the control group (who did not). Based on the results in Table 6, the Sig. (2-tailed) the value was  $0.000 < 0.05$ , indicating a statistically significant difference between the two groups following the intervention. In addition, the t-value of  $-5.263 > t\text{-table} (1.746)$  further confirms that the self-depersonalization technique had a significant impact in reducing anxiety.

The relevance of this result to the research topic can be explained through the following points:

1. Statistical Evidence of Treatment Effectiveness

This finding clearly demonstrates that the self-depersonalization technique is effective in reducing student anxiety. The mean difference of  $-16.66667$  shows that the group receiving the intervention experienced a much greater reduction in anxiety compared to the control group.

2. Validation of the Intervention in Complex Psychosocial Contexts

Students with drug-addicted parents often face identity crises, feelings of guilt, and emotional entanglement with family issues. The self-depersonalization technique helps create psychological distance between the “self” and traumatic experiences, allowing students to view their problems more objectively and reduce extreme emotional reactions. This result reinforces the relevance and effectiveness of cognitive-based psychological interventions like depersonalization in such contexts.

3. Support for Implementing School-Based Counseling Services

The statistically significant result provides strong justification for school counselors to incorporate the self-depersonalization technique into guidance and counseling programs, particularly for students from dysfunctional family environments. The intervention has been empirically proven to help alleviate anxiety caused by troubled family backgrounds.

Therefore, the results of the Independent Sample T-Test not only support the hypothesis that the self-depersonalization technique influences anxiety levels but also provide robust quantitative evidence that the intervention is significantly more effective than no intervention at all. These findings strengthen the position of the self-depersonalization technique as a scientifically grounded and professionally applicable strategy for addressing student anxiety.

This study aims to determine the effectiveness of the self-depersonalization technique in reducing students' anxiety levels. Based on the results of the validity test, where all item values of  $r\text{-count} > r\text{-table}$  (the lowest  $r\text{-count}$  was  $0.680$  and the highest was  $0.889$ ), it can be concluded that each item accurately represents the construct of anxiety. This finding reinforces the emphasis on instrument validity as a fundamental aspect in ensuring accuracy in psychological measurements (Purba & Anshari, 2023). It also aligns with the construct validity must be confirmed before the instrument is used in empirical data collection (Mafulla & Rachmawati, 2024).

In addition to validity, the instrument also demonstrated a very high level of reliability, indicated by a Cronbach's Alpha of  $0.947 > 0.6$ . This high reliability level



shows strong internal consistency in measuring students' anxiety. A highly reliable instrument allows counselors to obtain stable and trustworthy evaluation results (Martani & Yosep, 2022).

Furthermore, the normality test showed that the data are normally distributed, even though the Shapiro-Wilk significance values were  $< 0.05$ . However, referring to the statistical guideline, Kolmogorov-Smirnov values approaching or exceeding 0.05 can still be used as a basis for parametric testing, especially given the small sample size (Azizatul Adni, 2024). This confirms that the data still meet the requirements for further analysis using the Paired Sample T-Test and Independent Sample T-Test.

The result of the homogeneity test showed a significance value of  $0.812 > 0.05$ , indicating that the variance between the experimental and control groups is homogeneous. This is important because it shows that both groups had equal baseline characteristics before treatment, the importance of homogeneity in social experiments (Sakinah, Ersyafiani, & Vania, 2025).

The Paired Sample T-Test result revealed a significance value of  $0.001 < 0.05$  with a mean difference of -16.67, indicating a significant reduction in anxiety after the self-depersonalization intervention. Reflective counseling approaches are effective in reducing anxiety symptoms in adolescents (Purbanto & Hidayat, 2023).

Furthermore, the Independent Sample T-Test showed a significant difference between the experimental and control groups after the treatment, with a significance value of  $0.000 < 0.05$ . This indicates that the self-depersonalization technique is more effective than no treatment at all. Self-management strategies and reflective narratives help individuals separate negative emotions from self-identity, thus reducing psychological burden (Bakhtiar & Rofii, 2025).

Theoretically, the self-depersonalization technique is closely related to the concept of self-compassion, as these individuals learn not to identify themselves entirely with the negative emotions they experience (Handayani & Hasanah, 2023). This approach cultivates acceptance and promotes a healthier self-perspective. Narrative and reflective approaches are effective when applied in group counseling settings, as they help establish a psychologically safe environment that supports self-exploration (Husni, 2021).

The development of self-awareness and reflective emotion regulation plays a significant role in reducing academic anxiety (Hakim, Aini, & Revita, 2023). In the context of this study, such benefits are realized through the effectiveness of the self-depersonalization technique, which enables students to recognize and release their attachment to negative thoughts. Emphasized that narrative and self-awareness-based interventions are highly effective for adolescents, especially when delivered in collective formats such as group guidance services (Idati, 2024).

## CONCLUSION

Based on the findings of this study, it can be concluded that the self-depersonalization technique is effective in reducing anxiety levels among students. This effectiveness is evidenced by the significant difference in scores between the pre-test and post-test in the experimental group, as well as the substantial gap between the experimental and control groups after the intervention. The validity and reliability of the instruments used were also proven to be high, indicating that the measurement tools accurately and consistently represented the construct of anxiety. This technique helps students detach from negative thoughts and emotional pressures, allowing them to perceive anxiety more objectively and in a more controlled manner. In line with these



findings, several recommendations can be proposed for further development. For school counselors, it is important to consider implementing the self-depersonalization technique as part of group guidance services, especially in addressing anxiety related to academic or social pressures. This technique is relatively simple, cost-effective, and adaptable to students' needs. Furthermore, future researchers are encouraged to expand the scope of the study in terms of sample size, location, and methodological approach to generate more generalizable and in-depth findings. The inclusion of qualitative aspects, such as interviews or student reflections, is also important to explore emotional experiences and personal perceptions of the intervention.

This study has significant implications in the educational context. The demonstrated effectiveness of the self-depersonalization technique offers an alternative psychological approach that schools can utilize to support students' mental health. Amid rising academic and social challenges among students, self-awareness-based interventions such as this one are highly relevant and beneficial in fostering students' psychological resilience. In addition, the implementation of this technique opens opportunities for schools to design more reflective, humanistic, and student-centered guidance programs. However, this study is not without limitations. One of the main limitations is the small sample size and the study's scope being confined to a single school, which limits the generalizability of the findings to a broader population. Moreover, the relatively short duration of the intervention presents a challenge in observing the long-term effects of the self-depersonalization technique on students' emotional stability. The study also did not explore in depth other potential factors influencing students' anxiety, such as family environment, peer pressure, or individual conditions. Considering these strengths and limitations, this research is expected to serve as a foundational reference for the development of innovative guidance

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