ABSTRAKSI

Penelitian ini bertujuan untuk mengetahui efektivitas intervensi *Cognitive Behavior Therapy (CBT)* untuk menurunkan perilaku marah pada anak Sekolah Dasar. Hipotesis yang diajukan pada panelitian ini adalah ada perbedaan frekuensi perilaku marah pada anak usia Sekolah Dasar sebelum dan sesudah mendapatkan perlakuan menggunakan *Cognitive Behavior Therapy (CBT),* Perilaku marah setelah perlakuan menggunakan CBT menurun. Subjek dalam penelitian ini berjumlah 2 orang siswa. Desain yang digunakan dalam penelitian ini adalah *single case study* berupa pengaruh intervensi *Cognitive Behavior Therapy (CBT).* Metode analisis yang digunakan adalah analisis *visual inspection*; analisis kualitatif yang diperoleh dari wawancara, observasi, dan catatan marah subjek; serta analisis kuantitatif menggunakan analisis non parametric *(Wilcoxon).* Hasil uji hipotesis pada penelitian ini pada subjek D sebesar Z= -2,207 dengan nilai p= 0,027 < 0,050, dan pada subjek A diperoleh besaran Z= -2,201 dengan nilai p= 0,028 < 0,050. Berdasarkan anaalisis tersebut diperoleh kesimpulan bahwa ada perbedaan signifikan frekuensi perilaku marah pada subjek sebelum dan sesudah memperoleh intervensi *Cognitive Behavior Therapy (CBT).* Intervensi *Cognitive Behavior Therapy (CBT)* efektif untuk menurunkan frekuensi perilaku marah pada anak usia Sekolah Dasar.

Kata kunci: *Cognitive Behavior Therapy (CBT),* **perilaku marah anak usia Sekolah Dasar**

ABSTRACT

This study aimed to determine the effectiveness of Cognitive Behavior Therapy (CBT) interventions to reduce anger behavior in elementary school-age children. The hypothesis proposed in this study is that there are differences in the frequency of angry behavior in elementary school-age children before and after getting treatment using Cognitive Behavior Therapy (CBT). Angry behavior after treatment using CBT decreases. The subjects in this study were 2 students. The design used in this study is a single case study in the form of the influence of the Cognitive Behavior Therapy (CBT) intervention. The analytical method used is visual inspection analysis; qualitative analysis obtained from interviews, observations, and angry notes on the subject; and quantitative analysis using non-parametric analysis (Wilcoxon). The results of hypothesis testing in this study in subject D amounted to Z = -2.207 with a value of p = 0.027 <0.050, and in subject A obtained the amount of Z = -2.201 with a value of p = 0.028 <0.050. Based on the analysis, it was concluded that there were significant differences in the frequency of angry behavior in the subject before and after obtaining the Cognitive Behavior Therapy (CBT) intervention. Intervention of Cognitive Behavior Therapy (CBT) is effective to reduce the frequency of angry behavior in elementary school-age children.

Keywords: Cognitive Behavior Therapy (CBT), angry behavior in elementary school-age children