

Implementation of Cognitive Behavior Therapy (CBT) Approach in Overcoming Pornography Addiction Among Junior High School Students

Lailatul Sifa'ur Rohmah¹, Salsabila Aprilia Rahma²

¹Institut Al Azhar Menganti, Gresik, Indonesia

²UIN Sunan Ampel Surabaya, Indonesia

lailatulsifaurohmah@gmail.com, imsalsabilla06@gmail.com

Corresponding Author: Lailatul Sifa'ur Rohmah

Article History: Recived: 2025, 09, 01; **Revised:** 2025, 09, 22; **Accepted:** 2025, 10, 25.

Abstract: This study aims to examine the implementation of counseling using the Cognitive Behavior Therapy (CBT) approach in overcoming pornography addiction among junior high school students. The main objective is to evaluate the effectiveness of CBT in reducing maladaptive behavior, negative thinking patterns, and the psychological impact of pornography addiction. This study uses a qualitative method with a case study design on a seventh-grade student at a junior high school in Surabaya. Data collection techniques were conducted through interviews, observations, and documentation involving the student, classmates, and guidance counselors. The intervention was carried out in five sessions with CBT stages, including assessment, identification of root problems, intervention planning, behavior modification, and relapse prevention. The results showed that counseling with a CBT approach was effective in reducing the frequency of pornography viewing, improving self-control, and building a more positive mindset. In addition, students also experienced increased self-confidence and better social interaction with their peers. Thus, it can be concluded that CBT is an effective counseling approach in overcoming pornography addiction in adolescents, as well as having the potential to be a prevention and treatment strategy for counselors in dealing with deviant behavior in the digital age.

Keywords: Cognitive Behavior Therapy (CBT); Counseling; Pornography Addiction; Junior High School Students

INTRODUCTION

The use of digital devices among children in the digital age has led to widespread internet access, which has sparked controversy regarding the potential for addiction and negative impacts on character development that are not age-appropriate (Nur Miyazaki et al. 2024). Technological advances in the digital age have facilitated the spread of pornographic information, leading to the emergence of pornographic websites and easy access for the public, including adolescents, causing serious negative impacts ranging from an increase in cases of sexual abuse to destructive changes in attitudes and behavior (Sulistiyo et al. 2025).

In this case, the role of guidance counselors is very important in helping students overcome addiction problems, including prevention, education, counseling, mentoring, and collaboration with parents through appropriate psychological approaches (Afrida and Syahputra 2024). One

effective counseling approach used to overcome these problems is *Cognitive Behavioral Therapy (CBT)*, which is an effective approach in treating various psychological disorders, including addiction (Anugraha 2024). Through the application of this technique, students are guided to recognize and change cognitive distortions and develop more effective coping strategies so that they can reduce their addiction (Anugraha 2024).

Although there has been a lot of research on pornography addiction among adolescents, research focusing on junior high school students is still very limited and rarely receives special attention in these studies. On the other hand, addiction to watching pornography can have serious consequences, both in the school environment and in the community. In the community, students with pornography addiction tend to experience a decline in self-confidence, which ultimately leads to difficulties in interacting and socializing with others. Meanwhile, in the school environment, students with pornography addiction often find it difficult to interact with those around them and tend to isolate themselves and distance themselves from their friends due to low self-confidence (Salsabila and Sari 2023).

Various approaches applied in handling cases of pornography addiction have been proven effective and have helped many individuals overcome their addiction. However, studies that specifically highlight pornography addiction behavior among junior high school students, especially in the Surabaya area, are still limited. Several studies also show that counseling using the Cognitive Behavior Therapy (CBT) approach can help reduce addiction levels. In addition, the application of counseling using the Cognitive Behavior Therapy (CBT) approach is also seen as an effective method in helping individuals change their addictive mindsets and behaviors (Nasution, Firman, and Netrawati 2024).

The application of counseling using the Cognitive Behavior Therapy (CBT) approach is expected to be an effective solution in helping junior high school students reduce their pornography addiction. Through this approach, students are expected to be able to discard negative mindsets and develop positive ones, so this approach focuses on correcting deviant mindsets (Jabbar et al. 2019). In addition, counseling using the Cognitive Behavior Therapy (CBT) approach is also oriented towards resolving individual problems, which means that through this approach, each individual is encouraged to understand the root of the problem, its impact, and ways to resolve it. The goal is to ensure that the problems faced do not become detrimental, but rather become moments for change and improvement (Maiseptian, Erna, and Rosdialena 2022).

At a junior high school in Surabaya, there was a student who was addicted to pornography, which had a negative impact on his psychological, academic, and social aspects. This condition caused the student to feel ashamed, experience emotional problems, and have difficulty establishing social relationships with their surroundings. This situation demonstrated the need for effective and targeted intervention to help students manage their addiction and change maladaptive mindsets and behaviors that hindered their development.

To overcome this problem, the counseling approach used is Cognitive Behavioral Therapy (CBT), which is considered effective in providing psychological support and guiding students to change negative mindsets and maladaptive behaviors. This study focuses on the application of Cognitive Behavioral Therapy (CBT) to reduce pornography addiction in junior high school students in Surabaya, with the aim of improving mental well-being and reducing pornography addiction. Through this case study, data collection and analysis were conducted to evaluate the intervention in helping students overcome their addiction comprehensively.

METHOD

This study used a qualitative method with a case study approach, which aims to gain an in-depth understanding of the social phenomenon being studied. Qualitative methods are used to understand social phenomena comprehensively by focusing on the meanings, perceptions, and experiences of individuals or groups. The purpose of this study is to provide an accurate description of the effects of counseling using the Cognitive Behavior Therapy (CBT) approach as a psychological intervention to overcome pornography addiction in a junior high school student in Surabaya.

In the context of this study, the research subject was a seventh-grade student at a junior high school in Surabaya. In this study, the data collection methods used by the researcher were interviews, observation, and documentation. Interviews were conducted with the subject, the subject's classmates, and the guidance counselor. Observations included observing the student's behavior in and outside the classroom. Documentation was carried out as evidence of counseling using the Cognitive Behavior Therapy (CBT) approach.

RESULTS AND DISCUSSION

Results

Observations and research were carried out directly in the school environment for five consecutive weeks with the aim of observing the behavior and changes experienced by a student after it was discovered that he had a habit of accessing pornographic content. Initial information about this habit was revealed through a "truth or dare" game conducted by the researcher in one of the classes at a private junior high school in Surabaya. In the game, when it was his turn to answer the researcher's questions, one of the students appeared hesitant, shy, and took a long time to answer the questions. The student also showed expressions of fear, embarrassment, and guilt.

After waiting for a while, the student finally answered in a whisper, admitting that he often watched pornographic content when he was alone in his room. This confession became an important starting point for the researcher to conduct further intervention using the Cognitive Behavior Therapy (CBT) technique. During the intervention period, the student's open confession influenced his motivation and awareness to change and made it easier for the researcher to design a counseling service strategy that suited the student's needs.

Based on an interview with the guidance counselor who taught the 7th grade class, the student was quiet and did not talk much. Based on the guidance counselor's observations, the student was often seen going places alone and not with his friends. The guidance counselor also stated that the guidance counselor did not expect the student to be addicted to pornography because of his quiet nature and innocent face. "We never received a direct confession from the student before," said the guidance counselor in an interview on February 11, 2025. After learning this, the guidance counselor planned to call the student to obtain direct information, and if true, the guidance counselor would contact the student's parents for further assistance.

Interviews with classmates also reinforced this picture. The subject's classmates revealed that the subject tended to keep to himself and rarely played with other friends. "He likes to be alone, rarely playing with us. When we gather downstairs, he stays sitting at his desk," said the subject's classmates in an interview on February 12, 2025. However, the subject remained friendly and willing to talk, although he rarely initiated conversations. "We only talk when necessary," added the subject's classmate. This quiet and uncommunicative attitude indicates the student's difficulty in social interaction, which is in line with the guidance counselor's observations.

The intervention was carried out by providing counseling using the *Cognitive Behavior Therapy* (CBT) approach, which, according to Kasandra Oemarjoedi, has several stages. The first is assessment and diagnosis. The second is finding the root of the problem, which stems from negative emotions, distorted thinking processes, and core beliefs related to the disorder. The third is developing an intervention plan by providing positive and negative consequences to the client. The fourth stage is the formulation of the status, focus of therapy, and behavioral intervention. The last stage is relapse prevention and self-help training (Putranto 2016). Through these stages of intervention, it is hoped that the counselee will be able to achieve more adaptive changes in behavior and mindset.

The intervention was carried out in five meetings and the intervention was provided in accordance with the stages described by Kasandra Oemarjoedi. In the first meeting, which was the assessment and diagnosis stage, the researcher identified the frequency of behavior, situational triggers, and the impact experienced by the subject. At this stage, the subject showed a high tendency to use gadgets excessively, especially to access pornographic content. This was demonstrated by the subject's admission of how often he watched such content in a week. "I usually watch it more than three times a week," said the subject. The subject also revealed that the situation that triggered him to watch pornographic content was when he was alone in his room and did not do any activities other than playing with his gadget. The subject also revealed that during his addiction, he often felt excessive guilt and lack of confidence.

In the second meeting, the researcher guided the subject to find the root cause of the disorder. At this stage, the subject talked about how he first learned about pornographic content. "So when I was in 5th grade, one of my friends accessed that negative content, and then he showed me how to get that content," admitted the subject. In this case, the researcher concluded that the root cause of the disorder or problem was the influence of peers since elementary school and situations where the subject was alone in his room with nothing to do. These conditions became the main triggers that led the subject to start accessing pornographic content, which eventually developed into an addiction.

At the third meeting, the researcher developed an intervention plan by applying positive and negative consequences to shape new behaviors and reduce maladaptive behaviors. Positive consequences were given in the form of praise and rewards from the researcher when the subject was able to resist the urge to access pornography. Conversely, negative consequences were applied when the subject was unable to resist the urge to access pornography, such as withholding rewards and restricting the use of gadgets. The provision of positive and negative consequences was intended to help the subject understand that every effort to resist the urge to access pornography would yield good results, while giving in to the urge could lead to unpleasant consequences.

At the fourth meeting, the researcher asked about the progress made by the subject. The subject admitted that he had succeeded in reducing the intensity of watching pornographic content, which previously was more than three times a week, but now the subject only watches it once a week. Although the subject still watches the content, there has been significant progress in reducing the intensity of viewing in a week, from more than three times to once. In this case, the researcher reminded the subject that the main goal was to gradually reduce the intensity of viewing until they completely stopped, and provided support to the subject so that they would not give up easily. The researcher also added a self-monitoring strategy that had been previously agreed upon by the subject, which was to record every time the urge to view pornographic content arose, so that the student would be more aware of the patterns of behavior that triggered the urge.

At the fifth meeting, the subjects entered the relapse prevention and self-help training stage. At this stage, the researchers guided the subjects to recognize situations that trigger the disorder, namely the urge to access pornographic content. The subjects were guided to recognize the early signs when the urge arises and to practice diversion techniques, such as reading books, playing with friends, and doing other activities or hobbies. The researchers trained the subjects to use positive self-talk to strengthen their confidence in resisting negative urges and provided them with the understanding that relapse or the desire to return to old habits may occur, but that does not mean failure as long as the subjects are able to control themselves. At this stage, subjects are also directed to engage in self-monitoring to become more aware of the habits that trigger the behavior, so that they can maintain positive changes and prevent a return to old habits.

Thus, the results of the intervention through five meetings showed that counseling with a Cognitive Behavior Therapy (CBT) approach contributed effectively to reducing the intensity of viewing pornographic content, identifying behavioral triggers, and building self-control strategies through self-monitoring, positive self-talk, and more adaptive replacement activities. These changes are not only seen in gadget usage behavior but also in the cognitive aspects (thought patterns) of the subjects. This indicates that counseling using the Cognitive Behavior Therapy (CBT) approach can be an effective approach for counselors or guidance counselors in dealing with similar problems in students. In other words, the application of counseling using the Cognitive Behavior Therapy (CBT) approach has great potential as a strategy for preventing and handling deviant behavior that arises in students.



Figure 1. Interviews with the subject's classmates
Source: Researcher documentation during interviews with the subject's classmates



Figure 2. Interviews with guidance counselors
Source: Researcher documentation during interviews with guidance counselors

Discussion

Observations and interventions conducted over five consecutive weeks at a junior high school in Surabaya provided a clear picture of the impact of pornography addiction on a student's behavior and thoughts. Initial information about the addiction was revealed through a “truth-telling” game. In this activity, a student shyly and haltingly admitted that he often watched pornographic content when he was alone in his room. This confession became an important starting point for the counselor to conduct counseling intervention using the *Cognitive Behavior Therapy (CBT)* approach. In accordance with existing theory, this condition reflects how easy digital access in the modern era allows students to access pornographic content, which has a negative impact on their academic, psychological, and social aspects (Nur Miyazaki et al. 2024).

During the intervention process, significant changes were seen in the student. Initially, the student showed a high intensity in accessing pornographic content and difficulty controlling his thoughts. However, after undergoing several counseling sessions using the Cognitive Behavior Therapy (CBT) approach, the student began to be able to reduce the frequency of this behavior and divert his thoughts to more positive activities. This change is in line with Beck's theory, which states that Cognitive Behavior Therapy (CBT) is effective in helping individuals recognize cognitive distortions and replace them with more adaptive mindsets (Khotimah and Nurjannah 2024). In addition, the results of the intervention also showed an improvement in the students' social interactions. Students who previously often kept to themselves are now beginning to be more active in socializing with their friends.

Regarding the role of guidance counselors in schools, this case emphasizes the importance of counselors in providing prevention, education, and appropriate interventions to help students overcome pornography addiction. The use of Cognitive Behavior Therapy (CBT) has been proven to have a positive impact, not only in reducing maladaptive behavior but also in increasing students' self-confidence and social interaction. This is in line with literature that states that counseling with a Cognitive Behavior Therapy (CBT) approach is effective in treating various forms of addiction, including pornography addiction, by helping students recognize and change negative thought patterns (Nathasyafitri and Warsito Wiryosutomo 2022).

CONCLUSION

This study confirms that advances in digital technology provide easy access to pornographic content, which has a negative impact on the psychological, academic, and social development of students, especially at the junior high school level. The case of pornography addiction in a junior high school student in Surabaya shows how this behavior can cause shame, decreased self-confidence, and difficulties in social interaction.

The role of guidance counselors is crucial in handling these cases through prevention, education, and appropriate counseling interventions. The application of *Cognitive Behavior Therapy (CBT)* techniques in these interventions has proven effective in helping students reduce the intensity of their addiction and change their negative mindset to a more adaptive and positive one.

Through the counseling process, students are able to recognize negative distortions, practice alternative mindsets, and divert their attention from the urge to consume pornography to more positive activities. These significant changes are not only seen in behavior, but also in cognitive and emotional aspects, such as increased self-confidence and social interaction.

Thus, the application of counseling with a *Cognitive Behavior Therapy (CBT)* approach can be used as a primary strategy in overcoming and preventing pornography addiction among junior high

school students. This study underscores the importance of targeted psychological intervention and collaboration between guidance counselors and parents to support the development of healthy character in students in today's digital age.

REFERENCES

- Afrida, Elmi, and Irwan Syahputra. 2024. "Peran Guru Bimbingan Konseling Dalam Mengatasi Siswa Kecanduan Game Online Higgs Domino (Scatter)." *Coution : Journal of Counseling and Education* 5: 107–14.
- Anugraha, Daniel Yehuda. 2024. "PENGARUH KONSELING KELOMPOK DENGAN TEKNIK CBT TERHADAP KECEMASAN SOSIAL SISWA SMP." *Jurnal Bimbingan dan Konseling* 11(1): 42–51.
- Jabbar, A. A, D Purwanto, N Fitriyani, H. K Marjo, and W Hanim. 2019. "Konseling Kelompok Menggunakan Pendekatan Cognitive Behavior Therapy (CBT) Untuk Meningkatkan Kematangan Karir." *Jurnal Selaras: Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan* 2(1): 35–46.
- Khotimah, Rauhul, and Nurjannah. 2024. "IMPLEMENTASI ZIKIR SEBAGAI UPAYA MEREDUKSI CEMAS MELALUI PENDEKATAN COGNITIVE BEHAVIORAL THERAPY (CBT)." *At-Taujih: Jurnal Bimbingan Konseling Islam* 7(1): 57–67.
- Maiseptian, Fadil, Dewita Erna, and Rosdialena. 2022. "Efektivitas Layanan Bimbingan Kelompok Menggunakan Teknik Cognitive Behavior Therapy (CBT) Untuk Meningkatkan Kemandirian Belajar Remaja." *Jurnal Ilmiah Iqra'* 16(1): 102–17.
- Nasution, Ahmad Zaki Ilman, Firman Firman, and Netrawati Netrawati. 2024. "Peranan Konseling Behavioral Berbasis CBT Dalam Mengatasi Smartphone Addiction Pada Remaja." *EDUKASI: Jurnal Penelitian & Artikel Pendidikan* 16(01): 45–60.
- Nathasyafitri, Levania, and Hadi Warsito Wiryosutomo. 2022. "EFEKTIVITAS DARI LAYANAN KONSELING COGNITIVE BEHAVIOR THERAPY (CBT) GUNA MEREDUKSI PERMASALAHAN SCHOOL REFUSAL SISWA REMAJA DI MASA PANDEMI." *Jurnal BK UNESA* 12(3): 968–82.
- Nur Miyazaki, Aminah Fikriyah, Hanisa Buabara, Andi Nur Rahmi, Rusmayadi Rusmayadi, and Herman Herman. 2024. "Tantangan Dan Solusi Dalam Menghadapi Era Digital: Pendidikan Anak Di Zaman Teknologi." *JUPEIS : Jurnal Pendidikan dan Ilmu Sosial* 3(3): 127–35. doi:10.57218/jupeis.vol3.iss3.1149.
- Putranto, Kasandra A. 2016. *Aplikasi Cognitive Behavior Dan Behavior Activation Dalam Intervensi Klinis*. Jakarta: Grafindo Books Media.
- Salsabila, Sifa, and Resti Okta Sari. 2023. "Dampak Adiksi Pornografi Terhadap Kehidupan Sosial Remaja." *JUDIKA : Jurnal Pendidikan & Bahasa* 1: 149–54.
- Sulistiyo, Dewi Salma, Hasan Mustofa, Al Baihaqi, Kiti Mandasari, Stit Ibnu, and Rusyd Tanah. 2025. "JEJAK KELAM KEMAJUAN TEKNOLOGI: ANALISIS DAMPAK PORNOGRAFI TERHADAP PERILAKU SEKSUAL DAN SOSIAL." *EduSociety: Jurnal Pendidikan dan Kemasyarakatan* 1(1): 38–54.

