

Effectiveness of Cognitive Behavior Modification Group Counseling with Cognitive Restructuring Techniques to Prevent Exposure to Pornography

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Doi: 10.31316/g-couns.v10i02.8547

Abstrack

The exposure of pornography among adolescents is increasingly worrying because it has a negative impact on psychological, social, academic, and moral aspects. This study aims to test the effectiveness of Cognitive Behavior Modification (CBM)-based group counseling services using cognitive restructuring techniques in preventing exposure to pornography among students. The method used was a quasi-experiment with a non-equivalent control group design. The research subjects were 17 students from Senior High Schools in Sarolangun, selected via cluster random sampling: 9 in the experimental group and 8 in the control group. The research instrument contained 34 valid and reliable items that measured sound, reading, images, and actions. Data analysis used the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test. The results showed that the experimental group experienced a significant decrease in pornography exposure scores from high to low, with an N-Gain of 34.8. In contrast, the control group only had an N-Gain of 15.5. The Mann-Whitney U test resulted in $p = 0.048 (< 0.05)$. These findings confirm that CBM is effective as a preventive strategy and can be implemented by guidance and counseling teachers to help students deal with the challenges of pornography exposure.

Keywords: group counseling, cognitive behavior modification, cognitive restructuring, pornography exposure

Abstrak

Paparan pornografi di kalangan remaja semakin mengkhawatirkan karena berdampak negatif terhadap aspek psikologis, sosial, akademik, dan moral. Penelitian ini bertujuan untuk menguji efektivitas layanan konseling kelompok berbasis Cognitive Behavior Modification (CBM) menggunakan teknik restrukturisasi kognitif dalam mencegah paparan pornografi di kalangan siswa. Metode yang digunakan adalah eksperimen semu dengan desain kelompok kontrol yang tidak setara. Subjek penelitian terdiri dari 17 siswa dari Sekolah Menengah Atas di Sarolangun yang dipilih melalui cluster random sampling, termasuk 9 mahasiswa pada kelompok eksperimen dan 8 mahasiswa pada kelompok kontrol. Instrumen penelitian tersebut berisi 34 butir yang valid dan dapat diandalkan yang mengukur aspek suara, bacaan, gambar, dan tindakan. Analisis data menggunakan Wilcoxon Signed Ranks Test dan Mann-Whitney U Test. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami penurunan skor paparan pornografi yang signifikan dari tinggi ke rendah dengan N-Gain 34,8, sedangkan kelompok kontrol hanya memiliki N-Gain 15,5. Tes U Mann-Whitney menghasilkan $p = 0,048 (< 0,05)$. Temuan ini menegaskan bahwa CBM efektif sebagai strategi pencegahan dan dapat diterapkan oleh guru bimbingan dan konseling untuk membantu siswa menghadapi tantangan paparan pornografi.

Kata kunci: konseling kelompok, modifikasi perilaku kognitif, restrukturisasi kognitif, paparan pornografi

Article info

Submitted September 2025, Revised October 2025,

Accepted November 2025, Published November 2025



INTRODUCTION

The current state of emergency in sexual crime and violence is affecting children around the world, and Indonesia in particular. The Indonesian National Commission on Violence Against Women classifies sexual crimes based on the results of its 15 years of monitoring as follows: rape, sexual intimidation including threats or attempted rape, sexual harassment, sexual exploitation, trafficking of women for sexual purposes, forced prostitution, sexual slavery, forced marriage, including suspended divorce, forced pregnancy, forced abortion, forced contraception and sterilization, sexual violence, and pornography (Firman et al, 2018).

Pornography has been a hot topic of public debate since the emergence of the Anti-Pornography and Pornoaction Bill in early 2006. The Anti-Pornography Law defines pornography as images, sketches, illustrations, photographs, writings, sounds, moving images, animations, cartoons, conversations, body movements, or other forms of messages through various forms of communication media and/or public performances that contain obscenity or sexual exploitation that violate moral norms in society (Sutatminingsih & Tuapattinaja, 2019).

Based on the results of a survey conducted by Lase (2024), it was found that every year, an average of 72,000,000 (seventy-two million) people visit pornographic websites, or every second, there are 28,000 (twenty-eight thousand) people using the internet to view pornographic content. The head of the Indonesian Broadcasting Commission (KPI), Ubaidillah, has asked broadcasting institutions to massively air child-friendly programs that meet children's needs and support their growth and development. This is in response to data showing that 5.5 million children have been victims of pornography in a period of 4 years (KPAI, 2024).

Unrestricted social media interaction and certain types of persuasive content can have adverse effects (Galih & Apsari, 2020). In general, these negative effects can lead to pornography (Kuhn & Gallinat, 2014). Furthermore, Hald (2010) states that pornography comes in many forms, including images, materials, or works of art designed to stimulate sexual arousal in the viewer. Pornography is often associated with the morals, ethics, and culture of the local community (Dworkin, 1981).

The findings presented by Nursahid & Muyana (2024) state that adolescents aged 12-15 years are exposed to pornography for the first time in that age range. The vulnerability of adolescence makes teenagers prone to choosing the wrong behavior, one of which is pornography. The widespread presence of pornography is inseparable from the internet as a means of disseminating pornography. Pornographic websites can generate around 30,000 pages of pornography in one minute (Lase, 2024). This phenomenon is clearly very worrying for adolescents, parents, and society.

The simplest escape that adolescents make is to switch to social media sites, including access to pornography (Greenfield, 2009). This is because, in such cases, they are beyond their parents' reach. Teenagers who access and watch these sites are initially curious about simple things, such as kissing videos, and then move on to videos of sexual intercourse (Fisher, 2000).

Research by ECPAT (in Lase, 2024) conducted in six cities in Indonesia revealed that 97% of Indonesian children aged 14-18 have been exposed to pornography. As many as 40% of those exposed tend to commit sexual violence against other children. Lase (2024) states that 94.5% of junior high school children have been exposed to pornographic content, and KPAI also reports that 22% of children watch pornographic



content, with most access occurring at home (61.8%), through social media (34%), and internet sites (31.4%). Bungin (2003) describes four forms of pornography: (1) audio pornography in the form of recordings of moans, groans, and sexual conversations; (2) visual pornography in the form of images; (3) behavioral pornography in the form of actions or attitudes that lead to pornography; (4) text pornography in the form of short stories and novels about pornography.

Several factors that encourage pornographic behavior are the negative influence of the internet, where individuals can easily find various pornographic websites (Afriliani, Azzura, & Sembiring, 2023). Adolescents have a high level of curiosity, so they want to satisfy it and realize it through their own experiences, leading them to try to imitate what they have seen and heard. The results of a survey by the Child Protection Commission (KPA) in Afriliani, Azzura, & Sembiring (2023) found that 62.7% of adolescents have had sexual intercourse. In fact, 4,500 adolescents in 12 major cities in Indonesia showed that 93% of adolescents have kissed, 62.7% have had sexual intercourse, and 21% have had abortions.

The phenomenon that researchers found at Senior High Schools in Sarolangun school included students who had pornography sites on their gadgets, used foul language or harassed others directly, sent inappropriate photos/videos to the opposite sex, an increase in dating, and students sending inappropriate or pornographic stickers to class groups.

Cognitive research is closely related to the Cognitive Behavior Modification (CBM) approach because both emphasize changing mindsets as the basis for changing behavior. CBM departs from the assumption that problematic behavior arises from maladaptive cognitive patterns, so interventions are directed at reconstructing individuals' thinking to be more adaptive. In this context, cognitive research examining the dynamics of thinking, perception, and individual beliefs is highly relevant, as it provides a theoretical basis for applying cognitive restructuring strategies. Karneli (2018) asserts that cognitive-based behavior modification is a practical approach in counseling, especially for helping students develop self-control and healthy emotional regulation. In line with this, Ifdil, Ardi, and Fadli (2019) emphasize that behavioral change cannot be separated from cognitive intervention, because cognition acts as the main mediator between stimuli and behavioral responses.

In cognitive improvement, this is certainly an appropriate target using Cognitive Behavior Modification (CBM) techniques to prevent excessive actions. Therefore, in cognitive exposure to pornography, actions or treatments from Cognitive Behavior Modification (CBM) techniques are given in the form of group guidance.

Meanwhile, Fikri (2020) highlights the effectiveness of cognitive restructuring in fostering rational thinking patterns that reduce problematic behavior among adolescents. Thus, it is clear that cognitive research aligns with the CBM method, as both focus on changing thought structures to produce more positive, adaptive behavioral changes.

Pornography has a negative influence on students, including: encouraging students to imitate sexual acts, forming negative attitudes, values, and behaviors, causing difficulty concentrating on their studies, thereby disrupting their identity, making them withdrawn, insecure, and lacking in confidence (Afriliani, Azzura, & Sembiring, 2023).

Guidance and counseling services to address pornography have been provided by guidance counselors to students, but the services provided have not been optimal and are "rare." In this regard, group counseling services can prevent exposure to pornography.



Group counseling services activate group dynamics to discuss various topics and use techniques to achieve goals, such as cognitive restructuring (Rahim & Wijaya, 2024).

Cognitive restructuring is a behavioral therapy that encourages and applies learning principles to the mind. This therapy is designed to help individuals achieve better emotional responses by changing their habits and thoughts, as proven by research by Nursahid & Muyana (2024), which shows that cognitive restructuring techniques are effective in preventing student exposure to pornography.

Furthermore, research by Siregar, Batubara, & Siregar (2021) shows that interventions using cognitive restructuring techniques are effective in developing students' moral reasoning regarding truth, obedience, and justice. Guidance counselors can use cognitive restructuring techniques to develop students' moral reasoning in high schools/Islamic high schools.

This study was designed to evaluate the effectiveness of group counseling based on Cognitive Behavior Modification (CBM) and employing cognitive restructuring techniques. The primary objective is to examine the differences in outcomes between an experimental group and a control group, measured before and after the intervention. By comparing these groups, this research aims to provide empirical evidence on the extent to which this CBM-based intervention can facilitate significant changes in participants' cognitive patterns and behaviors. Ultimately, the findings are expected to contribute to the development of more effective guidance and counseling strategies for addressing contemporary behavioral issues in the digital age.

The impetus for this research stems from identified limitations in school counseling services, specifically concerning the suboptimal prevention of student exposure to pornography. Preliminary interviews with guidance counselors revealed a critical gap in the availability of structured and effective group counseling interventions tailored to this issue. Therefore, this study focuses on empirically testing a structured CBM group guidance model with cognitive restructuring as its core component. It is anticipated that the results will equip school counselors with an evidence-based approach to enhance their service delivery and effectively prevent student exposure to pornography.

METHOD

This study uses a quasi-experimental/pseudo-experimental research design, which is a method that includes a control group but does not fully control external variables that affect the implementation of the experiment (Sugiyono, 2014). The research design used is a control group pretest-posttest design by giving a pretest and posttest to the research subjects.

Sugiyono (2020) states that experimental research is a research method used to determine the effect of a particular treatment on another under controlled conditions. Latipun (2006) states that the experimental group is the treatment group that receives the independent variable, while the control group is the treatment group that receives no treatment or a sham treatment. The chosen research design for the Senior High Schools in Sarolangun was a quasi-experimental design with a non-equivalent control group.

This research was conducted at Senior High Schools in Sarolangun, after observing the phenomenon of exposure to pornography. The research lasted for 6 weeks, from July 14 to August 23, 2025. 17 students were selected via cluster random sampling from a population of 112 students. The research subjects were divided into two groups: the experimental group and the control group, each consisting of 9 participants.



Group counseling using the Cognitive Behavior Modification (CBM) approach in this study was conducted on a scheduled basis, once a week, as agreed between the counselor and participants. The activity consisted of five sessions for the experimental group and five for the control group, each lasting approximately 45 minutes. The counseling process was carried out through systematic stages, namely: 1) building good relationships, where the counselor created a safe, warm, and trusting atmosphere so that participants were ready to follow the counseling process; 2) self-observation, where participants were invited to become aware of thoughts, feelings, and behaviors that were less adaptive in their daily lives; 3) internal dialogue, which is a process of cognitive restructuring through the identification of negative thoughts, testing their validity, and replacing them with rational and healthy thoughts; 4) applying new skills, where participants are trained to practice alternative thoughts and behaviors through group discussions, case studies, and role-playing; and 5) implementing and maintaining change, which is the stage of reflection, evaluation, and follow-up strategy development so that the skills acquired can be applied consistently in real life. With these stages, CBM group counseling is expected to help participants change maladaptive thinking patterns to more adaptive ones, while maintaining the positive changes achieved.

The instrument used in this study was exposure to pornography based on Bungin's theory (2003), which covers four aspects: sound, reading, images, and actions. The instrument initially consisted of 44 statement items. After validity testing, 34 items were found to be valid and reliable, while the other 10 items were invalid and unreliable. The reliability test results showed that the instrument in this study consisted of 44 statements and had a Cronbach's Alpha of 0.874. This value indicates that all statements in the instrument are well related and yield consistent results. Thus, this instrument can be considered reliable and suitable for measuring the variables under study. This instrument is designed as a five-point Likert scale with five response options: always, often, sometimes, rarely, and never.

Data collection was conducted through pretest and posttest for both groups, namely the experimental and control groups. Data analysis was performed using non-parametric statistics because the sample size was small and the data were not normally distributed (Yusuf, 2017). The Wilcoxon Signed Ranks Test was used to examine changes in pornography exposure scores before and after treatment in each group. Meanwhile, the Mann-Whitney U Test was used to determine the difference in anxiety levels between the experimental group and the control group (Sugiyono, 2020).

RESULT AND DISCUSSION

The data obtained in this study consisted of pretest and posttest results related to exposure to pornography. These data were used to determine the level of exposure to pornography among school students before they were given group counseling services using a cognitive behaviour modification approach with restructuring techniques in the experimental group and group counseling services without cognitive behaviour modification with restructuring techniques in the control group.

An overview of the level of exposure to pornography among 12th-grade students at Senior High Schools in Sarolangun school as a whole can be seen in Table 1 as follows:



Table 1.
Tabulation of Overall Data on the Level of Exposure to Pornography Among Students

Category	Interval	F	%
Very High	142-170	1	0,89
High	115-141	10	8,92
Moderate	88-114	19	16,96
Low	61-87	47	41,96
Very Low	34-60	35	31,25

Based on Table 1 above, it can be seen that there was one student (0.89%) exposed to pornography in the very high category, followed by 10 students (8.92%) in the high category, and 19 students (16.96%) in the moderate category, while 47 students (41.96%) were in the low category and 35 students (31.25%) in the very low category. These results indicate that although the majority of students do not show alarming exposure to pornography, the group of students in the moderate to very high categories still needs attention. Nearly 27% of students in the moderate, high, and very high categories exhibit real vulnerabilities that can affect their behavior, emotions, and academic achievement if left unaddressed. These results are in line with the research by Cardoso et al (2022), which shows that exposure to pornography is still a major problem for Indonesian teenagers, and that groups with moderate to high levels of exposure are more likely to experience negative behavioral and emotional effects.

Looking at the data above, it is clear that students are exposed to pornography, and this must be prevented in order to reduce exposure. This is a clear indication that school students understand pornography itself. Several factors that may influence students regarding pornography are related to their environment, friends, and even social media. Research by Umeatuegbu et al. (2022) reinforces this finding by stating that the dominant factors that increase the likelihood of pornography exposure in adolescents are peer influence and uncontrolled internet use. According to other studies, exposure to pornography in school not only affects students' mindsets and behavior but can also disrupt their concentration, reduce their desire to learn, and trigger risky sexual behavior (Andamon et al., 2025; Pathmendra et al., 2023).

Before the intervention, the level of exposure to pornography among students was in the high category. However, after the intervention, there was a change in the distribution of categories in each group, as shown in Table 2 below:



Table 2.
Pre-Test and Post-Test Data for the Experimental Group

No.	Initials	Total	Pre-Test Category	Total	Post-Test Category	N-gain score
1.	DYF	108	Moderate	84	Low	24
2.	VOA	80	Low	60	Very Low	20
3.	SH	121	High	79	Low	42
4.	AR	143	Very High	88	Moderate	55
5.	JS	117	High	85	Low	32
6.	GZA	114	Moderate	59	Very Low	55
7.	MET	124	High	88	Moderate	36
8.	KK	121	High	72	Low	49
9.	RS	117	High	82	Low	35
Total		1045		697		348
Average		104,5	High	69,7	Low	34,8

Based on Table 2 above, it can be seen that the comparison of pretest and posttest results for pornography exposure levels showed a significant decrease after participating in group counseling services using the Cognitive Behavior Modification (CBM) approach with restructuring techniques. These findings indicate that all group members experienced a decrease in pornography exposure scores from before (pretest) to after treatment (posttest). These results are in line with the research by Karneli et al (2020), which found that the CBM method helps students change maladaptive thinking patterns to be more rational through cognitive restructuring techniques. This has an impact on reducing risky behaviors, including pornography exposure. Similarly, CBM can change a person's feelings, thoughts, and behavior by developing self-control skills and applying adaptive cognitive strategies (Roffarello & De Russis, 2023; Stewart et al., 2025).

In the experimental group, pretest data showed that the majority of students were in the high and moderate categories with an average score of 104.5 out of 9 students. This indicates that before the intervention, students had a significant tendency to be exposed to pornography. However, after receiving group counseling services using cognitive restructuring techniques, the average posttest score decreased dramatically to 69.7, placing it in the low category. Most students experienced a change in category, with those who were previously in the high and medium categories falling into the low or even very low categories. This condition illustrates a positive change in students' ability to control themselves and manage their thoughts towards pornographic stimuli after receiving the intervention.

Overall, the N-Gain Score obtained was 34.8, which means that the experimental group experienced a significant decrease in the level of tendency to be exposed to pornography after being given CBM group counseling services using cognitive restructuring techniques.

After presenting the results for the experimental group, Table 3 presents a description of the data on the level of exposure to pornography among students in the control group, both before and after the intervention.



Table 3.
Pre-Test and Post-Test Data for the Control Group

No.	Initials	Total	Pretest Category	Total	Posttest Category	N-gain score
1.	AS	117	High	86	Low	31
2.	MR	137	High	86	Low	51
3.	MT	101	Moderate	80	Low	21
4.	AH	127	High	114	Moderate	13
5.	GNS	96	Moderate	82	Low	14
6.	AZ	95	Moderate	93	Moderate	2
7.	DHP	87	Low	86	Low	1
8.	AF	133	High	111	Moderate	22
Total		893		738		155
Average		89,3	Moderate	73,8	Low	15,5

Based on Table 3 above, it can be seen that a comparison of the pretest and posttest results of the level of exposure to pornography in the control group shows a decrease in scores after participating in conventional group counseling services, even without using the Cognitive Behavior Modification (CBM) approach with restructuring techniques. These findings show that most group members experienced a decrease in scores from before to after treatment. This is in line with the basic principles of counseling that focus on modifying students' thoughts, emotions, and behavior independently, for example, through the application of time management techniques provided by counselors to be implemented in daily life (Karneli et al., 2019; Fadhlullah & Karneli, 2023; Yusri & Karneli, 2023).

A comparison of the data shows that before receiving conventional group counseling services, the control group's average pretest score was 89.3, which is falling in the moderate category. At this early stage, the majority of students were in the moderate and high categories, which means that there is still significant vulnerability to exposure to pornography. This condition is in line with research findings among Indonesian students who report a high proportion of exposure to pornography and its association with risky sexual behavior (Khasanah & Mubarakah, 2024). In general, adolescents exposed to pornography are indeed more vulnerable to engaging in risky sexual behavior, so the moderate to high category at baseline needs serious attention (Ramdhani & Asfari, 2022).

After receiving conventional group counseling services, the average posttest score decreased to 73.8, placing it in the low category. Further analysis showed that most students experienced a change in category: 3 in the moderate category, 4 in the low category, and 1 in the very low category. Overall, the N-Gain Score obtained was 15.5, which means that the control group only experienced a small decrease in the tendency to be exposed to pornography after receiving conventional group counseling services.

The first hypothesis proposed in this study was "There is a significant difference in pornography exposure among students in the experimental group before and after receiving group counseling services using the Cognitive Behavior Modification (CBM) approach with the Restructuring Technique." This hypothesis was tested using the Wilcoxon signed-rank test with SPSS 27. Based on this, the calculation results are summarized in the following table:



Table 4.
Experimental Group

Test Statistics ^a	
	Posttest - Pretest
Z	-2,668 ^b
Asymp. Sig. (2-tailed)	,008
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

Table 5.
Experimental Group

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	9 ^a	5,00	45,00
	Positive Ranks	0 ^b	0,00	0,00
	Ties	0 ^c		
	total	9		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Based on the Wilcoxon Signed Ranks Test results in the table above, 9 students have negative ranks, with a mean rank of 5.00 and a total rank of 45.00. This finding shows that all respondents obtained lower posttest scores than pretest scores (Posttest < Pretest). Meanwhile, in the positive ranks category, no students (0) increased their scores from the pretest to the posttest, with a mean rank of 0.00. Similarly, in the ties category, there were no similarities in scores between the pretest and posttest.

The test results in the Test Statistics table show $Z = -2.668$ and $p = 0.008$. This significance value is below the 0.05 threshold, so the decrease is statistically significant. In other words, Cognitive Behavior Modification (CBM)-based group counseling services using cognitive restructuring techniques were proven to be effective in reducing the level of exposure to pornography in the experimental group. These findings indicate that after the intervention, all students in the experimental group experienced a decrease in their pornography exposure scores. This means that CBM services with cognitive restructuring techniques are effective in helping students control their urges and reduce their tendency to be exposed to pornography. Thus, the research hypothesis stating that there is a significant difference between the conditions before and after the provision of CBM group counseling services with cognitive restructuring techniques can be accepted.

Based on the results of H1 above, various studies support the hypothesis that CBM services with cognitive restructuring techniques are effective in helping students control their urge to expose themselves to pornography and significantly reduce this tendency. Research by Smith (2020) shows that cognitive restructuring techniques are effective in reducing pornography addiction through individual counseling services for junior high

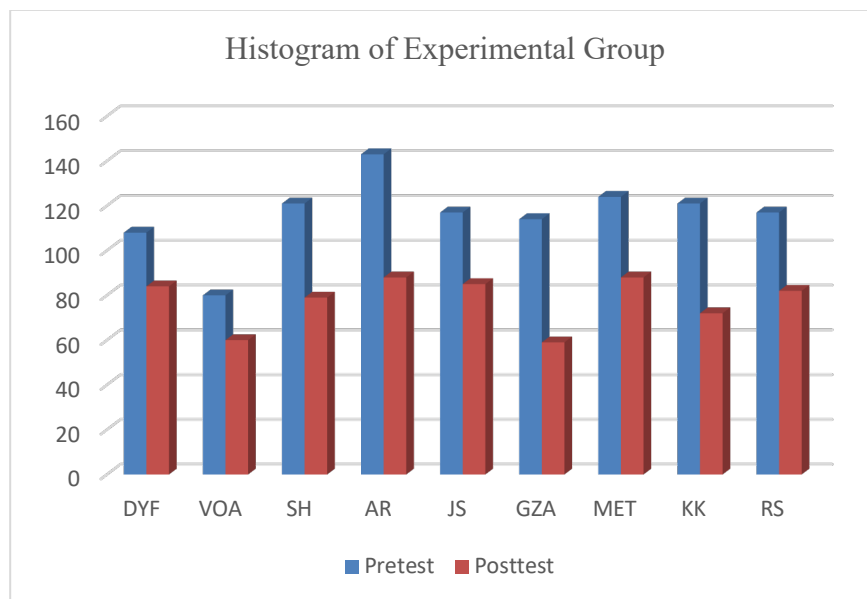


school students. From the tests conducted, a significant decrease in pornography addiction scores was found after cognitive restructuring intervention. Research focusing on cognitive restructuring in adolescents and its influence in building self-confidence also reinforces that this technique can help control negative thoughts and harmful behaviors, which can be applied in the context of controlling exposure to pornography (Takdir et al., 2025).

The results of pornography exposure on students in the experimental group, based on the pretest and posttest results, can be described as follows,

Graph 1.

Histogram of Pre-Test and Post-Test Data on Pornography Exposure in Experimental Group Students



The second hypothesis proposed in this study is “There is a significant difference in pornography exposure in control group students before and after being given group counseling services without the Cognitive Behavior Modification (CBM) approach using the Restructuring Technique.” This hypothesis was tested using the Wilcoxon signed-rank test with SPSS 27. Based on this, the calculation results are summarized in the following table:

Table 6.
Control Group

Test Statistics ^a	
	Posttest - Pretest
Z	-2,521 ^b
Asymp. Sig. (2-tailed)	,012
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	



Table 7.
Control Group

			Ranks		
			N	Mean Rank	Sum of Ranks
Posttest	-	Negative	8 ^a	4,50	36,00
Pretest		Ranks			
		Positive	0 ^b	0,00	0,00
		Ranks			
		Ties	0 ^c		
		total	8		
a. Posttest < Pretest					
b. Posttest > Pretest					
c. Posttest = Pretest					

Based on the table above, it can be seen that the Asymp. Sig. (2-tailed) The probability value for the difference between the pretest and posttest scores in the control group is 0.005. This value is smaller than the significance level of 0.05 ($0.005 < 0.05$), so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Thus, the second hypothesis proposed in this study can be accepted, namely, "There is a significant difference in exposure to pornography among students in the control group before and after being given group counseling services without the Cognitive Behavior Modification (CBM) approach using cognitive restructuring techniques."

It is also known that of the 8 respondents in the control group, all students experienced a decrease in scores from the pretest to the posttest. This shows that even though the control group did not receive special treatment in the form of CBM group counseling services with cognitive restructuring techniques, they still experienced positive changes after receiving conventional group counseling services. These results were further supported by the Wilcoxon Signed Ranks Test, which yielded a Z value of -2.521 ($p = 0.012$). This probability value was also smaller than the significance level of 0.05 ($0.012 < 0.05$), so H_0 was again rejected, and H_1 was accepted. Thus, it can be concluded that there is a significant difference between the pretest and posttest scores in the control group after receiving conventional group counseling services.

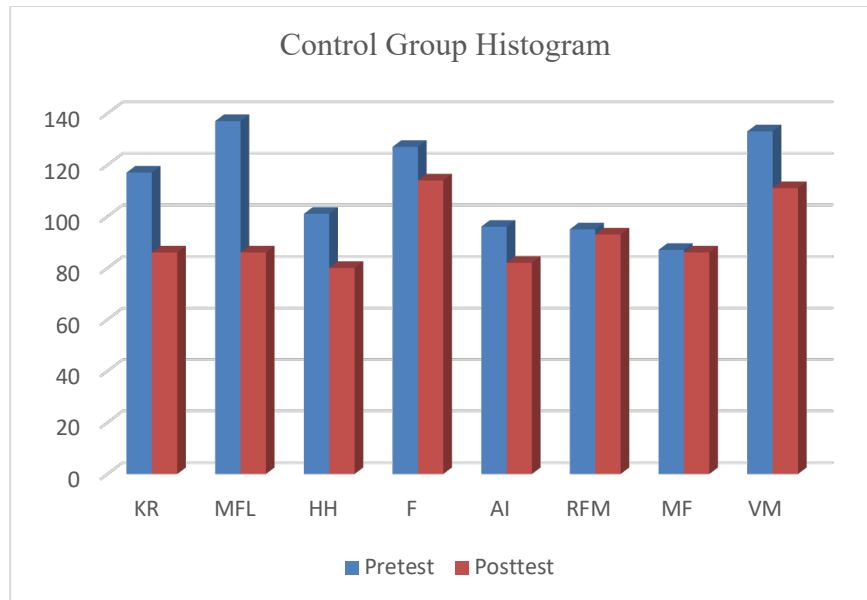
The above H_2 result is reinforced by previous studies that found that students exposed to pornography without special intervention experienced negative effects on sexual behavior, thought processes, and cognitive development. This study emphasizes the need for counseling to address exposure to pornography so that students can avoid its negative effects (Silalahi & Safitri, 2021). Furthermore, students who are addicted to pornography have low self-control due to a lack of supervision and understanding from their families and guidance counselors (Imaroh et al., 2024). In this study, there was no specific treatment by guidance services for exposure to pornography, which indicated a significant difference in conditions before and after in the control group without CBM intervention. In addition, other studies show that adolescents addicted to pornography exhibit cognitive impairment due to prolonged exposure to pornography, which has a serious negative impact on their mental functioning and social behavior. This study provides an overview of the effects of uncontrolled exposure to pornography through cognitive therapy intervention (Saputra & Movitaria, 2022).



The results of pornography exposure on students in the control group based on the pretest and posttest results can be described as follows:

Graph 2.

Histogram of Pre-Test and Post-Test Data on Pornography Exposure in Students in the Control Group



The third hypothesis proposed in this study is “There is a significant difference in exposure to pornography among students between the experimental group that was given group counseling services using the Cognitive Behavior Modification (CBM) approach with Restructuring Techniques and the control group that was given group counseling services without the Cognitive Behavior Modification (CBM) approach with Restructuring Techniques.” To test this third hypothesis, the Mann-Whitney test was used in SPSS version 27. Based on this, the test results are summarized in the following table:

Table 8.

Mann-Whitney U Test

Test Statistics ^a	
	RESULTS
Mann-Whitney U	15.500
Wilcoxon W	60,500
Z	-1,980
Asymp. Sig. (2-tailed)	,048
Exact Sig (2*(1-tailed Sig.))	0,046 ^b
a. Grouping Variable: Kelompok	
b. Not corrected for ties	

Based on the table above, the Mann-Whitney U Test results show a U value of 15.500, a Z value of -1.980, and an Asymp. Sig. (2-tailed) probability value of 0.048. This probability value is smaller than the significance level of 0.05 ($0.048 < 0.05$). Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This



means that there is a significant difference between the experimental group that received CBM group counseling services with cognitive restructuring techniques and the control group that only received conventional group counseling services.

The Wilcoxon W value of 60.500 further supports the finding that the experimental group achieved better results than the control group. In other words, CBM services with cognitive restructuring techniques proved to be more effective in reducing students' exposure to pornography than general group counseling services. The results of H3 are consistent with the Cognitive Behavior Modification (CBM) theory, which emphasizes identifying and changing negative thought patterns to become more rational and developing adaptive behavioral strategies. Cognitive restructuring techniques help students to recognize the irrational thought patterns that drive them to be exposed to pornographic content, then replace them with healthier thought patterns. This process not only reduces the tendency to be exposed but also increases self-control and the ability to make wiser decisions. To change maladaptive behavior, a person must first understand the elements of cognitive experience and strive to develop adaptive behavior by mastering the skills found in behavioral therapy (Karneli et al., 2019; Yonita & Karneli, 2019).

It can be concluded that providing group counseling services using the CBM approach with cognitive restructuring techniques has a significant and more effective impact in preventing pornography exposure among students compared to conventional group counseling services.

Cognitive Behavior Modification (CBM) is an approach that combines cognitive and behavioral techniques to change negative thought patterns and behaviors into more adaptive and positive ones. In the context of group counseling, CBM with cognitive restructuring techniques focuses on changing erroneous or irrational ways of thinking that can trigger unhealthy behaviors, such as attraction to or addiction to pornography. Cognitive restructuring techniques involve identifying negative thoughts, testing their validity, and replacing them with more rational, healthier thoughts.

The findings from the treatment of the experimental and control groups show significant differences. It can be seen from the results of the experimental group and control group that the experimental group is more effective in helping the cognition of students exposed to pornography. This certainly provides significant value to group counseling services conducted using a cognitive-behavioral modification approach with restructuring techniques.

The digital age provides easy access to information, but it also presents serious challenges in the form of increasingly accessible pornography for adolescents. This condition requires interventions that not only emphasize behavioral change but also modify the underlying thought patterns. One approach that has proven effective is CBM combined with cognitive restructuring (Karneli & Ifdil, 2019; Karneli, 2020).

This approach is based on the principle that thoughts, feelings, and behaviors are interrelated, so that changes in one aspect can affect other aspects. CBT targets maladaptive thought patterns that underlie addictive behaviors, including pornography consumption, by replacing them with more realistic and healthy thought patterns (Ifdil & Karneli, 2018; Ifdil, Fadli, & Karneli, 2020). Cognitive restructuring is a core CBT technique that helps individuals identify and challenge automatic thoughts.

Through questioning techniques, individuals are encouraged to evaluate the validity of their thoughts, thereby developing more adaptive alternative thought patterns. The group setting during CBM implementation also offers advantages, including social



support, universality, and observational learning. Group dynamics create therapeutic factors that strengthen the effectiveness of the intervention, including instilling hope and fostering interpersonal learning (Karneli & Ardimen, 2020; Ifdil & Netrawati, 2021).

The effectiveness of group-based CBM with cognitive restructuring has been empirically proven through various studies in Indonesia. This intervention not only reduces the frequency of pornography access but also increases self-efficacy and strengthens healthy coping skills, with results that last for the long term. Supporting factors such as participants' intrinsic motivation, the quality of therapeutic relationships, and family support are key to success (Ifdil & Karneli, 2019; Karneli, 2021). Thus, CBM can be seen as an effective and sustainable preventive approach in the context of education and social intervention in Indonesia.

The results of this discussion show that the Cognitive Behavior Modification (CBM) group counseling approach with restructuring techniques has succeeded in bringing about significant changes in reducing the level of exposure to pornography, as this technique is very helpful in reducing

CONCLUSION

Based on the results of the study, it can be concluded that Cognitive Behavior Modification (CBM)-based group counseling services using cognitive restructuring techniques are effective in reducing students' tendency to view pornography. The findings show a clear difference between the experimental group and the control group, with students who participated in CBM services experiencing a decrease in their tendency to view pornography from a high level to a low level. This change reflects a shift in students' mindset and behavior after receiving the intervention, which was not significantly evident in the control group. The superior effectiveness of CBM services compared to conventional group counseling is also supported by statistical analysis, which shows that cognitive restructuring not only helps students think more rationally but also shapes more adaptive behavior. Thus, the application of CBM plays an important role as a systematic and relevant preventive strategy, especially for Guidance and Counseling Teachers in their efforts to reduce the risk of exposure to pornography among adolescents. These findings also confirm that integrating the CBM approach into group counseling services can support the development of healthy mindsets, self-control skills, and a conducive school environment in addressing the challenges of the digital age.

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