Cognitive Behavior Group Art Therapy to Reduce Students' Cyberbullying Behavior: Protocol Guide

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Article Info	ABSTRACT
	Cyberbullying is a form of bullying conducted through electronic media. This behavior involves cruel actions intentionally directed at others by sending or posting harmful materials and engaging in other forms of social aggression. Many factors influence cyberbullying behavior, both from within the individual and from their environment. Cyberbullying can have serious effects on victims, such as stress, depression, and even the risk of suicide. Based on this, there is a need for services to reduce cyberbullying behavior. One service that can be offered is group counseling through Cognitive Behavior Art Therapy. This model integrates cognitive behavioral therapy with art therapy, providing students the opportunity to understand and manage their emotions and improve thought patterns that may contribute to cyberbullying behavior.

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Introduction

In the current era of globalization, changes in human life are undeniable, particularly with the rapid development of information and communication technology. In Indonesia, the largest internet users are teenagers aged 15 to 24 years (Hakim & Raj, 2017). According to data from the Central Statistics Agency (BPS), in March 2023, 94.16% of Indonesian youths aged 16 to 30 had accessed the internet in the last three months. The majority, about 84.37%, used the internet to access social media. However, the massive growth of internet users has also opened up wider opportunities for crime. The rapid use of technology among teenagers invites many online interactions, which can lead to aggressive behavior (Wright & Li, 2013; Wiretna & Saputra, 2021).

Teenagers are among the internet users who are most at risk of experiencing negative impacts from technological advancements, especially with the increasing accessibility of social media. This is partly because teenagers often struggle to control their use of social media, feeling that the internet is the only place where they are comfortable with themselves and their surroundings (Davis, 2001). They also tend to have unstable emotions, leading them to express their feelings impulsively on social media without considering the potential consequences (David-Ferdon & Hertz, 2009; Wiretna & Saputra, 2021). For teenagers, social media is often used as a means of self-actualization. Schouten (2007) noted that social media provides opportunities for

adolescents to engage in self-disclosure. Individuals with low self-actualization tend to use the internet for self-expression, such as uploading photos, videos, and music (Putri & Pratisti, 2017). However, teenagers frequently receive negative comments or harassment about themselves, and they may even become perpetrators of cyberbullying.

Cyberbullying is a new term for bullying perpetrators, yet it shares similar characteristics and consequences (Narpaduhita et al., 2014). According to Willard (2007), cyberbullying refers to cruel behavior directed at others with the intention of harming someone by sending or posting harmful content, or engaging in other forms of social aggression, using the internet or other digital technologies. Unlike traditional bullying, which often targets the physical aspects of victims, cyberbullying focuses more on mental aspects, aiming to damage the psychological well-being of the victim. Cyberbullying can be more dangerous than direct bullying because messages, photos, and videos shared online can spread quickly and have a wide reach (Brewer & Kerslake, 2015).

Willard (2007) describes the types of cyberbullying in detail, categorizing them into seven distinct forms. Flaming involves online fights characterized by the use of harsh and vulgar language; Harassment refers to the continuous sending of rude, cruel, and insulting text messages; Denigration, involves spreading harmful gossip that damages someone's reputation. Impersonation is the fourth category, where an individual pretends to be someone else and sends inappropriate messages; Outing and Trickery, consists of spreading personal secrets or photos by persuading someone to share them; Exclusion, entails intentionally and cruelly excluding someone from an online group; Cyberstalking involves repeatedly sending threats or intimidating someone. These categories highlight the various ways cyberbullying can manifest in online interactions. Cyberbullying has become a concerning issue in both developed and developing countries. In Indonesia, this phenomenon is widespread. UNICEF reported in 2022 that 45% of 2,777 Indonesian children surveyed claimed to have been victims of cyberbullying. The percentage of teenagers who have experienced cyberbullying is reported to be 80%, with incidents occurring almost daily (Safaria, 2016; Kumala & Sukmawati, 2020). Middle school students are particularly vulnerable to cyberbullying; a study conducted in a middle school in Bogor found that 42.7% of students had engaged in cyberbullying, 54.32% had sent coercive messages to friends on social media more than once, and 56.79% enjoyed mocking friends in chat rooms (Malihah & Alfiasari, 2018). The majority of students have engaged in cyberbullying behavior, with common forms including flaming and harassment via WhatsApp (Rumra & Rahayu, 2021; Febriani & Hariko, 2023). These findings align with various theories suggesting that adolescents aged 13-17 are at a high risk for engaging in delinquent behavior. David-Ferdon & Hertz (2009) found that bullying conducted via the internet, or cyberbullying, increases after fifth grade, peaking in eighth grade.

Several factors can influence teenagers to engage in cyberbullying. Teenagers who lack strong connections with their parents, do not receive attention, and have limited communication with them may be more susceptible to engaging in cyberbullying (Willard, 2007). Impulsive and aggressive personality traits can also play a role (Patchin & Hinduja, 2012), along with the desire to harm others (Setyawati, 2016). Additionally, external factors such as family dynamics and peer environments, as well as internal factors, can influence the occurrence of bullying (Muzdalifah et al., 2014). Cyberbullying, as a form of behavior targeting individuals and occurring repeatedly in the online world, has the potential to cause serious impacts on the mental health of victims, disrupting their social lives. The consequences may include low self-esteem, depression, anger, academic failure, school avoidance, and, in some cases, may contribute to suicidal tendencies (Willard, 2007). Common emotional responses to cyberbullying include feelings of anger, sadness, hurt, anxiety, fear, and self-blame (Beran & Li, 2005; Schenk & Fremouw, 2012). Given the negative impacts that can arise from cyberbullying, it is essential to implement strategies to reduce such behavior. Guidance and counseling can serve as solutions to address cyberbullying. School counselors can provide services to students by offering group counseling through Cognitive Behavior Art Therapy (CBAT) to help decrease cyberbullying behavior.

Cognitive Behavior Art Therapy (CBAT) is a counseling approach that utilizes Cognitive Behavioral Therapy as its foundation and Art Therapy as its medium (A. Putri & Yuline, 2023). When Art Therapy is used, clients are encouraged to interact with various art materials through touch, smell, and manipulation of artistic media (Rosal, 2018). Malchiodi (2007) notes that in Art Therapy, the artistic media, creative process, and resulting artwork assist in addressing emotional disturbances, resolving conflicts, enhancing insight, reducing problematic behaviors, and increasing overall happiness. By incorporating Art Therapy into counseling, clients can perceive their issues from a new perspective through art, fostering a sense of ownership and awareness of their feelings and thoughts, enabling them to communicate their emotions and experiences. Research by Putri & Yuline (2023) indicates that Cognitive Behavioral Art Therapy is effective in reducing aggression by helping clients transform negative emotions and express them in more positive ways, thereby resolving their issues. The phenomenon of cyberbullying is often a result of irrational thinking and

misinterpretation of events, leading to negative meanings or harmful perceptions of those events. Cognitive Behavior Art Therapy helps identify problematic cognitive sources, understand how these influence behavior, and use art to transform erroneous thoughts (Rosal, 2018). The goal of Cognitive Behavioral Therapy (CBT) is to encourage individuals to challenge incorrect thoughts and emotions by presenting evidence that contradicts their beliefs about the issues they face (Oemarjoedi, 2003; Nurbaiti, 2020). Thus, CBAT serves to provide various skills to engage cognitive functions, enhance thought patterns, and improve problem-solving approaches using artistic media (Rosal, 2018; Putri & Yuline, 2023). It is hoped that by offering Cognitive Behavior Art Therapy (CBAT) counseling services, the behavior of cyberbullying among students can be reduced.

Discussion

Cyberbullying

Cyberbullying is a term derived from the word bullying. According to Kowalski & Limber (2013), bullying is an aggressive act that is repeated over a certain period of time and involves an imbalance of power between the perpetrator and the victim. Olweus (1997) defines bullying as negative behavior that is repeatedly carried out by an individual or a group, causing others to feel uncomfortable or hurt, whether through physical contact or verbally. This behavior is typically characterized by a power imbalance between the perpetrator and the victim.

With the advancement of technology, bullying behavior has increased. The emergence of the internet has created more online forums that provide opportunities for teenagers to connect with each other, but it also inadvertently offers chances for them to attack one another (Subrahmanyam & Greenfield, 2008; Donegan, 2012). Bullying behavior carried out through social media is referred to as cyberbullying. Slonje & Smith (2008) state that cyberbullying is a new form of bullying, representing aggressive actions that arise due to modern technological advancements, especially through smartphones and the internet. Both bullying and cyberbullying share similar elements: they are intentional, repetitive, and harmful (Patchin & Hinduja, 2012).

According to Willard (2007), cyberbullying is a cruel act deliberately committed against others by sending or posting harmful materials and engaging in other forms of social aggression using the internet or other digital technologies. Cyberbullying can be considered more dangerous than traditional bullying because of the potential for anonymity that allows perpetrators to remain unidentified (Patchin & Hinduja, 2012). This anonymity is facilitated by the ease with which someone can create a fake account and conceal their identity, making it simple to commit crimes online. Moreover, there are no restrictions on the spread of harmful content or on time, meaning that victims can be targeted anytime and anywhere, including at home or in their own bedrooms (Grigg, 2010; Sticca & Perren, 2013; Foody et al., 2015). Cyberbullying can occur in various forms, with each form having different methods of attack and harm against the victim. According to Willard (2007), cyberbullying can be categorized into several forms, including flaming, harassment, denigration, impersonation, outing and trickery, exclusion, and cyberstalking. Flaming: This refers to arguments between two or more individuals through sending text messages that provoke conflict, sending fiery messages full of anger, or debating using harsh, vulgar language that can sometimes be threatening. This behavior usually occurs in public environments such as discussion boards, chat rooms, or online games. Harassment: This involves sending messages that contain repeated harassment, delivering messages filled with insults or abuse to a specific target. The insulting messages are typically sent through private communication channels, including email, instant messaging, and text messages. Denigration: This is the process of defaming someone through social media by sending or posting gossip or rumors about them to damage their reputation. Another subcategory of this behavior includes sending manipulated digital images to embarrass the victim. Impersonation: This involves pretending to be someone else and sending or posting inappropriate statuses that can cause problems or disrupt the victim's friendships. This can occur on the target's personal webpage, profile, blog, or through any form of communication. Outing: This entails sharing someone else's secrets by posting, sending, or forwarding personal communications or images publicly, especially those that contain personal, intimate, or potentially embarrassing information. Trickery: This involves deceiving someone into revealing secrets or embarrassing information and then sharing it online. Exclusion: This means deliberately and cruelly removing someone from an online group or blocking them personally. Exclusion can also happen in online gaming environments, group blog settings, or other password-protected communication environments. Cyberstalking: This refers to repeatedly sending harmful messages that include threats of violence, are highly intimidating, or involve extortion, causing significant fear for the victim.

There are several factors that can influence someone to engage in cyberbullying behavior. According to Kowalski & Limber (2014), the factors influencing cyberbullying can be categorized into two main categories: personal factors and situational factors. (1) Personal Factors First, gender plays a significant role in cyberbullying behavior. Research on traditional bullying shows that boys are more involved in bullying compared to girls (Olweus & Limber, 2010). Conversely, girls tend to engage in forms of indirect aggression, such as cyberbullying (Dilmac, 2009). This leads to the conclusion that girls have a higher risk of becoming victims as well as perpetrators of cyberbullying. Next, age also contributes to the rising cases of cyberbullying. Cyberbullying is very common among middle school students who are trying to find their place in the social hierarchy. According to Kowalski, Limber, & Agatston (2012), the incidence of cyberbullying increases after fifth grade and peaks in eighth grade (Williams & Guerra, 2014). Motivation is another important factor. Many victims of traditional bullying retaliate by engaging in cyberbullying on social media, as a reaction to the negative experiences they previously endured. Gradiner, Strohmeier, and Spiel (2014) noted that anger is the most common motive behind this behavior. Furthermore, the personality of individuals also plays a role. Those with low levels of affective and cognitive empathy are more likely to engage in cyberbullying compared to those with higher levels of empathy. This indicates that emotional understanding of others can help prevent aggressive online behavior. Psychological states are also significant. Individuals involved in cyberbullying, whether as perpetrators or victims, often experience higher levels of depression and anxiety, along with lower self-esteem. This can result in poor academic performance (Kowalski & Limber, 2013). Socioeconomic status and technology use also influence cyberbullying behavior. Individuals with higher social status tend to be more active online and, as a result, are more likely to engage in cyberbullying. Additionally, values and perceptions are important to consider. Walrave and Heirman (2011) observed that individuals who engage in cyberbullying often minimize the impact of their actions on others. Finally, individuals involved in cyberbullying tend to exhibit other maladaptive behaviors, indicating that this issue is often related to broader behavioral patterns. (2) Situational Factors, On the other hand, situational factors also play a crucial role. Provocation and perceived support can influence an individual's behavior. Those who feel supported and accepted by their peers are less likely to engage in cyberbullying or become victims (Ybarra & Mitchell, 2004a). Parental involvement is highly influential. Individuals engaged in online harassment often report weaker emotional bonds with their parents and less supervision of their online activities. The school climate is equally important. An unfriendly school environment can create frustration among students, which may lead them to express this discomfort through aggressive behaviors like cyberbullying. Finally, the perceived anonymity of the online world provides individuals with opportunities to behave aggressively without fear of being recognized. This perception of anonymity allows individuals to engage in actions they would typically avoid in face-to-face interactions.By considering these various factors, we can better understand the complexities of cyberbullying behavior and seek solutions to prevent it.

Patcin & Hinduja (2006) explain the characteristics of cyberbullying perpetrators, which encompass several important aspects. The first characteristic is willful, where the behavior is intentional and has a clear purpose. Perpetrators often have a specific target or victim they want to harm, indicating a deep-seated intention behind their actions. Next, there is the aspect of harm. Cyberbullying is not just a game or joke; it can pose a serious threat to the victim. Actions carried out online can spread quickly, creating widespread and dangerous impacts. Victims are not only threatened physically but also suffer deep emotional and psychological wounds. The third characteristic is repeated. This behavior does not occur just once; it happens repeatedly. This creates a sense of uncertainty and anxiety for the victim, who constantly worries about what the perpetrator will do next. This fear can disrupt their daily lives and affect their mental well-being. Finally, there is the imbalance of power. One fundamental difference between traditional bullying and cyberbullying lies in the power dynamics involved. In traditional bullying, physical strength or social competencies, such as intelligence or cleverness, can make someone feel more powerful. However, in the online world, computer skills can create a greater power disparity. Perpetrators who are tech-savvy are more likely to target those who are less skilled, resulting in a situation where victims feel increasingly pressured and isolated. By understanding these characteristics, we can better identify and address the issue of cyberbullying and create a safer environment for all internet users.

Online bullying, commonly referred to as cyberbullying, has detrimental effects on victims, impacting them physically, psychologically, and emotionally. According to Willard (2007), bullying can lead to negative outcomes for victims, such as increased tension, anxiety, and fear. It can also affect concentration, academic performance, and create an unhealthy and negative learning environment, potentially resulting in school avoidance and academic failure (Goran et al., 2020). Research indicates that students involved in bullying behaviors are at a higher risk of experiencing academic problems (Center for Disease Control, 2015; Sartana & Afriyeni, 2017). They tend to struggle with concentration, achieve lower grades, and have higher rates of school absenteeism (Beran & Li, 2005). This may occur because victims focus excessively on stopping the cyberbullying directed at them or feel exhausted and demotivated to engage in daily activities. Bullying can also lead to low self-esteem, increase feelings of isolation, and cause individuals to withdraw, becoming depressed, anxious, and insecure. In some cases, it can even

lead to violence in schools and is a contributing factor to suicide. Victims of cyberbullying may contemplate ending their lives because they feel unable to endure the situation any longer yet feel powerless to change it (Dinkes, 2015; James & Yuono, 2020). Research by Beran (2012) demonstrates that victims of cyberbullying tend to lose their self-confidence and find it difficult to socialize, feeling helpless and remaining victims, with some ultimately becoming perpetrators themselves. In some situations, cyberbullying can have a more severe impact compared to direct bullying. Communication that occurs online often becomes very cruel, with words that can hurt without face-to-face interaction. Victims of cyberbullying frequently feel they have no way out, trapped in a cycle of uncertainty and shame. Additionally, posts or uploads related to cyberbullying spread easily, and once something is published, it is difficult to retract. All of these factors contribute to a painful experience for victims, leaving a profound mark on their lives.

Cognitive Behavior Art Therapy (CBAT) Protocol Guide to Reduce Cyberbullying

Cognitive Behavior Art Therapy is a counseling method that combines Cognitive Behavioral Therapy as its approach and art as its medium. Morris (2014) describes another technique known as Cognitive Behavioral Art Therapy (CBAT), "where art is fully integrated into the established goals of the CBT model." Rosal (2001) emphasizes that the use of art in CBT therapy is significant, as, although art therapy is considered a therapeutic treatment based on experience, it inherently includes cognitive components within the artistic process and its practice. Furthermore, CBT has creative and imaginative aspects that intervene in difficult emotional content. The use of art therapy in counseling aims to facilitate clients in expressing and exploring themselves (Sarag & Hasanat, 2010). In contrast, CBT counseling focuses on verbal interaction between the therapist and the client (Crawley et al., 2010). By integrating art into treatment, it reduces the pressure of verbalizing issues and shifts the focus of sessions towards the client's strengths and positive self-qualities rather than dwelling on discussions where defenses, such as rationalization and intellectualization, might arise (Hinz, 2006).

CBAT is a form of therapy where clients engage in thinking about their problems. Clients can perceive their issues from new perspectives through images and become aware of their feelings and thoughts (Alavinezhad, Mousavi, & Sohrabi, 2014). The mechanism of using CBAT through art provides individuals the freedom to create images and then bridges them to find solutions to the problems they face (Rosal, 2018). By integrating art into CBT techniques, individuals can better explore their issues creatively and understand their thoughts and feelings, as this approach focuses on using art as a tool to express and process emotions, thoughts, and experiences that are difficult to articulate. In line with Corey (2013), expressive art therapy uses various art forms—movement, drawing, painting, sculpting, music, writing, and improvisation—aiming for personal growth, healing, and self-discovery, integrating mind, body, emotions, and inner spiritual resources. Art therapy encourages clients to revive dormant creativity and explore hidden emotions. The goal of cognitive behavior art therapy (CBAT) intervention is for clients to express their feelings symbolically or imaginatively. According to Namradi (2012), the aim of cognitive behavioral therapists is to help clients recognize, challenge, and adjust their negative thought patterns and maladaptive beliefs, ultimately allowing changes in their behavioral and emotional responses to specific situations. Cognitive behavioral therapists assist clients in noticing how often automatic negative thoughts lead to negative emotions and harmful behaviors. When clients can identify maladaptive automatic thoughts, they are encouraged to replace them with more positive and adaptive beliefs.

In CBAT counseling, therapists are active and reactive, acting as facilitators to help individuals enhance their self-expression skills. Art therapists play a facilitative role in helping adolescents access or bring unconscious parts of themselves into awareness (Case & Dalley, 2006). Through creative artwork, adolescents can symbolically express their inner and outer worlds, how they perceive them, and how they are viewed within them, without needing to explain their world verbally (Malchiodi, 2012). Liebmann (2008) states that through art therapy, clients can channel their anger through images and express these emotions non-violently. As noted by Case and Dalley (2006), images represent a combination of an individual's past and present experiences, whether conscious or unconscious.

When a client creates an image, the therapist assists them in exploring the thoughts and emotions that emerge within that artwork. Moreover, the therapist helps clients identify thoughts and emotions that may be hidden, which could be the underlying causes of their problems, and aids them in understanding these through their art (Linesch, 1988). CBT and CBAT therapists guide clients to focus on the future rather than dwell on the past and encourage them to reconfigure their past to move forward (Rosal, 2018; Sugara et al., 2023). In practice, CBAT has six categories of specific interventions: (1) understanding constructs and thinking, (2) addressing feelings and emotions,

(3) changing self-schemas, (4) using mental imagery, (5) enhancing problem-solving skills and coping strategies, and (6) fostering adaptation and self-regulation (Rosal, 2018).

First, in the category of understanding construction and thinking, cognition is considered a construction. Matto (1997) explains that while CBT focuses on faulty thinking patterns, understanding personal constructs helps art therapists comprehend how a person's cognition develops. In CBAT, clients are given the opportunity to explore their cognition and schemas through art. Clients are invited to create simple artworks, which are then described to explore their thought development. Furthermore, in the process of identifying and assessing thoughts, CBAT therapists assist clients in understanding how thoughts are formed and in identifying and evaluating problematic thoughts. This process is crucial for identifying misunderstandings and reinforcing healthy thinking patterns. Cognitive restructuring, first developed by Ellis (1962), is a process that helps clients analyze problematic thoughts to reduce emotional intensity and make cognition more adaptive and realistic.

The second category, addressing feelings and emotions, begins with an assessment of feelings, where Rhyne (1979b) emphasizes the importance of understanding the state of mind or feelings as an initial step in therapy. Moreover, CBAT not only focuses on the identification and assessment of emotions but also helps clients understand the meaning behind these emotions. In this context, emotions are viewed as indicators of underlying issues that need to be addressed. Emotions can also be re-evaluated, following Lazarus's terminology (1968), which helps clients alter their responses to difficult emotions to become more adaptive. This process teaches clients not to respond impulsively but to understand and manage emotions as they arise in daily life.

Third, the category of changing self-schema emphasizes the importance of self-esteem and self-efficacy for positive functioning. CBAT therapists focus on negative self-schemas and help clients test their self-beliefs in various situations. By discussing how clients perceive themselves, therapists can help identify strengths and resources that support the development of a more positive sense of self.

The fourth category in CBAT is the use of mental imagery. The imagery produced by clients can contribute to problematic emotional or behavioral responses. In art therapy, these images are used as starting points for discussion. Techniques like Guided Imagery (GI) can utilize clients' mental imagery; therapist-led stories can be created individually to uncover resources within a person or coping strategies. Additionally, Imaginal Exposure (IE) can be employed to address difficult memories and distressing situations. This is a type of guided imagery exercise where clients are directly confronted with feared or anxiety-provoking imagined situations (Foa, Hembree, & Rothbaum, 2007). Imagery Rescripting (IR) can also be used to reduce memories and images related to traumatic events. The goal of IR is to activate disturbing memories or mental images, providing clients the opportunity to express emotional responses to these memories, as well as offering the prospect of changing related beliefs and schemas (Arntz, Tiesema, & Kindt, 2007). Problem-solving is the fifth crucial category in CBT and CBAT. In this therapeutic focus, issues troubling the individual are first identified, and subsequent interventions involve seeking real-life solutions (Mahoney, 1977). Kazdin, Siegel, and Bass (1992) describe their problem-solving interventions as involving observing and identifying behaviors and then generating alternative solutions and "engaging in meaningful thinking" (p. 736) as a method to cope with interpersonal chaos.

Finally, the category of adaptation and resilience aims to enhance behavioral adjustment. The main goal of CBT is to improve behavioral adaptation (Mennin, Ellard, Fresco, & Gross, 2013). Therapists aim to develop adaptive qualities in their clients so that they can not only cope with challenges effectively but also thrive. Individuals who can demonstrate adaptability to various challenges are often seen as resilient. Included in this range of interventions are problem-solving skills, self-regulation skills for self-control, positive self-perception and self-efficacy, as well as control over attention, focus, enthusiasm, and impulses (Masten et al., 2009).

The implementation of cognitive behavior art therapy can be conducted using various techniques that integrate art into the therapeutic process. Research conducted by Namdari (2012) identifies several effective art therapy techniques within CBT counseling. One of the techniques used is the creation of comic book characters. According to Mulholland (2004), this technique encourages clients to create cartoon characters that help them revisit periods in their lives where they faced problems, difficulties, or even joyful moments. This process aims to allow clients to explore significant moments in their lives and work through the accompanying feelings and emotions. Another technique is mask-making. In this process, clients are asked to create a face that represents different sides of themselves to the therapist and others. Dunn-Snow & Joy-Smellie (2000) explain that masks help clients hide, express, and transform their emotions and facial expressions. In counseling sessions, mask-making enables clients to depict two or more characters, express anger, and observe the reactions of their peers, who may show sadness or anxiety as a result of that anger. Additionally, collage is a technique aimed at helping clients assemble the pieces of information they have gathered throughout their treatment. Lipkin (1970) states that clients are not guided by the therapist but act based on their instincts and understanding of the treatment. This allows them to organize and arrange information in a way that makes sense to them. Journaling is also an essential part of this process. The

primary goal of journaling is to provide clients with tools to address their issues between sessions. Stone (1998) emphasizes the importance of clients reflecting on what happens during therapy and applying the techniques learned in real-life situations. In their journals, clients can record feelings of frustration, strategies they used to cope with anger, and moments when they successfully managed their emotions. Finally, role-playing allows individuals to imagine various life situations and experiment with different scenarios. Jones (2007) explains that role-playing is projective and gives clients the freedom to try out ideas, skills, and characters without fear of judgment or real-life consequences. By integrating these techniques, Cognitive Behavior Art Therapy can provide a deeper and more supportive experience for clients in their healing process.

The use of cognitive behavior art therapy interventions has been previously researched. Nurbaiti (2019) conducted a study the effect of art therapy techniques on anger management in eleventh grade students. The results indicated that anger management in these students improved after receiving treatment through Art Therapy techniques. Additionally, Hasanah et al. (2017) investigated the effectiveness of cognitive behavior art therapy in improving self-esteem among obese adolescents who are victims of bullying. Their findings showed that cognitive behavior art therapy was effective in enhancing the self-esteem of these obese bullying victims. through this intervention, participants explored their emotions and needs, performed cognitive restructuring of negative thoughts, and transformed them into positive thoughts using drawing media, enabling them to adapt to their environment. Fahlevi et al. (2019) conducted a study the implementation of cognitive behavioral art therapy to reduce aggressiveness in adolescents. The goal was for participants to control their anger, thereby reducing aggressive behaviors often expressed through negative actions like anger, rudeness, teasing, or hitting. The intervention results indicated a decrease in aggression levels among the six participants after the CBAT intervention. Putri & Yuline (2023) conducted research showed that cognitive behavioral art therapy counseling is effective in reducing aggression by helping clients transform negative emotions and express them in more positive ways, thus addressing their issues.

Conclusions

Based on the above presentation, it can be concluded that Cognitive Behavior Art Therapy counseling services can be provided to students who are perpetrators of cyberbullying. This approach allows for a deeper exploration of the clients' feelings and thoughts, helping them address and reduce negative behaviors more effectively. The integration of Art Therapy into CBT offers additional tools for understanding and managing emotions, as well as enhancing social skills, ultimately contributing to a reduction in cyberbullying behavior.

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