

The Effectiveness of Cognitive Behavior Therapy in Reducing Loneliness in Adolescents at Khusnul Yaqin Orphanage

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Abstract : A high level of loneliness in orphanage adolescents can hurt their psychological and physical health, such as suffering from depression and physiological aging. This study aims to determine the effectiveness of cognitive behavior therapy (CBT) in reducing feelings of loneliness in adolescents from the Khusnul Yaqin orphanage. The research design used in this study was a one-group pretest-posttest design and involved 10 orphanage youth as subjects selected by purposive sampling technique. This study used the R-UCLA Loneliness Scale Aggression measuring instrument based on Russell's theory (1982). The test used is the paired sample t-test. The results showed that cognitive behavior therapy (CBT) interventions proved effective in reducing loneliness in orphanage adolescents ($p = 0.002$ where $p < 0.05$).

INTRODUCTION

According to Russell (1996) loneliness is an individual's subjective feeling caused by a lack of close ties. This state of loneliness can take the form of a condition caused by extreme changes in an individual's social life. Loneliness is defined as a subjective feeling that occurs when the relationship an individual has does not match the individual's expectations regarding what the relationship should be (De Jong Gierveld & Van Tilburg, 2010; Beller & Wagner, 2018). Loneliness It can be described as the experience of being alone or feeling alone even when around other people (Peplau & Perlman, 1982; S. Cacioppo et al., 2015). Miller, Perlman and Brehm (2007) suggest that loneliness is caused by several factors, namely deficiencies in the individual's relationships, desired changes in a relationship, causal attributions, and the individual's interpersonal behavior.

This loneliness can be experienced by anyone, including teenagers. Adolescence is a transition period that occurs in children where they grow into adults (Diananda, 2019). This adolescent period takes place at the age of 12-21 years for women and 13-22 years for men (Fitriana et al., 2021). At this time, the development phase is at the potential stage in terms of physical, cognitive and emotional aspects. Even so, there are many demands to fulfill this phase of development. Adolescents are required to have social relations with family and society so that they can adapt well in the community environment (Utami et al, 2017). Teenagers who can adapt will be successful in building relationships and have friends they can talk to, while teenagers who fail to adapt will feel isolated from their environment, isolated, and even feel lonely (Magdalena et al., 2023).

Loneliness in adolescents is supported by data on existing phenomena. The Mental Health Foundation (2010) conducted a survey in

England in May regarding loneliness and found that of 2,256 subjects, 24% of them experienced loneliness, where the subjects who experienced loneliness were aged 18 to 34 years. They felt more lonely than subjects aged 55 years and over. King's College London also conducted research related to this and found that there were several 12 year old children who left school with low grades because they experienced loneliness. Timothy Matthews, the main author of this study, revealed that half of children aged 10-12 years feel lonely and 15% of them say they often feel that way (popmama, 2020).

BBC (2018) stated that of 75 people in Indonesia, more than 27% of them said that they often experiencing loneliness. In this data, 16-24 year olds are more susceptible to experiencing loneliness, with 40% of them almost always feeling lonely. In this regard, Barreto, et al (2021) conducted research entitled 'Loneliness around the world: Age, gender, and cultural differences in loneliness' where in this research they examined differences in experiences of loneliness across cultures, ages and genders, as well as interaction between these three factors. The results of the study suggest that loneliness is not a unique predicament for older individuals. Greater feelings of loneliness tend to be experienced by younger individuals, such as adults and teenagers. In this case, teenagers in orphanages also do not escape feeling lonely and this has been proven by several previous studies.

Suryaningsih, Utami, and Imelisa (2022) conducted research on teenagers in an orphanage in Cimahi City. This research shows that orphaned teenagers in orphanages experience emotional loneliness. This is shown in the form of feelings of sadness and jealousy because of the parents' shortcomings. Sagita, Rifayanti, and Rasyid (2022) also researched loneliness in teenagers in orphanages in Samarinda. The results show that teenagers in the orphanage are in the high level category of experiencing loneliness, namely 27% or 27 children.

Research regarding the level of loneliness in adolescents in orphanages was also conducted by Utami, Ahmad, and Ifdil (2017). They conducted research at an orphanage in Padang

City and found that in general the level of loneliness among teenagers was in the medium category, namely around 47%. In this case, teenagers in orphanages are generally quite lonely. Lack of love from orphanage caregivers, low social skills, and feelings of sadness due to separation from family and parents cause a feeling of loneliness within them. Research conducted by Hadiani and Eryani (2020) at the Al-Fien orphanage also showed that the majority of teenagers in the orphanage had a level of loneliness in the moderate category of 50%. Related to this, as many as 25% of teenagers have a high level of loneliness and another 25% feel a moderate level of loneliness. From this, it can be interpreted that teenagers in the Al-Fien orphanage experience moderate levels of loneliness. This result is also supported by the social loneliness aspect being in the low category at 46.8%, but the emotional loneliness aspect being in the high category at 16 people or 50%.

Researchers have conducted preliminary research at the Khusnul Yaqin orphanage located in the Sidoarjo area. From preliminary research conducted by researchers using an instrument in the form of a loneliness scale, the results showed that 10 research subjects had a prevalence of loneliness with different scores. The results of this scale show 2 people had a very high loneliness score (score 46), 5 people had a high loneliness score (2 people had a score of 41, 1 person had a score of 42, and 2 people had a score of 40), 3 people had a moderate loneliness score that was almost close to high (2 people have a score of 39 and 1 person has a score of 37).

From this data it can be concluded that at the Khusnul Yaqin orphanage there is a phenomenon of loneliness. Of the 8 preliminary research subjects, it can be seen that two people experienced very high levels of loneliness, four people experienced high levels of loneliness, and two people experienced moderate levels of loneliness. Related to this, the subject feels loneliness in aspects of thoughts, emotions and behavior. The mental or cognitive aspect is related to loss of concentration and low self-esteem. Emotional or affective aspects are

shown by feelings of unhappiness, dissatisfaction, anxiety and pessimism. Meanwhile, in the behavioral aspect, the subject shows less assertive behavior which is influenced by the subject's personality.

There are several alternative therapies that can be used to overcome loneliness, such as mindfulness therapy and logotherapy. However, researchers chose cognitive behavior therapy (CBT) because not many people use this therapy. CBT is a therapy that focuses on thought processes and is related to psychological states, emotions and behavior (Fitria & Karneli, 2020). CBT was created by Aaron Temkin Beck in 1960 (Rahman, 2017). This therapy has several advantages, namely that it tends to be more directive, which means the therapist acts actively, addresses problems very specifically, and focuses on the individual's current beliefs and behavior.

In connection with the use of cognitive behavior therapy (CBT), Rahayu and Widyana (2019) in their research tested the effectiveness of cognitive behavior therapy (CBT) in reducing angry behavior in elementary school children. The results of this research indicate that CBT intervention is effective in reducing angry behavior in children. There are also changes in cognitive aspects and emotional aspects in children, so that they can control their feelings of anger when facing negative situations. Apart from being effective in reducing angry behavior, CBT is also effective in reducing anxiety. This was proven in research conducted by Grahata, Sartika, and Nugraha (2022) where the CBT intervention they provided could reduce the anxiety of Unisba students who were working on their thesis.

Research conducted by Cahyani and Nuqul (2019) explains that CBT can also be used to reduce body shame. Subjects involved in the research said that there were differences before and after being given the intervention. Providing intervention using CBT can also increase self-esteem. This is in accordance with research by Putri, et al (2022) where they examined the effectiveness of CBT in relation to increasing students' self-esteem. The results show that there

is a significant influence between providing CBT and increasing students' self-esteem.

Several previous studies have also applied CBT in relation to reducing loneliness. Käll, et al (2021) researched the effectiveness of 2 interventions that can be applied to reduce loneliness, these interventions include CBT and internet-based Interpersonal Psychotherapy. The results of their research showed that intervention with CBT caused a significant reduction in loneliness compared to Interpersonal Psychotherapy. From these results, it can be concluded that CBT-based intervention is an effective way to reduce feelings of loneliness. Research related to this was also carried out by Smith, et al (2020) where they wanted to see the effect of Group CBT on the loneliness experienced by the older adult community. They stated in the study that they wanted to see how the effectiveness of CBT, which is usually used for anxiety and depression, also applies to reducing loneliness. The results obtained are that CBT programs for depression and anxiety tend to be effective in reducing loneliness. This is because there are similarities in the underlying cognitive and behavioral mechanisms between loneliness, depression and anxiety, such as sensitivity to perceived threats and social withdrawal.

Shahir, Asadpour, and Zaharakar (2022) also researched CBT, namely in relation to comparing the effects of CBT and emotion-focused therapy on loneliness in women who are victims of domestic violence. They found that both CBT and EFT were effective in reducing feelings of loneliness in women who were victims of domestic violence. The same research was also conducted by Rosiana, Krisbiyantoro, and Solikin (2021) regarding the influence of Cognitive Behavior Therapy (CBT) and Rational Emotive Behavior Therapy (REBT) on elderly people who experience loneliness. Based on research that has been conducted, CBT and REBT have a significant influence on the attitudes of elderly people who experience loneliness. The elderly began to develop positive attitudes and eliminate negative attitudes. CBT

in this research plays a role in improving cognitive abilities.

This research aims to determine the effect of cognitive behavior therapy in reducing loneliness in teenagers at the Khusnul Yaqin orphanage. This research is important to carry out because the results of preliminary research show that as many as 10 teenagers from orphanages feel lonely, which if left unchecked will have a negative impact. Not only does it cause painful feelings, the loneliness they experience can have an impact on psychological and physical disorders. Related to this, loneliness can cause teenagers to experience depression (Cacioppo et al, 2006; Sagita & Hermawan, 2020). Loneliness can also cause physical disorders such as obesity, diabetes and physiological aging. This negative impact makes the loneliness experienced by teenagers need to be handled by providing intervention. Of the several studies that have been mentioned, research regarding the effectiveness of CBT in reducing loneliness in adolescents in orphanages has never been carried out. Previous research related to the role of CBT on angry behavior, anxiety, body shame, and self-esteem. There are several studies that discuss the effectiveness of CBT in reducing loneliness, but there is novelty in this research because the research subjects were teenagers in orphanages, whereas several previous studies chose students, adults and the elderly as subjects.

METHOD

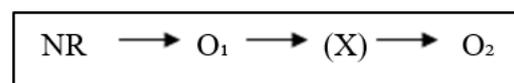
Participants and Procedure

The research method used is experimental research. Subjects were taken using purposive sampling technique. The subjects in this research were teenagers who lived at the Khusnul Yaqin Orphanage, totaling 10 people out of a population of 29 people. The subjects selected in this study were divided into two criteria, namely inclusion criteria and exclusion criteria. The inclusion criteria are several subjects that match the general characteristics of the population to be studied. The inclusion subjects in this study

were: a) Subjects aged between 12-21 years; b) Subject experiences loneliness; c) The subject must live in an orphanage. These criteria were determined in accordance with research results that teenagers living in orphanages tend to experience loneliness. Regarding this, Andani (2015) revealed that teenagers who have been in an orphanage for a long time usually have good relationships with their friends in the orphanage and their caregivers. Even so, they often show withdrawn, shy and anxious behavior, especially when they are faced with new people and environments. Loneliness that occurs during adolescence is closely related to relationships with parents, teachers, peers, the school environment, the social environment, and adolescent problems. Exclusion criteria relate to the removal of subjects for several reasons. Exclusion criteria in this study include subjects who are not in the age range of 12-21 years, do not live in an orphanage, and are children with special needs.

The experimental design used in this research is quasi-experimental. Quasi-experiments are experiments in which units are not assigned to conditions randomly. This quasi-experiment has several similarities with other experimental research, namely that it aims to test descriptive causal hypotheses regarding causes that can be manipulated, has many structural details, such as the existence of a control group and pretest measures to support counterfactual inferences about what would have happened if there had been no treatment. In this case, the difference lies in the absence of random assignment (Cook et al, 2002).

Furthermore, this research uses a quasi-experimental design called one group pretest posttest design. This experimental design does not use a control group and before being given the intervention, the researcher gives a pretest and after the intervention the subject will be given a posttest. Below is a depiction of the one group pretest posttest design:



Information:

NR : Non-Random Subjects

O₁ : Pretest

O₂ : Posttest

X : Cognitive behavior therapy (CBT) intervention

In the one group pretest posttest design used in this research, treatment can be implemented on the same subject or on different subjects regarding pretest and posttest acceptance (Cook et al., 2002). When the same subjects are used, this is often referred to as a within-participants design. Researchers used this design because the pretest and posttest were given to the same subjects. The aim of the experimental research in relation to the design used is to determine the effect of providing cognitive behavior therapy intervention on reducing levels of loneliness.

The procedures for this research include, at meeting 1: session 1, session 2, and session 3, the researcher provided a CBT intervention with the theme "What is Loneliness?". This intervention material is related to an introduction to loneliness and how to explore the loneliness felt by the subject. Activities at meeting 1 include; The subject completes the pretest given by the researcher, then the researcher explains the material about loneliness, then the researcher asks the subject to tell about the loneliness they feel. From this story, the researcher tried to identify the cause of the subject's loneliness. The activity lasted 1 hour 10 minutes. The purpose of this activity is to find out the subject's problems regarding loneliness experienced, provide knowledge to the subject about loneliness, and identify things that cause the subject to feel loneliness.

At meeting 2: session 1 and session 2, the researcher provided a CBT intervention with the theme "You're Not What You Think". This intervention material is related to cognitive restructuring and training CT (Coping Thought). Activities at this 2nd meeting include; The researcher asked the subject to remember the subject's negative feelings and thoughts when experiencing loneliness, then the researcher

helped the subject to change the subject's negative thoughts about loneliness into positive ones. This activity lasts for 35 minutes. The aim of this activity is to help subjects identify automatic thoughts when they feel lonely and to help subjects change these negative thoughts to become more constructive and less self-defeating.

At the last meeting, namely meeting 3: session 1, session 2, and session 3 with the theme "I Believe That I Can Focus On The Positive Side", the material provided by researchers was related to providing positive reinforcement, assignments, and evaluation. Activities carried out at the 3rd meeting included; Training the subject to provide positive reinforcement to themselves, then the researcher gives assignments to the subject regarding the intervention skills that have been given, and at the end of the activity, the researcher gives a feedback or evaluation sheet to the subject. This activity lasts for 45 minutes. The aim of this activity is to help the subject carry out the intervention independently and find out the effectiveness of the intervention through the subject's opinion.

Measures

The measuring tool in this research uses the Aggression R-UCLA Loneliness scale which was initiated by Russell (1982) which includes three dimensions, namely personality, social desirability, and depression. The loneliness scale used in this research contains 15 items which will be measured on a Likert scale of 1 to 4 and distributed to research subjects to determine the effectiveness of the intervention in reducing lonely behavior.

Data Analysis

The data analysis technique in this research is a descriptive and inferential quantitative analysis approach using a paired sample t-test to determine whether there is a difference between the average data results before and after the treatment, so that it can be stated whether there is an influence or not. Activities in data analysis are grouping data

based on variables and type of respondent, tabulating data based on variables from all respondents, presenting data for each variable studied, carrying out calculations to answer the problem formulation, and carrying out calculations to test the hypotheses that have been proposed. Data analysis in this research was assisted by SPSS 25 for Windows software.

RESULTS

From the research that has been carried out, data and categorization of the level of loneliness among teenagers in orphanages were obtained. As follows:

Table 1
Description and Categorization of Loneliness Levels Per Subject

Subject	Pretest	Categorization Pretest Score	Posttest	Categorization Posttest Score	Difference Pretest-Posttest
US	50	Very High	44	High	-6
CBK	39	High	37	Medium	-2
NIDK	38	High	37	Medium	-1
ACP	39	High	32	Low	-7
MAB	43	High	42	High	-1
SH	37	Medium	36	Medium	-1
SH	36	Medium	29	Low	-7
MF	40	High	31	Low	-9
ACN	38	High	33	Low	-5
DNS	36	Medium	34	Low	-2

From table 1 above, it can be seen that there were changes in the loneliness scores of the 10 research subjects. These changes were visible after the experiment was carried out, where as many as 10 subjects experienced a decrease in their loneliness scores. These results indicate that the intervention had an effect on all subjects. From this table it can also be seen that the decrease in score for each subject varies depending on the categorization.

To find out descriptive data from the pretest and posttest, the mean and standard deviation test is carried out as follows:

Table 2
Loneliness Data Description

Data	Minimum Score	Maximum Score	Mean	Standard Deviation
Pretest	36	50	39,60	4,195
Posttest	29	44	35,50	4,743

From table 2 above, it is known that the minimum pretest loneliness score is 36 and the maximum score is 50, with a mean (average) score of 39.60 and a standard deviation of 4.195. Meanwhile, in the posttest, the minimum value for loneliness was 29 and the maximum value was 44, with a mean (average) value of 35.50 and a standard deviation of 4.743. This decrease in the mean value shows that the subjects after receiving the intervention had a lower loneliness score.

Then, to find out the difference in the average results of the pretest and posttest after being given the intervention, the researcher carry out a parametric paired sample t-test. This test was carried out to see whether CBT had an effect on reducing the subject's loneliness. The test results are shown as follows:

Table 3
Paired Sample T-Test Results

Calculation	t	Significance (p)	Decision
Loneliness (Difference in pretest and posttest)	4,272	0,002	Significant

In the table of analysis test results using paired sample t-test, it is known that there is a significant difference in the subjects' loneliness scores before and after being given CBT (cognitive behavior therapy) intervention. This is proven by sig. (2-tailed) of $0.002 < 0.05$. Based on the data above, it can be concluded that CBT is effective in reducing adolescent loneliness at the Khusnul Yaqin orphanage.

DISCUSSION

Based on the results obtained, it can be seen that the research objective was achieved, namely that CBT was effective in reducing loneliness in teenagers at the Khusnul Yaqin orphanage. The effectiveness of CBT can be seen from the difference in the average pretest and posttest results, which show a decrease in scores after being given CBT intervention. The subject's posttest score showed a lower number

than the pretest score. This proves that CBT intervention has a significant effect on reducing the subject's loneliness.

Loneliness itself is a feeling of isolation, marginalization that individuals feel because they feel different from other people and a feeling of emptiness because they feel that there is no one they can talk to (Sangon et al., 2010; Hardika et al., 2019). Loneliness experienced by teenagers in orphanages varies in terms of categorization. Most of these teenagers experience loneliness in the high category. There are also 3 teenagers who are in the medium category and 1 person who is in the very high category. With the intervention provided, there was a reduction in categories from initially high to medium, high to low, and medium to low.

In relation to intervention, when giving CBT treatment to subjects, some subjects looked like they wanted to cry when they tried to talk about the loneliness they were experiencing. This happened in session three when the researcher invited the subject to talk about the causes of loneliness and the feeling of loneliness itself. They also then wrote down the automatic feelings and thoughts that emerged when loneliness appeared on a piece of paper. At first the subject felt confused in identifying his feelings and thoughts, but with the direction of the researcher the subject was finally able to write these things down.

In the next session the researcher helps the subject to form or carry out cognitive restructuring of the thoughts they have written down. There are some subjects who think that they are not worthy of having friends, then there are also those who have been abandoned by the people closest to them so they are hesitant to be close to other people because they are afraid that that person will leave them too. These negative thoughts were changed into positive thoughts with the help of researchers. This change in thinking makes their beliefs also change in a more positive direction. At the end of the session, the researcher asked the subjects to write down every thought that arose when they experienced loneliness as an independent task and would discuss it at the next meeting.

At the next meeting, the researcher discussed the independent tasks that had been carried out by the subject and taught them how to build positive reinforcement for themselves. This aims to ensure that they have confidence in themselves and can eliminate the feeling of loneliness that arises. The researcher then gave tasks related to the skills that had been taught, namely changing negative thoughts into positive ones and providing positive reinforcement for oneself. Researchers also added tasks related to doing activities they enjoy when they are experiencing loneliness.

At the end of the intervention, the researcher gave each subject a feedback or evaluation sheet to assess how the intervention materials and activities were as a whole. Ratings are in the range 1-4 with the information "1 = disagree", "2 = disagree", "3 = agree", and "4 = strongly agree". Several statements relate to the quality of the material, whether the delivery of the material is clear or not, and the usefulness of the intervention. The evaluation results showed that the majority chose grades 3 and 4, which according to the subjects, the CBT intervention worked well and was beneficial for them.

The usefulness and effectiveness of CBT is also supported by research by Jarvis, Padmanabhanunni, and Chipps (2019) which shows the results that CBT is effective in reducing loneliness. The difference in this study is related to the subject. This research used adult subjects, while the research conducted by researchers used adolescent subjects. In this regard, research results are increasingly supported by Khoshemehry, Aghdam, and Pourvaghar (2019) where they researched the effectiveness of CBT in reducing loneliness in female students. The results are equally telling that there was a decrease in the level of loneliness felt after being given CBT intervention.

During the intervention, the subject participated in the activity enthusiastically. Subjects also said that they did not feel loneliness as intensely as before after being given CBT intervention. They ultimately find out that the automatic thoughts that arise are not

always correct and their beliefs about something do not always match the existing reality. The cognitive distortions that previously existed for them can slowly disappear and they can focus on more positive things. An example of this is one research subject who said that when he invited his friend to go somewhere, his friend refused and gave the reason that he had family interests. The subject then felt lonely and concluded that his friend did not want him to go out so he made that excuse. The subject comes to conclusions about this without strong evidence of the truth and feels sad because of his own thoughts.

After the intervention was carried out, the subject began to improve his thinking and form new, more positive thoughts. The subject then believed that his friend might have urgent family matters so he couldn't go with him. The subject can finally think about things more objectively and not be consumed by his own thoughts so that the loneliness he feels can slowly disappear.

The results of this research can be used by orphanage administrators so that in the future they can create programs that strengthen togetherness in relationships between children in orphanages so that they do not experience loneliness. Through these results, orphanage administrators can also know more about the feelings of teenage children in orphanages and know the right way to do it when these children start to feel lonely. In this regard, providing CBT intervention to reduce loneliness is not limited to teenagers in orphanages. CBT can be used on young children, adults and the elderly in general when they show signs of loneliness.

Despite the intervention taking place well and according to plan, this research also has weaknesses and limitations that may affect the research results. These limitations include when researchers carried out needs analysis, some subjects were still carrying out other activities so they could not take part in the needs analysis stage. The researcher then went home and came back after several hours to continue the needs analysis. This causes the need analysis not to be carried out simultaneously. Furthermore, when the researcher wanted to continue to the next meeting and visited the orphanage, the

orphanage children and their administrators went out of town and caused the meeting to be delayed. The meeting was held when they had returned to the orphanage. This problem more or less affects the subject's thoughts and feelings.

CONCLUSION

From the research results, it can be concluded that cognitive behavior therapy is effective in reducing loneliness among teenagers at the Khusnul Yaqin orphanage. This is proven by the difference in pretest and posttest results after the intervention was given. There was a decrease in loneliness in the posttest results after the subjects received CBT intervention. Providing CBT allows the subject to slowly change negative thoughts regarding the feelings of loneliness experienced into positive ones and also influences aspects of the subject's personality, social desirability and depression.

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