

THE EFFECTIVENESS OF COGNITIVE BEHAVIOR THERAPY IN REDUCING ANXIETY LEVELS: A SYSTEMATIC REVIEW

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Abstract

Cognitive Behavioural Therapy (CBT) has been recognised as a successful psychological method for reducing anxiety levels across a range of groups. This systematic review aims to assess the effectiveness of CBT in treating anxiety, especially given the increasing prevalence of anxiety. Anxiety is characterised by excessive fear and worry, which can significantly interfere with daily activities and social interactions. The review collated results from a range of studies published between January 2020 and May 2025, with an emphasis on randomised controlled trials and peer-reviewed articles in the Indonesian language. The findings suggest that CBT can effectively reduce anxiety symptoms by helping individuals recognise and change their negative thought patterns, thereby encouraging the use of healthier coping strategies. Studies have shown the efficacy of CBT in a range of contexts, including educational settings and among healthcare professionals dealing with stressful situations. The conclusion of the review is that CBT is a structured, evidence-based method that can be applied individually or in groups, with an emphasis on the importance of consistent application and professional support to achieve good outcomes. Suggestions for future research include analysis of the long-term effects of cognitive behavioural therapy and its application across different demographic groups.

Keywords: Cognitive Behavioral Therapy (CBT), anxiety, psychological methods.

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INTRODUCTION

As individuals living in society, humans have various reactions to the pressures of life they face. One of these reactions is anxiety, an emotional disorder characterized by fear, worry, and excessive tension. This anxiety can have a negative impact on daily activities, social interactions, and academic and professional achievements (Rusdiatin, 2021).

Among students, anxiety is a fairly common problem. Factors such as academic pressure, heavy workloads, concerns about graduating on time, and low self-confidence are often the triggers. As a result, many students experience a decrease in enthusiasm for learning, difficulty concentrating, and even withdrawing from the social environment due to anxiety that is not managed properly (Salsabila & Harahap, 2024; Farahmita & Paramita, 2024).

If not treated immediately, anxiety can develop into a more serious mental disorder. Therefore, a systematic intervention approach based on scientific evidence is needed. One of the methods is Cognitive Behavior Therapy (CBT) which is a method that has been proven to provide effective results.

CBT is a therapy model in psychology that aims to identify and change negative thought patterns to be healthier and more adaptive, so that it can improve an individual's emotional and behavioral responses (Grahatama et al., 2021; Suharnadi et al., 2024). Through CBT, individuals are helped to recognize and challenge automatic negative thoughts that trigger anxiety, while being taught healthier stress management strategies. CBT generally includes techniques such as cognitive restructuring, relaxation exercises, social skills training, and gradual exposure to situations that cause fear.

Various studies have shown that CBT is effective in reducing anxiety in various groups, including students with impostor syndrome, students with anxiety during online learning, adolescents with emotional regulation disorders, and young adults with social anxiety. In fact, an online version of this therapy (iCBT) has also been developed and shown to be effective, although in some studies the results have not been statistically significant.

CBT has been shown to be useful in overcoming various forms of anxiety experienced by students, ranging from academic anxiety, nervousness when speaking in public, to fear of facing a thesis or entering the world of work (Izzah et al., 2024; Safithry, 2022; Juniarti et al., 2023). This therapy is also flexible, can be applied both individually and in groups, and through digital media such as online applications (Garvert et al., 2025; Lai et al., 2025). This approach combines techniques such as self-talk, cognitive restructuring, relaxation exercises, and emotional regulation training (Wulandari, 2024; Zulaifi, 2022). However, although there have been many studies examining the effectiveness of CBT, the results of these studies are still separate and have not been systematically collected. Therefore, this study aims to conduct a systematic review of the effectiveness of Cognitive Behavior Therapy in reducing anxiety in college students, focusing on quantitative journals published between January 2020 and May 2025. This study is expected to provide a real contribution to the development of more appropriate psychological interventions in the college environment.

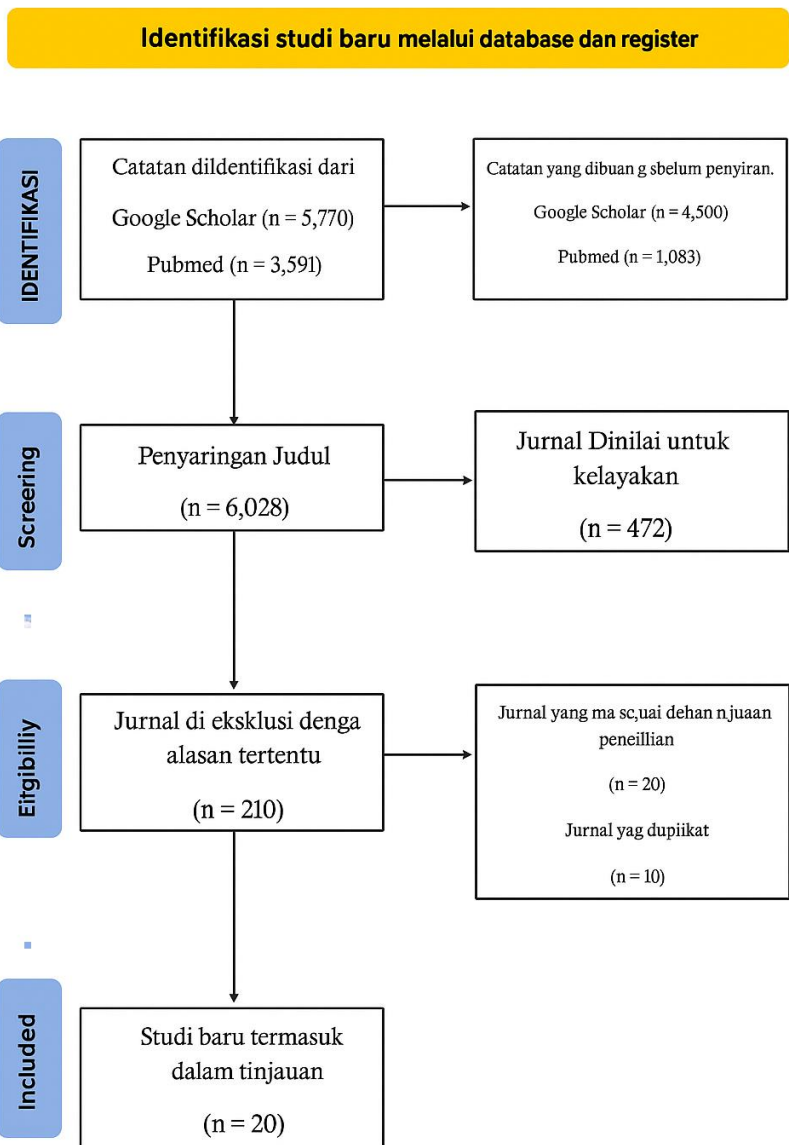
REASERCH METHODES

The study search strategy was conducted through PubMed and Google Scholar databases. In addition, additional articles were also identified through searches of previously recorded article references, including relevant systematic reviews and meta-analyses. The literature search process was conducted using the PICO approach, through the use of keywords such as: Cognitive Behaviour Therapy OR CBT AND Anxiety OR Anxiety AND Randomised Controlled Trial OR Controlled Clinical Trial OR Clinical Trial.

The inclusion criteria in this systematic review include studies published between January 2020 and May 2025, limited to articles that have gone through a peer-reviewed process and written in Indonesian. The studies analyzed are all types of quantitative research that use Cognitive Behavioral Therapy (CBT) as an intervention, either online or manually, with a Randomized Controlled Trial (RCT) approach. The main focus of this review is on the results of research involving patient respondents who experience fear of students. Meanwhile, studies that are excluded are studies that combine CBT therapy with psychopharmacology in a control group, are conducted in a community context, or are in the form of the development of a specially designed educational program.

The quality assessment of the study was carried out using standardized tools and adjusted to the type of research method used. The data extraction process was carried out by reviewing the full contents of the article. The data taken covered a number of predetermined themes and subthemes. The title and abstract reviewed by the author were recorded in the eligibility assessment sheet as a candidate journal to be reviewed. The assessment of the eligibility of a journal is not only based on its abstract, but also requires a thorough review of the entire contents of the text. The journals included are those that meet the previously established inclusion criteria. The data synthesis process was carried out by grouping the extraction results based on the similarity of type and suitability to the variables to be measured. After the data was collected, an analysis of the similarities and differences was carried out to be discussed in depth.

Evaluation of research quality using standard tools and adjusted to the research methods used. By looking at the content of the article, data is extracted. This extraction consists of several topics and subthemes. The title and abstract that have been checked by the author are included in the eligibility assessment sheet for the future journal being reviewed. The eligibility test for a journal cannot be seen from the abstract alone, but must be seen in the full text. Journals that occur based on the specified inclusion criteria. Data synthesis is done by grouping data from the extraction results that are similar to the measured results. The data collected looks for similarities, and the differences are then discussed.



NO	Author	Title	Study design	Research subjects	control	Intervention	Results
1	Annisa Rambe, Ahmad Syarqawi 2023	EFEKTIVITAS LAYANAN KONSELING INDIVIDU DENGAN PENDEKATAN COGNITIVE BEHAVIORAL THERAPY UNTUK MENGURANGI KECEMASAN BERKOMUNIKASI SISWA SMA NEGERI 4 TEBING TINGGI	Non- equivalent control group design	A total of 32 students	Not given the intervention	Individual counseling with CBT approach	<p>The results of this study indicate a difference.</p> <p>communication anxiety obtained an average value of 34.3 in the experimental group and 33.4 in the control group. This is in line with the results of t testing obtained from t count. 7.209 while t table 2.776. If there is acceptance, then H_0 will be rejected. The item presents that individual counseling with a cognitive behavioral therapy approach significantly reduces students' communication anxiety.</p>

2	Dira Ayu Nanda Oktavia, Moesarofah 2022	COGNITIVE BEHAVIOR THERAPY UNTUK MENGURANGI KECEMASAN PEMBELAJARAB JARAK JAUH	Pra-eksperimenta l one group pretest-posttest design	11 students of class XI SMAN Krian Sidoarjo	No control group	Cognitive Behavioral Therapy (CBT) in group counseling uses techniques to stop negative thoughts.	There is a significant reduction in anxiety levels after students follow cognitive behavioral therapy. The significance value obtained is 0.003 (Sig. <0.05), so the alternative hypothesis (Ha) is accepted. The decrease in anxiety occurred in cognitive, emotional, and physiological areas. There was a more significant effect on cognitive aspects (49.18 ± 11.02), followed by physiological aspects (27.64 ± 5.78) and emotional aspects (27.64 ± 5.78). CBT has been proven to successfully reduce anxiety in distance learning.
3	Edo Prasatio Grahatama, Dewi	EFEKTIVITAS COGNITIVE BEHAVIORAL THERAPY (CBT)	Quasi-experiment method with a non-	This study involved ten		Cognitive Behavior Therapy (CBT)	The study findings indicated that group CBT successfully

	Sartika, Suci Nugraha 2021	KELOMPOK UNTUK MENURUNKAN KECEMASAN	equivalent control group design	students as respondents.			<p>reduced student anxiety by 45%.</p> <p>Paired Sample T Test $0.000 < 0.05$ indicates a difference in anxiety levels before and after the treatment is given. Independent Sample T Test $0.004 < 0.05$ indicates a difference in anxiety levels between the experimental group and the control group.</p>
4	Rania Fakhirah Khairunnisa, Lia Mawarsari Boediman 2024	Dampak Pelatihan Regulasi Emosi Menggunakan Pendekatan Terapi Kognitif Perilaku Terhadap Tingkat Kecemasan Pada Remaja	Quasi-experiment with one group pre and post test design	6 students All participants were female and aged 14-15 years at the time of the intervention	No control group	<p>The intervention consisted of five training sessions delivered in 1.5-3 hours for each session. The intervention module covers skills in emotion management, including recognizing and understanding emotions, regulating, and expressing emotions</p> <p>There are 5 sessions which include:</p>	<p>The results showed that there was a significant decrease in anxiety after the participants attended the training, but the decrease in emotion dysregulation could not be considered significant.</p> <p>The decrease in anxiety level was</p>

					<p>Session 1: Skills for Recognizing and Understanding Emotions</p> <p>Session 2: Managing Emotions: Meeting Basic Needs and Appropriate Emotional Responses Session 3: Regulating Emotions: Enhancing Positive Emotions</p> <p>Session 4: Utilizing Thoughts to Manage Feelings Session 5: Expressing Emotions.</p>	<p>recorded at 24.5%, while the decrease in the level of emotion dysregulation reached 10.3%. In the follow-up process a month after the last session of the intervention, the decrease in the level of emotion dysregulation reached 19% and the decrease in anxiety level reached 37%. The mindfulness techniques taught in the intervention, such as conscious breathing, body scanning, and creating a "safe place"</p> <p>in their minds, greatly helped them to be calmer. Social support from friends contributed greatly to the increased</p>
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							effectiveness of the intervention.
5	Immanuela Indraningtyas Wulandari 2024	Internet-based Cognitive Behavior Therapy untuk Mengurangi Kecemasan Sosial pada Dewasa Awal	Non-experimental	3 people aged 18-25 years		Internet cognitive behavior therapy (ICBT)	The level of social anxiety was assessed using the Social Anxiety Scale before and after participating in the ICBT program, and monitoring was carried out for 7 weeks after the ICBT intervention. Statistical analysis of the study using the Friedman Test ($p = 0.97$ $p > 0.5$) did not show a significant decrease in the level of social anxiety.
6	Normalia, Herdina Indrijati 2022	Efektivitas Cognitive Behavior Therapy untuk Menurunkan Kecemasan	Single-case design dengan desain ABA.	Sampel terdiri dari satu klien (N=1) yang berumur 24 tahun	Tidak ada kelompok kontrol	Terapi kognitif perilaku (CBT) singkat selama dua bulan. Terdiri dari 3 sesi observasi dan evaluasi awal, serta 5 sesi CBT dengan lama waktu 90 menit untuk setiap sesi	Perubahan level kecemasan diukur dengan menggunakan Tailor Manifest Anxiety Scale (TMAS). Skor TMAS sebelum tes adalah 23 (kategori cemas) dan setelah

		Mahasiswa Terhadap Dosen		.		Intervensi CBT mencakup metode seperti pernapasan dalam, pengubahan cara pandang, gambar mental, verifikasi pendapat atau fakta, pencarian bukti yang mendukung dan menentang, serta penyelesaian masalah.	tes adalah 19 (kategori tidak cemas). Penurunan skor ini mengindikasikan keberhasilan intervensi CBT
7	Syafani Salsabila, Ade Chita Putri Harahap 2024	Pengaruh layanan konseling individual dengan pendekatan cognitive behaviour therapy (CBT) terhadap penanganan masalah kecemasan tidak lulus tepat waktu pada mahasiswa	Pre-Experimental One-Group Pretest-Posttest Design	5 mahasiswa yang memiliki tingkat kecemasan tinggi.		layanan konseling pribadi dengan teknik CBT	Terapi individu menggunakan CBT efektif dalam menurunkan rata-rata skor kecemasan (posttest) jika dibandingkan dengan (pretest), yang dapat dilihat dari hasil uji Wilcoxon dengan nilai probabilitas Asymp.Sig. Kecemasan yang tidak terselesaikan tepat waktu oleh peserta penelitian sebelum dan sesudah perlakuan

							mencapai 0,043 atau probabilitas di bawah alpha 0,05 (0,043 < 0,05). Ini menunjukkan bahwa H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan bahwa penerapan layanan konseling individu dengan pendekatan CBT berdampak pada pengurangan kecemasan tidak lulus tepat waktu bagi mahasiswa akhir.
8	Chozina Nauvalia, et al 2023	KONSELING KOGNITIF PERILAKU DALAM MENURUNKAN KECEMASAN AKADEMIK PADA MAHASISWA DENGAN SINDROM IMPOSTOR	single case experimental design	24 year old student currently studying dentistry.	There is no control group	Cognitive Behavior Therapy (CBT) is conducted in 7 sessions, each session lasting 60 minutes. CBT counseling includes behavioral therapy, cognitive, Socratic dialogue, and breathing control techniques.	After attending 7 CBT counseling sessions, participants' academic anxiety scores decreased by 32 points. Before the intervention, participants felt a high level of academic anxiety, but after the intervention, their academic anxiety decreased to the

							<p>moderate category. Participants experienced positive developments in their thoughts and behaviors, such as:</p> <p>Decrease in negative thoughts about incompetence. Increased confidence in personal competence and ability.</p> <p>Reduced behavior of avoiding responsibility and starting to treat patients.</p> <p>Can reduce physiological responses due to anxiety with breathing control techniques. The p-value recorded in this publication is 0.043. This is obtained from the Wilcoxon Signed</p>
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							Rank Test comparing anxiety levels.
9	Stefan G. Hofmann, et al 2025	Effect sizes of randomized-controlled studies of cognitive behavioral therapy for anxiety disorders over the past 30 years	RCT	A total of 3645 participants from 49 studies evaluated the effectiveness of CBT for various types of anxiety disorders, such as Generalized Anxiety Disorder (GAD), Social Anxiety Disorder (SAD), Obsessive-Compulsive Disorder (OCD), Post-Traumatic Stress Disorder (PTSD), specific phobias, and sudden onset stress disorder (ASD).	placebo (psychological or drug) or non-specific additional therapy	Cognitive Behavioral Therapy (CBT)	Meta-analysis showed that CBT was superior to control in reducing anxiety symptoms, with an effect size (Hedges' g) of 0.51. There was a significant difference in effect size across diagnostic groups, with OCD showing the highest effect size (0.96) and PTSD having the lowest effect size (0.31). Meta-regression showed that there has been no significant change in CBT effect sizes over the past three decades. Although CBT is successful in reducing anxiety symptoms, this study suggests that there has been no significant increase in its effectiveness

							over the past 30 years.
10	REZA ZULAIFI, 2022	EFEKTIFITAS KONSELING KELOMPOK DENGAN TEKNIK SELF-TALK UNTUK MENGURANGI TINGKAT KECEMASAN AKADEMIK SISWA KELAS X SMKN 2 MATARAM	non-equivalent group pretest-posttest design.	The subjects of this study consisted of 16 grade X students selected using purposive sampling technique.		Group counseling services apply a cognitive behavioral therapy (CBT) approach with self-talk techniques, lasting 100 minutes in each session.	The Cognitive Behavior Therapy (CBT) method uses self-talk techniques which are effective in reducing students' academic anxiety, with the following statistical analysis results ($Z = -2.52$, $p = 0.012 < 0.05$).
11	Lia Luthfi Savitri ,M. Ramli,Widya Multisari 2023	Keefektifan Konseling Kelompok Cognitive Behavioral dengan Teknik Self-Talk untuk Mengurangi Kecemasan Mahasiswa Semester Akhir dalam Penyelesaian Skripsi	single-group pretest and posttest design	30 students of Malang State University class of 2018		Providing cognitive behavioral group counseling services with self-talk techniques	The results of the analysis showed a significant change in values between the pretest and posttest values, which indicates that cognitive behavioral counseling is effective in reducing the anxiety of final year students when completing their thesis.

12	Letrince Paula Awek, Afif Kurniawan 2022	Efektifitas Terapi Kognitif Behavior untuk Menurunkan Tingkat Stres Mahasiswa Penerima Beasiswa Tingkat Akhir Dalam Mengerjakan Skripsi	one group pretest and posttest, kuasi eksperimen.	3 students aged between 21 and 24		Cognitive Behavioral Therapy (CBT)	The results of the difference analysis showed a significant value of 0.018 ($p > 0.05$) which indicated a significant difference in stress levels after the training was implemented.
13	Dian Fitri 2017	EFEKTIVITAS COGNITIVE BEHAVIOR THERAPY UNTUK MENURUNKAN KECEMASAN BERBICARA DI DEPAN UMUM PADA MAHASISWA	Single-case experimental	A 20-year-old student who experiences anxiety when speaking in public.	There is no control group	CBT includes: psychological education, dialogue, relaxation techniques, role-playing, exposure, and assignments to work on so that individuals gain a better understanding of the anxiety they feel.	The results of this study indicate that CBT can reduce the level of anxiety felt by participants. This can be seen from the measurement of the subject's anxiety level using the SUD score, which showed 40%-80% in the pre- test, 35%-50% during the intervention, and after the intervention decreased and stabilized at 10%.

14	Iffah Nurul Izzah et al 2024	Pengaruh Konseling Kognitif Perilaku (CBT) Terhadap Kecemasan Akademik pada Mahasiswa	Single-case experimental design.	An 18-year-old female student who is studying for a Bachelor's degree in Accounting at a university in Surabaya and is experiencing academic anxiety, especially in Accounting courses.		Counseling focused on Cognitive Behavioral Therapy (CBT) consisting of five sessions. Each session emphasizes different elements of CBT, such as building rapport, recognizing negative thoughts and beliefs, planning new, more adaptive behaviors, and closure.	The pre-intervention score indicated a high level of anxiety (score 71), while the post-intervention score indicated a moderate level of anxiety (score 53). This decrease in value reflects the success of the intervention, although without statistical significance analysis.
15	Mona M Garvert, et al 2025	Safety and Efficacy of Modular Digital Psychotherapy for Social Anxiety: Randomized Controlled Trial	RCT	<p>Total 350 participants in two RCTs:</p> <p>RCT 1: 102 women aged 18 to 35 years.</p> <p>RCT 2: 248 men and women aged 18 to 75 years.</p>	Alena application during the intervention period.	<p>CBT program modules for social anxiety that can be accessed through the Alena application. This program consists of 5 modules:</p> <p>Introduction Module</p> <p>Trust Module</p> <p>Focus Module</p> <p>Defense Module</p>	<p>Safety:</p> <p>The frequency and severity of adverse events did not differ significantly between the intervention and control groups in either RCT.</p> <p>The Alena app was considered safe.</p>

						Life Recovery Module	<p>- Acceptability:</p> <p>The acceptability of the Alena app was very good, with an average completion rate of 90.91% in RCT 1 and 84.85% in RCT 2. Respondents gave high marks for satisfaction, usefulness, ease of use, and likelihood to recommend the app.</p> <p>Efficacy:</p> <p>In both RCTs, the intervention group experienced a significantly greater reduction in SPIN scores (an indicator of social anxiety symptoms) compared to the control group. The effectiveness of the Alena app in reducing social anxiety symptoms was significant, and</p>
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							<p>this effect persisted even after the intervention period had ended.</p> <p>The Alena app also showed positive, albeit variable, effects on reducing functional impairment associated with social anxiety.</p>
16	Lizu Lai, et al 2025	Efficacy of a process-based, Mobile-delivered personalized CBT for anxiety disorders: Study protocol for a randomized controlled trial	<p>Two-stage clinical trial:</p> <p>Stage 1: 30-day Ecological Momentary Assessment (EMA)</p> <p>Stage 2: Randomized controlled trial with three groups:</p>	182 individuals diagnosed with Generalized Anxiety Disorder (GAD), Panic Disorder (PD), or Social Anxiety Disorder (SAD) qualifying in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).		<p>Process-based digital CBT modular interventions through applications tailored to the individual needs of participants. Standard CBT therapy: all recommended CBT modules. Personalized CBT therapy: CBT modules tailored to individual needs determined through GIMME analysis.</p>	<p>Stage 1: EMA: EMA data were utilized to identify key functional elements that predicted anxiety levels in each participant using GIMME analysis. Stage 2: Controlled trial: Conducting data analysis with a linear mixed model to evaluate the effectiveness of the CBT intervention. The study is expected to identify the advantages of</p>

			Standard CBT group				personalized CBT therapy in treating anxiety problems.
			Personalized CBT group				
			Waitlist group				

17	Sinha De Silva, et al 2024	Effectiveness of a cognitive behavioural therapy (CBT)-based intervention for reducing anxiety among adolescents in the Colombo District, Sri Lanka: cluster randomized controlled trial	RCT	720 grade 9 students (aged 13-15 years) from 36 schools.	The control group received routine care, while the study group received CBT intervention.	<p>A universal CBT-based intervention program implemented by trained teachers for 8 weeks, with weekly sessions lasting 40 minutes.</p> <p>This intervention package includes:</p> <p>Psychological education: Understanding and recognizing emotions and feelings, and understanding anxiety. The Art of Mind Control: Learning methods to avoid negative thoughts and manage thoughts and emotions. Relaxation: Mastering and practicing relaxation methods. Problem Solving Skills: The process of learning and practicing skills to overcome difficulties. Self-Confidence Building: Increasing self-confidence through repetition of skills that have been mastered. There are also additional sessions for parents to provide education about anxiety and how to support children in dealing with anxiety.</p>	The CBT intervention successfully reduced the level of anxiety in adolescents, especially during the 3-month follow-up period after the intervention. The level of anxiety in the studied group was significantly lower, the CBT intervention was also proven to be able to increase adolescent self-confidence.
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18	Nadia Farahmita, Pramesti Pradna Paramita 2024	Effectiveness of Cognitive Behavior Therapy (CBT) for Lowering Academic Anxiety in Graduate Students Completing Thesis	Single case experimental design	Graduate student completing thesis 26 years old		<p>Cognitive Behavioral Therapy (CBT) involves the steps of: establishing an effective therapeutic relationship, planning interventions and structuring sessions, identifying and mapping Negative Automatic Thoughts (NAT's), identifying Dysfunctional Assumptions (DA's), assessing Negative Automatic Thoughts (NAT's), assessing Dysfunctional Assumptions (DA's), discovering core beliefs, changing core beliefs, supporting transformation of thinking and behavior between sessions through homework assignments, collecting feedback, and completing therapy.</p> <p>The research findings indicated that participants showed a decrease in academic-related anxiety levels, were able to analyze automatic negative thought patterns and ineffective beliefs, and explore the positives within themselves. Thus, it can be concluded that Cognitive Behavioral Therapy (CBT) is proven to be able to reduce academic anxiety levels among university students. Anxiety level (Child SCARED Score):</p> <p>Post-action:</p> <p>p = 0.115 (not significant)</p>
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							<p>Follow-up (3 months): p = 0.038 (significant)</p> <p>Depression status (DASS-21 depression scale):</p> <p>After intervention: p = 0.098 (not significant)</p> <p>Follow-up (3 months): p = 0.052 (not significant, almost reached)</p> <p>Self-esteem level (measured by Rosenberg self-esteem scale):</p> <p>Post intervention: p = 0.001 (significant)</p> <p>Follow-up (3 months): p = 0.231 (not significant)</p>
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19	Esty Aryani Safithry 2022	EFEKTIFITAS COGNITIVE BEHAVIOR THERAPHY UNTUK MENURUNKAN TINGKAT KECEMASAN MENGHADAPI UJIAN PADA SISWA	Single case experimental design	5 high school students who feel anxiety when facing exams, especially in math subjects		<p>Cognitive behavioral therapy (CBT) which includes:</p> <p>Relaxation Method</p> <p>Cognitive Restructuring The intervention was carried out in 7 sessions, including 1 introductory session and 5 sessions in the main stage, and 1 session in the closing stage.</p>	<p>Cognitive behavioral therapy (CBT) proved to be effective this can be seen from the initial anxiety score (first phase A) ranging from 80 to 90 for all five students. After CBT intervention (phase B) which included relaxation and cognitive reconstruction techniques for six sessions, anxiety scores decreased in all students. In the final measurement (second A phase), after the CBT intervention was completed, anxiety scores showed a further decrease in all students, with final scores ranging from 45 to 55.</p>
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20	nisa Juniarti, Ahmad Saleh, M. Ilham Akbar, Kerin Ari Chaniago, Vivid Indri Yulistia 2023	MENGURANGI KECEMASAN MENGHADAPI DUNIA KERJA DENGAN COGNITIVE BEHAVIOR THERAPY BERBASIS ISLAMI PADA MAHASISWA FRESH GRADUATE	Studi kasus (qualitative)	A fresh graduate student who experiences anxiety in facing the world of work, 23 years old		Cognitive Behavior Therapy (CBT) berbasis Islam	Cognitive behavior therapy (CBT) consisting of Research shows that the Islamic-based CBT approach applied to respondents through this study is successful in reducing the level of anxiety felt, so that after attending therapy, the subject is able to manage his way of thinking and acting better in thinking and easily adjusting. The journal you submitted does not include inferential statistical analysis and thus does not present p-values. This study uses qualitative methods through a case study approach that emphasizes a thorough understanding of personal
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							experiences, rather than testing statistical hypotheses.
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DISCUSSION

Based on the findings of this study, it was found that the use of Cognitive Behavior Therapy (CBT) showed effective results in reducing anxiety disorders. Cognitive Behavior Therapy uses thought-ending techniques aimed at reducing or preventing thoughts that lead to potentially dangerous behaviors. Thought-Stopping techniques convey a sense of control when breaking through students' negative thinking habits by following positive statements and increasing safety. It also discusses cognitive behavioral assessments in Bantis, Individual and group therapy can be effectively communicated with supply-based anxiety and depression treatment. Assertive training methods are another option for reducing anxiety. This is supported by the results of Risma, which states that assertive methods can help students avoid interpersonal communication.

The application of CBT to the subject affects the condition of personal characteristics, especially internal and external factors. Internal factors, namely motivation and self-esteem in this subject. Self-esteem includes evaluations that create, strengthen, fulfill potential strengths, and accept existing deficiencies. I don't like, complain, and complain about low self-esteem, but I don't appreciate the benefits and think it's a little less. Environmental and emotional factors that also affect the development of client anxiety.

Motivation is very important to change a person's behavior. His attitude during the meeting shows his maturity. The complexity of this problem is limited to public communication, not friends. Individual intervention is easy and fast to do by the instructor. The decrease in subject anxiety is also supported by personality, self-acceptance, understanding, openness to input, discipline to instill skills and use the results of training.

The main factor responsible for the development of client anxiety is a dangerous childhood experience. The client has an uncomfortable relationship in his family. This is also a trigger because of fear of customers. Parent-child relationships that emphasize harsh control, namely, parents of parents who give physical or verbal punishment to their children to damage their child's self-related abilities, psychological control patterns (psychological control) are parental patterns. Parents manipulate their children's emotions and thoughts through efforts of guilt, humiliation, emotional terror, and overprotection.

In the cognitive domain before the application of therapy with the CBT approach, the subject always thought negatively, was unable to control his anxiety and worry about the job he had not received. However, after therapy the subject was able to process and change negative thoughts into positive ones and was able to reduce the anxiety and worry experienced over time.

In journal number 5 of the research "Internet-based Cognitive Behavior Therapy to Reduce Social Anxiety in Early Adulthood" by Immanuela Indraningtyas Wulandari, the intervention carried out failed to show a statistically significant decrease in the level of social anxiety. Although qualitatively the participants reported changes and the average score showed a downward trend, quantitative analysis using the Friedman Test concluded that there was no significant difference in the level of social anxiety before, after, and during follow-up. The results contradict the findings of several previous studies that found the effectiveness of ICBT in dealing with social anxiety.

There were several barriers that affected the results in terms of the technology and design of the intervention. One participant said that when she read the materials, she felt bored and wanted an interesting audio format which suggests that individual preferences for treatment formats can affect participation and outcomes. In addition, there were technical issues with the navigation buttons on the therapy website. This could affect participants' motivation and satisfaction when complying with the program. The short intervention with statistical content was not sufficient compared to more comprehensive and interactive programs for treating anxiety disorders.

Challenges arose in terms of therapy and client factors. Therapists acknowledged the difficulty of establishing a strong therapeutic relationship only with written communication in emails that do not contain nonverbal information such as tone or body language. The quality of this relationship is one of the most important factors for the effectiveness of treatment. On the other hand, the success of the intervention also depends heavily on the motivation and discipline inherent in the client. This is difficult for this type of therapist. This is reflected in the perception of one participant who believed that this method did not suit her because she preferred face-to-face communication.

Overall, we can conclude that the non-significant results of this study are due to a combination of different factors. Methodological weaknesses, such as the minimum sample size related to technical challenges and limited evaluation processes, and the intervention format with fewer interactive interventions, were the main obstacles. Furthermore, the difficulty in building a strong therapeutic alliance via email as well as the level of motivation and the appropriateness of the method for each client also played an important role. These factors explain why the CBT intervention in this study was able to show statistical effectiveness despite some qualitative improvements.

CONCLUSION

Cognitive Behavior Therapy is significantly successful in reducing anxiety levels in a variety of groups of people. According to a systematic review, CBT helps people identify, understand, and modify negative behaviors that contribute to their thought patterns and fears. This method is designed to focus on current problems and is evidence-based, so it can be applied both individually and in groups. The success of CBT is also influenced by the regularity of implementation, active patient involvement, and support from skilled professionals. Therefore, CBT can be considered one of the main approaches in treating anxiety disorders.

ADVICE

This study revealed that the sample size used in some studies was very limited. It is recommended to increase the number of student participants in future studies so that the results obtained are more reflective of the actual situation. For example, a study involving more than 100 students could produce stronger data that is relevant to a wider population.

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