
The Application of Behavioral Therapy Theory in Behavioral Counseling: A Literature Review

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Abstract

This study aims to analyze the application of behavioral therapy theory in behavioral counseling through a comprehensive literature review. The study employs behavioral therapy, rooted in learning theory, which emphasizes observable behavior and environmental influences as key determinants of human actions. The study synthesizes major theoretical frameworks—including classical conditioning, operant conditioning, social learning theory, and cognitive behavioral therapy—to explain how maladaptive behaviors are formed and modified. Using a qualitative literature review method, data were collected from scientific journals, books, and relevant academic sources, then analyzed through comparative and integrative approaches. The findings indicate that behavioral counseling focuses on systematic behavior change through reinforcement, punishment, modeling, and cognitive restructuring techniques. The approach is highly structured, measurable, and goal-oriented, allowing counselors to design interventions based on empirical evidence. Additionally, behavioral therapy effectively addresses various psychological and social problems by replacing maladaptive behaviors with adaptive ones through learning processes. The integration of cognitive elements has further strengthened its relevance in contemporary counseling practices. Despite its strengths—such as objectivity and practicality—behavioral therapy also faces limitations, including its tendency to overlook internal psychological processes and emotional depth. Overall, the study concludes that behavioral therapy remains a significant and widely applicable approach in counseling, particularly in educational, clinical, and social contexts, due to its evidence-based techniques and adaptability to diverse client needs.

INTRODUCTION

The Application of Behavioral Therapy Theory in Behavioral Counseling: A Literature Review begins with the development of the behavioral therapy approach in the 1900s, becoming established as a psychological approach in the 1950s and 1960s (Kazantzis et al., 2018; Hofmann & Hayes, 2019). Traditional behavioral therapy began in the 1950s in the United States, South Africa, and the United Kingdom (Hayes & Hofmann, 2020). At that time, behavioral conditioning techniques were very effective and became an alternative to traditional psychoanalytic therapy or counseling (David et al., 2018; Hofmann et al., 2021; Core y, 2021).

There are a number of people who have contributed to the development of behavioral therapy. Albert Bandura (1960) developed the theory of social learning by combining classical and operant conditioning with observational learning. Bandura focused on conditions in

behavioral therapy. During the 1960s, a number of cognitive approaches to behavior grew and had a significant impact on the practice of therapy in psychology (Benjamin et al., 2011).

During the 1970s, the theory of behavioral approaches emerged as the greatest force in the world of education, counseling, psychotherapy, psychiatry, and social work (Hölscher et al., 2023; Koenig et al., 2025; Scott et al., 2024; Soares, 2023). Behavioral approaches served as treatment options for various psychological problems in the world of education, industry, and even the business world (Al-Takhayneh et al., 2022; Kring & Johnson, 2022; Lee et al., 2025; Merz et al., 2023). The behavioral approach developed and spread widely, applied in the world of business, industry, and education (Alberto & Troutman, 2009).

The 1980s were marked by the emergence of traditional learning theory concepts and methods that provided counselors with experience to consider the impact of counseling practices between counselors and the wider social environment (Nabavi, 2012). In 1980, the behavioral approach underwent significant developments, namely (a) the emergence of cognitive behavior as a new force and (b) the application of behavior techniques for the treatment and prevention of medical disorders (Benjamin et al., 2011).

The emergence of cognitive behavior, together with social learning theory, presented mainstream contemporary behavioral therapy, where cognition plays a central role in understanding and treating problems and emotions (Craske, 2010). This approach offers an assortment of action-oriented methods to help individuals change what they think and do. The development of behavioral counseling today tends to be integrated with cognitive approaches (Benjamin et al., 2011).

By the end of the 1990s, the Association for Advancement of Behavior Therapy claimed to have 4,300 members and 50 behavioral therapy and counseling journals, as well as many other highlights found in most parts of the world (Forand, 2011). At this time, behaviorists considered that human behavior is the result of meaningful learning and that changes in organism behavior are influenced by the environment (Verkaik et al., 2011).

In the behavioral approach, counseling is seen as the use of various systematic procedures by counselors to achieve changes relevant to desired goals (Dianovi et al., 2022; Låver et al., 2024; Salvia & Quatromoni, 2023). Of course, this goal is based on solving problems faced by clients. Behavioral counseling was developed by four experts with their own streams: (a) Pavlov with the Classical Conditioning stream, (b) B.F. Skinner with the Operant Conditioning stream, (c) Bandura and Walters with the Social Learning stream, and (d) Watson with the Behaviorism stream. Each stream has a different way of viewing the individual and overcoming the problems faced by the individual (Corey, 2015).

The use of the term behavioral counseling was first proposed by Krumboltz, and according to Krumboltz & Thoresen (1969), behavioral counseling is a process of helping individuals learn how to solve interpersonal, emotional, and decision-making problems. The behavioral approach in counseling results in the basic assumption that almost all problems are learning problems (Krumboltz, 1966).

According to Krumboltz (1966), the characteristics of behavioral counseling include the following: (a) counseling is an educational process, (b) assessment methods, objectives, and counseling techniques are assembled on the basis of individual client characteristics, and (c) scientific methodology. Behavioral counseling is recognized with diverse viewpoints and procedures, but practitioners focus on observable behaviors, clear determinants of behavior,

learning experiences to encourage change, and careful evaluation (Kazdin, 2001).

B.F. Skinner (1904–1990) developed the theory of operant conditioning, which is the idea that how often a behavior is performed depends on the events that follow the behavior (Seligman, 2006). For example, if the behavior is reinforced, it is more likely to be repeated. He emphasized observable behavior and rejected the notion of "internal causes" for behavior (McLeod, n.d.).

The urgency of this research is underscored by three converging factors. First, the Indonesian government's 2022 National Mental Health Strategy calls for scaling up evidence-based psychological interventions by 50% by 2027, yet no implementation guidelines for behavioral therapy exist. Second, the post-pandemic surge in mental health needs has overwhelmed existing services, requiring efficient, trainable interventions like behavioral therapy that can be delivered by non-specialist workers. Third, without a systematic synthesis of existing evidence, Indonesian practitioners lack guidance on which behavioral techniques are most effective for which conditions and populations.

The founder of the theory of behaviorism is John B. Watson. According to him, psychology must be an objective science, meaning that psychology must be studied like the exact sciences. Therefore, he did not acknowledge the existence of consciousness, which can only be studied through introspection methods that are considered unobjective and unscientific. Another of Watson's influences is psychotherapy, which is the use of conditioning techniques to cure behavioral disorders.

Behaviorism is a scientific view of human behavior. The basis is that behavior is orderly and that carefully controlled experiments will reveal the laws that govern behavior. Behaviorism is characterized by an attitude of limiting methods and procedures to observed data.

Behavior therapy is a therapy about behavior. At a glance, about behavioral therapy, according to Marquis, behavioral therapy is a technique that applies scientific information to find solutions to problems faced by humans. It focuses on how people learn and what conditions determine their behavior. The term behavioral therapy or behavioral counseling comes from the English words Behavior Counseling, which was first used by John D. Krumboltz (1964). Krumboltz was a major driver in applying a behaviorist approach to counseling, although he continued a trend that had begun in the 1950s. Behaviorists argue that human attitudes are the result of one of the following factors: (a) failure to learn or acquire a suitable environment, (b) learning inappropriate behavior patterns or diseases, or (c) facing an atmosphere of battle—a battle that requires discernment and decision-making that the person feels unable to make.

According to Gerald Corey (2013) everyone is seen as having the same positive and negative tendencies and behaviors, and all human behaviors are studied.

METHODS

This research used a literature study method. Data were collected from scientific manuscripts, textbooks, and educational journals relevant to behavior therapy. The data analysis technique was carried out by comparing the ideas of various figures and researchers, such as the views of the figures on the development of behavior therapy with the findings of other figures in behavioral therapy counseling. The focus of the study is directed on four main aspects: classical conditioning, operant conditioning, social learning therapy, cognitive behavior therapy

RESULTS AND DISCUSSION

Behavior therapy is an approach that exists in counseling and psychotherapy that deals with behavior change. Behavior therapy is a technique used in behavioral disorders that are acquired from the wrong way of learning, and because they are changed through the learning process, to get appropriate behaviors.

Behaviorism is a view that states that behavior should be explained through observable experience, not by mental processes. That is, according to this school behavior is everything we do and can be seen directly. For example, the teacher smiles at the student, or the student annoys the other student, and so on. However, thoughts, feelings and motives experienced that cannot be seen by others are not the right object for behavioral science because they cannot be observed directly.

Behavior therapy is one of the techniques used in resolving behaviors caused by inner impulses and impulses to meet life needs, which are carried out through the process of learning to be able to act and behave more effectively, and then be able to respond to situations and problems in an effective and efficient way. This activity is called learning.

Radical Behaviorists view that human behavior is not based on choice and freedom, but is influenced by objective situations and conditions in the world in the past and today. Thus, the environment occupies an important position in the formation of human behavior.

An important aspect of behaviorism therapy is that behaviors can be operationally defined, observed, and measured. Behaviorists are of the view that behavioral disorders are the result of the wrong learning process. So, to fix it, it is necessary to change the environment to be more positive with the hope that the behavior that arises will also be positive.

The behavioral approach comes from psychological experiments and research on learning. Behavior is a view of human behavior, these behaviors are actions displayed by individuals themselves. Approach is one of the theoretical and practical approaches that concerns the model of changing counseling behavior in the counseling and psychotherapy process, the characteristic of this behavior is learning, conditioning which is assembled in reinforcement into an effective pattern in changing counseling behavior. The behavior approach is known as reinforcement and punishment, the purpose of this approach is to modify unwanted behavior (maladaptive) so that it emphasizes the habituation of positive behavior (adaptive). Adaptive behavior will be strengthened, namely providing pleasant reinforcement after the desired behavior is displayed which aims to repeat the behavior, increase and settle in the future. Meanwhile, maladaptive behavior will be given punishment which aims to prevent the behavior from repeating itself in the future. (Stuart & Stuart 2016)

Misadaptive behavior is formed through the process of interaction between the environment and behavior that can change through the process of conditioning and reinforcement in individuals. The behavior approach focuses on changing behavior by emphasizing rewarding counselors when doing good activities and providing consequences to prevent counselors from doing bad activities, basically behavior counseling is directed at the goal of acquiring new behaviors, eliminating harmful behaviors, and strengthening behavioral defenses desired by counseling.

The Essence of Man

The school of behavioral counseling approaches is based on a scientific view of human behavior, which is systematic and structured key concepts of human nature in behavioral

counseling including the following aspects:

1. Human behavior is obtained from the results of learning, and the process of personality formation is through the process of maturity and the process of learning.
2. Human personality develops along with interaction with his environment
3. Every human being has an innate need but most needs are learned from his interaction with the environment
4. The problem is not the result of their social or cultural conditioning, but rather humans are producers of environmental products.
5. Humans are not born good or evil but neutral based on the development of their interaction with the environment
6. Human beings have a task to develop and all developmental tasks are tasks that must be completed through learning. (Krumholz & Thoresen, 1969; Corey, 2012)

Basically, behavioral therapy is directed at the goals of acquiring new behaviors, eliminating maladaptive behaviors, and strengthening and maintaining desired behaviors. Precise statements about the goals of the treatment are specified, while general statements about the goals are rejected.

Because the intended behavior is clearly specified, the goals of the treatment are detailed with counseling methods explained, so the results of the therapy can be evaluated.

The characteristics of behavioral therapy itself are centered on visible and specific behaviors, meticulous in unraveling the treatment given, formulation of objective procedures on existing problems, and objective assessment of the results of therapy. Behavior therapy is the application of a variety of techniques and procedures sourced from various learning theories. This behavior therapy involves the systematic application of the principles of learning and behavior change towards an adaptive direction. This behavioral approach provides benefits in both the clinical and educational fields.

Basically, behavioral therapy is more about discarding maladaptive behavior to adaptive behavior and reinforcing the behavior and maintaining the desired behavior

Behavioral Development

Behavioral counseling can be understood by considering four developmental areas of the behavioral approach which include: (a) classical conditioning (b) operant conditioning (c) social learning therapy (d) cognitive behavior therapy. The following is an explanation of the four areas of development of behavioral counseling:

Classical Conditioning

Classical Conditioning refers to what happens in the priority of learning that produces a response through the installation of a stimulus source that has the potential to produce a response. Classical Conditioning can also be said to be respondent conditioning (Bitterman, 2006)

The center of attention of this classical conditioning is on the stimulus that elicits a reflective response The main character of classical conditioning is Ivan Pavlov who illustrates classical conditioning. Pavlov was a Russian psychologist born in Rjasan on September 14, 1849 and died in Leningrad on February 27, 1936 (1849-1936). Pavlov has a medical background in medical education from St. Petersburg University. His study of reflexes is the basis for the development of the school of behavioral psychology and as the basis for research on learning processes and the development of learning theories (Bitterman, 2006; Corey, 2015)

Pavlov's famous research is about the conditioned reflex called the classical conditioning process. His theory is based on an experiment with his dog that proves that behavior can be controlled by providing certain stimuli through a process called conditioning (Corey., 2015)

According to Pavlov, animals and humans are basically made up of nerve and muscle networks that react directly when given a specific stimulus. Placing food in the dog's mouth produces saliva which is the behavior of the respondents. When the food is repeated at the same time as a neutral stimulus, such as a bell rings, the dog will automatically excrete water when the bell is rung. Although if the bell rings repeatedly but is not paired with food, the saliva response is eventually reduced to disappear (Bitterman, 2006: Corey, 2015) following is a visualization of Classical conditioning in the figure:

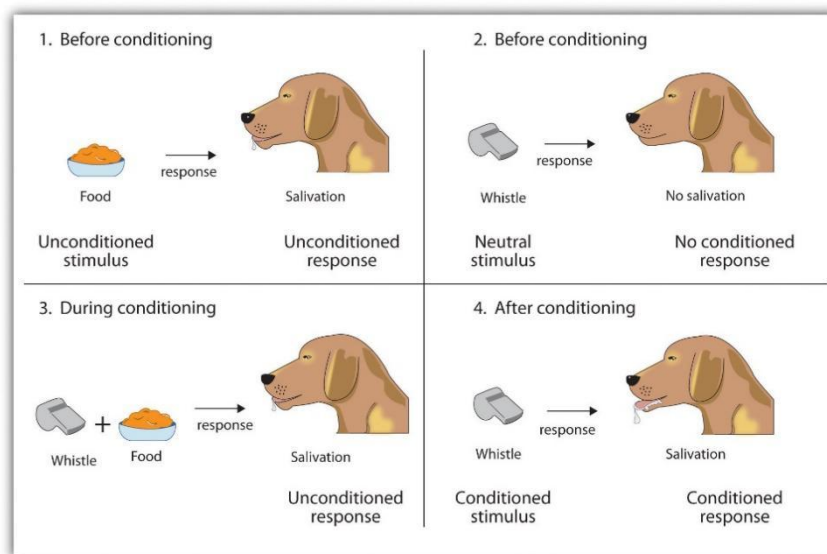


Figure 1. visualization of Classical

Based on the image, it can be further interpreted that the conditioning process in Pavlov's research is a stimulus used by bells, and food. In the first experiment, the stage is conditioning stimulus (CS) in the form of bells, unconditioning stimulus (US) is food, and unconditioning response (UR) is saliva. When the first experiment the bell is sounded and does not produce food saliva, then the second experiment of the conditioning process, CS in the form of bells is followed by US administration in the form of food by repeating 10-20 times. After the formation of an association between CS and US. When CS is in the form of a bell ringing without US, namely food, followed by CR, which is salivating.

In this study, the time gap between the granting of CS and US and the termination of the granting of US resulted in an extinction process, namely when CS and US have formed a CR, this process is called the acquisition stage. If the time gap between CS and US is 18 seconds. So there is a decrease in CR, such as during the first experiment, the presence of CS without being followed by the US will continuously weaken the CR. This is called extinction. However, after the latent phase, if this process is repeated with a time interval of 1 or 2 seconds between CS1 and US2, CR will occur again. Thus CS+US=CR. In this case, the US strengthens the emergence of CR, then the US functions as positive reinforcement. Pavlov found that the phase of decline is temporary, as it is at the moment after a period of rest of 30 minutes. The provision

of CS was immediately followed by the emergence of CR. This event is called *spontaneous recovery*. The application of the process can be carried out successfully in dogs, monkeys, and humans. The process of extinction removal can be seen in the image:

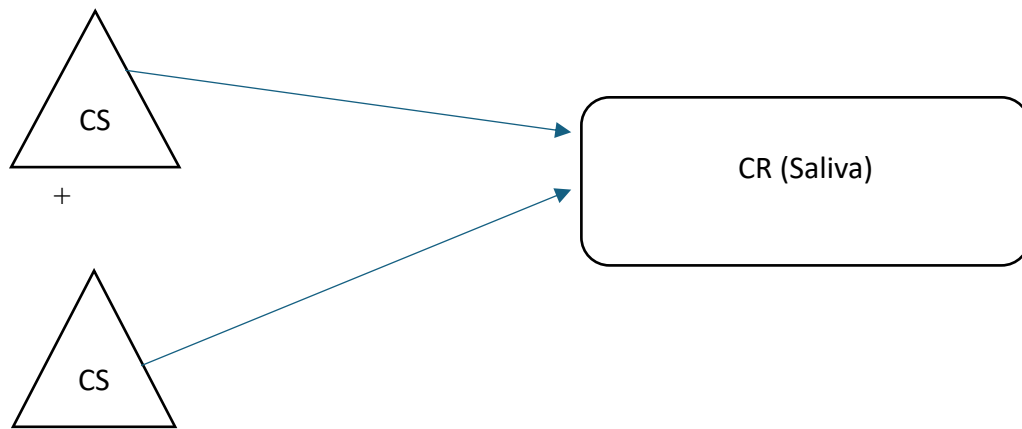


Figure 2: The process of *extinction removal*

Operan Conditioning

The responses we do in our daily lives such as reading, writing, driving a motorcycle and the meaning of operant conditioning. The meaning of operant conditioning is a form of learning in which the behavior of most individuals is influenced by the consequences that follow it (Staddon & Cerutti. 2003)

Positive and negative reinforcements (Positive and negative reinforcement), Punishment (Punishment) and destruction techniques (Technical extinguishing) illustrates how Operant Conditioning Applied in settings to improve adabtive and proportional behavior. (Alberto & Trouman, 2009)

Skinner argues that lessons cannot occur in the absence of some reinforcements, both positive and negative. Reinforcement is the improvement of a behavior, reinforcement plays a role when the consequences of the behavior increase the pleasure in which a behavior will be repeated.

According to Godwin and Coates (1976) reinforcement is given after behavior and in frequent intensity. When a new skill is being learned after the desired behavior has been determined, reinforcement is only given at that intensity, once the correct response has been made: the teacher gradually shifts in unexpected reinforcement (bonus) so that the new behavior acquired can be maintained for a considerable period of time without continuous feedback.

According to Miltenberger (2012), positive reinforcement includes the emergence of behavior followed by an increase in the intensity of stimulus which results in behavioral reinforcement. For example, professional athletes train diligently for championships because they hope to become champions and achieve success, prizes in the form of money and public recognition.

Meanwhile, negative reinforcement includes the emergence of behavior followed by a decrease in the intensity of the stimulus (Aversive Stimulus or something unpleasant), which results in behavioral reinforcement. The stimulus in question comes from the social or physical environment. For example, an employee can be very positive towards his boss because of the

reputation of his boss who likes to fire his staff who is not liked. (Miltenberger, 2012)

Punishment is an action that is given unintended consequences after improper behavior. Technically, Punishment indicates a relationship between several stimuli that the punisher interprets can be fun or unpleasant. Extinction is a sudden reduction in behavior, by attracting positive reinforcement so as to maintain the target of inappropriate behavior (Alberto & Troutman., 2009).

In addition to these three strategies, there are other strategies, namely, discrimination, shaping and vicarious processes. Generalization is the use of a response that is studied in relation to a stimulus, to respond to another stimulus. Discrimination is the ability of individuals to distinguish 2 stimuli that are similar to discrimination developed through the process of differentiating reinforcement. Shapping is the movement from simple behavior to complex behavior Vicarious processes is one of which is shown in modeling (Alberto & Troutman., 2009: Miltenberger, 2012, staddon & Ceruti, 2003)

Research *Operant Conditioning* carried out by *Skinner* using pigeon media that is inserted into a soundproof box. One of the walls of the box there is a spot that will emit a red light every time it is bitten, and followed by the discharge of food (*reinforcement*). Pigeons are trained to crawl out of food holes. In this experiment pigeons were trained to peck out of food holes. In this experiment, the pigeons stood near a light bulb (and food hole) and were fed. The pigeon stands near a spot of light and raises its head, then comes out the food. Then the pigeon pecks at the light spots and comes out the food. Pigeons often peck at light spots because they will get a reward (*reinforcement*) in the form of food. This experiment taught pigeons to choose a new behavior, namely pecking at red light spots to get food. The formation of behavior (*Shaping*) with this technique is called a *successive approximation* approach.

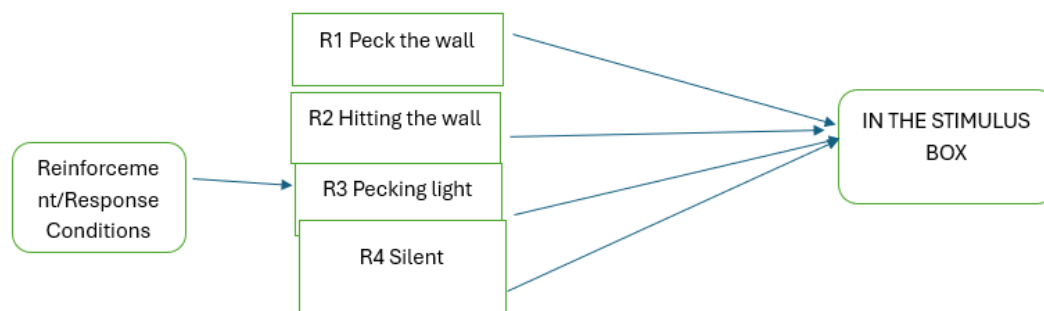


Figure 3: Operant conditioning research

Social learning approach

The social learning approach was developed by Alberd Bandura and Richard Walters (1963) as an interactional, interdisciplinary and multi-modal approach in view of the social learning approach stating that behavior is influenced by the stimulus of an event, external reinforcement and cognitive processes (Akers & Jensen, 2011)

The social learning approach emphasizes that behavior is influenced by stimuli from external reinforcement and the reciprocal interaction between the environment, personal factors and individual behavior (Corey, 2015) the basic assumption that the individual can direct his or her behavior. According to Akers & Jennings (2016), behavior is influenced by five variables,

namely competence, strategy and personal structure, expected results, stimulus value, system and self-regulation plan.

Cognitive behavior approach

Since the early 1979s, the behavioral movement has recognized the role of cognitive as a central aspect in understanding and treating emotional and behavioral problems. Many techniques have evolved over the course of three decades (Corey, 2015). The cognitive behavior approach emphasizes cognitive processes that include privacy events such as self-talk as a variable moderator in behavior change, this approach involves various modes of action orientation to help people change what they do and think.

So it can be concluded that every human being is seen as having the same positive and negative tendencies. Human beings are basically shaped and determined by their socio-cultural environment. The behavioral approach is based on a scientific view of human behavior that emphasizes the importance of a systematic and structured approach to counseling. The process of learning behavior is through maturity and learning. Furthermore, the old behavior can be replaced with new behavior. Humans are seen as having the potential to behave right or wrong.

Personality Structure

The structure of human personality according to Albert Bandura is that humans have a task to develop and all tasks to develop must be completed by learning because life is a series of tasks that must be learned and understood. Success in learning will cause a satisfaction while failure results in dissatisfaction and social rejection.

Humans have one or more measurable behavioral dimensions. These dimensions include:

- a. Frequency, which refers to how often a behavior appears.
- b. Duration, which refers to how long a behavior lasts.
- c. Intention, which refers to how strongly a behavior appears.
- d. Latency, which refers to how long the time span between the occurrence of the stimulus and behavioral responses that arise.

Therefore, there are several basic assumptions in the behavioral therapy approach, namely:

- Have a concentration on behavioral processes.
- Emphasizing the *here and now time dimension*.
- Humans are in maladaptive behavior.
- The learning process is an effective way to change maladaptive behavior.
- Setting the goal of behavior change.
- Empirically emphasizes value and is supported by a variety of techniques and methods

Healthy and Problematic Personality

Healthy individuals who display adaptive behavior, are responsive to environmental stimuli, and do not have problematic behaviors (maladaptive). Mental health is measured by the ability to control oneself, behavioral satisfaction, and appropriate response to situations.

A healthy person will respond from the outside such as from other people and their environment. This healthy person is systematic and his actions are influenced by his experience. It is influenced by external factors, because humans do not have their own innate attitude. And emphasizes observable behavior and uses objective moths. This problematic behavior is a negative habit or behavior that is inappropriate with the surrounding environment. Problematic behavior is essentially formed from the wrong environment, maladaptive behavior also occurs

due to a misunderstanding in responding to the right environment. All human behavior can be changed by learning by using learning principles. (Ulfa & Habsy, 2024).

Healthy Personal Characteristics in Behavioral View:

- a. **Adaptive Behavior:** Able to adjust to the environment reasonably and meet one's needs without causing environmental conflicts.
- b. **High Responsiveness:** Fast and precise in responding to stimuli from the environment, not excessive, and not lacking.
- c. **Adequate Self-Control:** Have good self-control to regulate behavior.
- d. **Learning from Experience:** Able to change or eliminate previously learned maladaptive behaviors.
- e. **Problem Solving:** Able to make the right decisions on the conflicts faced.
- f. **Fully Functional:** Able to maximize one's potential through positive interaction with the environment.

Problematic personality

Problematic behavior in the behaviourist view can be interpreted as negative behavior or habits or inappropriate behavior, i.e. behavior that is not in accordance with expectations

Behavior views problematic behavior as follows:

- Problematic behavior is negative behavior or habits or inappropriate behavior, namely behavior that is not in accordance with the demands of the environment.
- Wrong behavior is formed from the wrong way of learning or the wrong environment. Problematic humans have a tendency to respond to negative behavior from their environment. All human behavior is obtained by learning and also these behaviors can be changed by using the principles of learning. Problematic behavior in the view of Behavior is inappropriate behavior or negative things, namely a form of unwanted behavior. This is due to the interaction between each individual and his environment (Romdiah 2015)

Counseling Facts

The school of behavioral counseling approach is based on a systematic and structured scientific view of human behavior, key concepts of human nature in behavioral counseling include the following aspects:

1. Human behavior is obtained from the results of learning and the process of personality formation is through the process of maturity and the learning process
2. Human personality develops Along with its interaction with the environment
3. Every human has innate needs, but most of the needs are learned from their interactions with the environment
4. Humans are not the result of their social or cultural conditioning, but rather humans are producers of environmental products
5. Humans are neither born good nor evil but are neutral based on their development and interaction with the environment
6. Humans have a task to develop and all developmental tasks are tasks that must be completed through learning (Krumboltz & Thoresen, 1969: Corey, 2012).

Purpose of Behavioral Therapy Counseling

The purpose of counseling occupies a very important place in behavioral counseling. According to Corey (2015), the general purpose of behavioral counseling is to create new conditions for the learning process. In general, the objectives of behavioral counseling include:

1. creating new conditions for individuals to learn
2. Help individuals to improve social skills based on learning on new and more effective behavior patterns
3. Help individuals develop a system of self-regulation and self-control in counseling situations and outside of counseling situations
4. assist individuals in evaluating how thoughts affect how they behave.

Attitude, Role, and Duties of Counselors

Attitudes that need to be shown by counselors in behavioral counseling include:

- a. Warm
- b. Enthusiastic
- c. permissive
- d. Acceptance
- e. empathy
- f. and authenticity, typically the function of the counselor, namely the teacher, director and expert in diagnosing new and better behaviors, in addition to the counselor acting as a model for counseling (Craske, 2010: Corey 2015)

The task of counselors in counseling is to deliver and receive counseling to focus on their experiences directly and honestly and skillfully as they are when dealing with counselors, empathize to be facilitators in the counseling process and establish a climate of trust. Meanwhile, the role of counselors in behavioral counseling is (a) active and directive in treatment because they apply scientific knowledge to the discovery of solutions to problems faced by counselors and (b) teach concrete skills in counseling through instruction, modeling, and feedback.

Some of the basic principles in behavioral counseling are:

- a. Modifying behavior through reinforcement
- b. reduce the frequency of undesirable behavior
- c. Provide reinforcement to a response that results in inhibiting the emergence of unwanted behaviors
- d. Condition behavior change through giving examples or models (movies, tapes, recorders or live real examples)
- e. Plan a procedure for providing reinforcement to the desired behavior with a behavior contract system.

Attitudes, Roles and Duties of Counselors

The attitude of counseling during the implementation of behavioral counseling is motivated to change behavior, be active, willing to cooperate and take risks. Meanwhile, the role of counseling in behavioral counseling is to practice my training repeatedly with feedback until the skill is learned well and generally receives assignments at home to complete the counseling process, work together to carry out counseling activities and counseling is encouraged to achieve adaptive behavior. The role of counseling during the implementation of behavioral counseling is to have a reference framework to assess progress in achieving goals (Craske, 2010; Corey, 2015)

Relationship Situation.

In the counseling process, a good relationship between counselors and counselors can increase the confidence of counselors in receiving counseling sessions. (In Habsy, B. A., 2022) The relationship between counselors and counselors in behavioral counseling includes the

following: Counselors can explain the nature and objectives of the counseling session, Counselors have changes that will be desired, Between counselors and counselors explore actions from counseling goals so that they can be implemented, Counselors and counselors identify risks related to counseling goals, Counselors and counselors discuss the impact of changes from various objectives in counseling, counselors and counselors make plans of various alternatives in counseling activities, which include: continuing counseling sessions and reconsidering counseling goals.

Alteration Mechanism

Stages of Counseling

Assessment

The initial stage of implementing behavioral counseling is an assessment of the condition of the counsel to understand, the strengths or strengths of the counsel and its weaknesses. This stage is necessary to obtain information that describes the problems faced by the counselor. According to Scouwenburg, et al. (2004) six areas of information in the assessment of the implementation of behavioral counseling include:

- 1) Problematic behaviors experienced by counselors
- 2) Situation that occurs in counseling problems
- 3) Motivational
- 4) *Self-control*
- 5) Social relations and
- 6) Physical-socio-cultural environment

Goal setting

In the goal setting, the counselor Together with the counselor prepares the counseling objectives, the counseling objectives are compiled that are acceptable, based on the information that the assessment results have been compiled and analyzed, the objectives of this stage are very important in behavioral counseling because the goal will be a guide for the implementation of counseling services. There are three goal criteria according to Krumboltz (1996), namely goals must be desired by the counselor, counselors must have the desire to help the counselor achieve goals and there is an opportunity to explore the destination environment.

Technical Implementation

Determine and implement counseling techniques used to achieve the desired behavior that is the goal of counseling. The choice of technique is carried out by way of brainstorming between counselors and counselors (Corey, 2015) of course based on the information obtained during the assessment and goal setting. Counseling techniques are often arranged to be implemented outside the counseling room. Counseling will focus on helping counselors to learn more effective learning methods that will be used in behavior change strategies.

Evaluation Termination

At this stage, the counselor conducts assessment activities on the implementation of counseling that has been carried out leading to and achieving results in accordance with the goals of behavioral counseling. Termination is not only related to the completion of the implementation of counseling, but includes the following: (1) testing changes in counselor behavior, (2) exploring the possible need for additional counseling sessions, (3) helping counselors transfer what is learned in counseling to counselor behavior, (4) monitoring changes in counseling behavior (Jones, 2006: Parrot 2003, Corey 2015)

Feedback

Provide and analyze feedback to improve and improve the counseling process (Jones 2006: parrot: 2003: Corey 2015)

Counseling Techniques

According to the perspective used as a framework in behavioral counseling. The following is an explanation of behavioral counseling techniques taken from the opinions of experts (Core, 2015: Craske, 2010) Hackney & Cormier 1988: Hackney & Cormier 1988: McLeod, 2015):

Operant Conditioning

The purpose of Operant Conditioning is to unravel or eliminate unwanted behaviors. Some of the key principles of operant conditioning include: (a) Positive reinforcement and negative reinforcement (b) Extinction (C) Positive punishment and negative punishment. The following is an explanation:

a) *Positive reinforcement and negative reinforcement*

The purpose of negative reinforcement is to improve counseling behaviors while positive reinforcement involves the addition of something of value to the individual (such as praise, attention or pocket money) as a consequence of certain behaviors. The purpose of this technique is to reduce or eliminate undesirable behaviors, positive reinforcement is often used to increase the frequency of more desirable behaviors and replace undesirable behaviors. Want

Negative reinforcement includes the appearance of behaviors followed by a decrease in the intensity of the stimulus (aversive stimulus or something unpleasant), which results in the reinforcement of behavior. The stimulus in question comes from the social or physical environment. An employee can be very positive towards their boss who likes to fire staff they don't like.

b) Extinction

Extinction is a technique of abruptly reducing behavior by attracting positive reinforcement so as to maintain inappropriate behavior targets.

c) *positive punishment and negative punishment*

Punishment is a simple act by giving unintended consequences after inappropriate behavior. Technically indicates a relationship between several stimuli that can be pleasant or unpleasant. Therefore, the impact of the use of punishment in general is to form a hostile learning environment

There are two types of punishment that may occur as a result of behavior, namely positive punishment and negative punishment. Positive punishment is used to reduce the frequency of behavior, for example, a child who often leaves class. Meanwhile, negative punishment is a stimulus that causes these behaviors to be eliminated, such as cutting the salaries of employees who often do not come to work. Skinner believes that punishment has limited value in changing behavior and is often a desirable way to modify behavior. He opposes punishment and recommends replacing it with positive reinforcement. The results of studies and studies show that the use of punishment can have a negative impact on the development of children's behavior, therefore its use is the last option.

Relaxation

Relaxation has become increasingly popular as a teaching method to cope with the stress generated by everyday life. Relaxation procedures are often used in combination with a number

of other behavioral counseling techniques, relaxation training involves several components that typically require from 4 to 8 hours of instruction

The following is a description of the relaxation procedure:

- 1) Counselors are given a set of instructions that teach them to relax, they relax in a relaxed and calm environment, while alternating contractions and muscle relaxation
- 2) Breathe regularly
- 3) At the same time the counselor learns to mentally organize by focusing on pleasant thoughts or images
- 4) The counsellor is instructed to really feel and experience the tension that is awakened
- 5) Counselors are taught how to relax with all the muscles of the sambul imagining different parts of the body with an emphasis on the facial muscles. The arm muscles are relaxed first, then followed by the neck, and shoulders, back, abdomen, and chest then the lower legs.

Systematic desensitization

Systematic desensitization is a technique used to weaken the response to an unpleasant stimulus and introduce the opposite stimulus.

The procedure for implementing systematic desensitization includes:

- 1) Early stages

Initial interviews before implementing desensitization procedures to identify specific information about counseling anxiety and to gather relevant background information about counselors.

Counselors are asked to initiate a self-monitoring process consisting of observing and recording the situation for a week that elicits an anxiety response. Some therapists also use questionnaires to gather additional data about situations that cause anxiety.

- 2) Second stage

The use of systematic decentration techniques with the following steps:

- a) Relaxation exercises

The counselor uses a very calm, gentle, and fun voice to teach progressive muscle relaxation. Counselors are asked to create images of previously relaxing situations such as sitting by a lake or walking in a beautiful park. It is important that counseling achieves a state of calm and peace. Counselors are instructed to practice relaxation both as part of the detoxification procedure and outside of daily sessions.

- b) expansion of the emergency hierarchy

The counselor makes a ranking list of situations that cause an increased degree of anxiety or avoidance. This hierarchy is arranged in the order of the worst situation. Counselors can imagine situations that arouse a little anxiety.

- c) proper decentralization

The detoxification process begins with the counsel achieving complete relaxation with his eyes closed. A neutral scene is presented and the counselor is asked to imagine it, if the counselor remains relaxed, he is asked to imagine a slight anxiety arousing the scene in the hierarchy of situations that have been developed. The counselor moves progressively up the hierarchy until the counselor shows bashwa he is experiencing anxiety, at the time the scene ends. Relaxation is then induced again and this scene is reintroduced again until the anxiety that arises becomes less about the scene or experience.

The session ended when the counselor was able to remain in a relaxed state while

imagining the scene that used to be the most disturbing and anxiety-inducing. The essence of systematic desensitization is re-exposure in the imagination to evoke an anxious situation without experiencing negative consequences.

d) homework and follow-up

An important component of successful decentralization is that counselors can practice this technique every day. They gradually expose themselves to everyday life situations as an advanced way to manage their anxiety. Counseling will be safe if you apply these techniques when the anxiety situation arises again in daily life after the counseling session ends.

VIVO Presentation and *Flooding*

VIVO Presentation

In this technique, counseling is faced directly with. The problem situation of counselors and counselors makes a golden hierarchy to see the level of anxiety experienced. After that, the counselor is faced with the explanation of the cause of the problem. The counselor may stop the exposure if he or she experiences high levels of anxiety

Flooding

Flooding consists of intense and prolonged exposure to the actual design of anxiety. Generally, counselors who are very frightened tend to curb their anxiety through the use of maladaptive behavior in flooding counselors are not allowed to engage in their usually maladaptive responses. In flooding, counselors are not allowed to engage in their usual maladaptive responses when in anxiety situations, flooding, tends to reduce anxiety quickly.

This technique is based on principles and follows the same procedure but exposure occurs in the counselor's imagination rather than in everyday life exposure to traumatic events such as plane crashes, rape, fires, floods, often impossible for ethical and practical reasons. Imaginary flooding can recreate a traumatic state in a way that does not bring adverse consequences to the client.

Flooding is often used in the treatment of anxiety behaviors related to phobia disorders, obsessive disorders, compulsive post-traumatic stress disorder and agoraphobia. Prolonged and intense contact can be an effective and efficient way to reduce counselor anxiety.

Social skills training

Social skills training is a broad category that deals with the ability of individuals to interact effectively with others in various social situations and is used to correct shortcomings/problems in their personal disabilities. Social skills involve the ability to communicate with others in a good, appropriate, and effective way for individuals experiencing psychosocial problems. Social skills training includes psychoeducation, modeling, reinforcement of role-playing behavior exercises, and feedback and anger management exercises.

Assertive Training

One of the special forms of popular social skills training is teaching people how to be assertive in a variety of social situations. This assertive training is useful for individuals: (1) have difficulty expressing anger (2) have difficulty saying no (3) are too polite and allow others to take their own life (4) have difficulty expressing loving words and other positive responses (5) feel they do not have the right to express their thoughts, beliefs, and feelings, or (6) have social phobias.

The basic assumption underlying the statement is that everyone has the right (not the

obligation) to express themselves. One of the goals of assertive training is to improve intentional behavior so that they can make a choice about whether to be assertive in a given situation. It is important that counseling replaces maladaptive social skills with new ones. Another goal is to teach people to express themselves in a way that reflects sensitivity to the feelings and disgust of others. The firm stance is based on the principles of social learning theory and incorporates many methods of specialized skills training. Generally, therapists teach and exemplify the behavior that counselors want to get. This behavior is practiced in the counseling room and then brought into daily life. Most assertive training programs focus on negative self-statements, counseling, self-defeating beliefs, and wrong thinking.

Self-Modification

Self-modification *strategies* include self-monitoring, *Self reward*, self-contract, stimulus control and self as models. The basic assumption of self-modification and intervention is that change can be brought about by teaching people to use coping skills in problematic situations. Generalization and maintenance of improved outcomes by encouraging counselors to accept responsibility for implementing these strategies in daily life in a *self-modification* program counselors make decisions about specific behaviors that they want to control or change. Counselors often find that the main reason they are not achieving their goals is a lack of certain skills or unrealistic expectations of changing basic steps, as follows:

- 1) *Choose a destination.* Goals must be set one by one at a time, and must be measurable, achievable, positive and significant for people. The goals you want to achieve must be realistic
- 2) *Translating goals into target behavior.* Identify targeted behaviors for change. Once the targets for change are chosen, obstacles are anticipated and ways to negotiate them are thought of
- 3) *Self-monitoring.* Intentionally and systematically observe the counselor's own behavior and make behavioral records, record the behavior along with comments about the relevant situation and its consequences.
- 4) *working outside of plan for change.* Plan a program of action to bring about real change. Various plans for the same goal can be designed, each of which can be effective, some type of self-reinforcement system is needed in this plan because self-reinforcement is needed in this plan because reinforcement is the most important thing in behavioral counseling. Self-reinforcement is a temporary strategy that is used until new behaviors have been implemented in daily life.
- 5) *evaluate the action plan.* Evaluate the plan for changes to determine if the goals are being achieved, adjust and revise the plan as another way to achieve a learned goal. Evaluation is an ongoing process and not a one-time occurrence and self-change is a lifelong practice

Multimodal Therapy

Multimodal therapy is part of the behavioral approach developed by Arnold Lazarus, which is comprehensive, systematic and holistic. It is based on social learning and cognitive theory and applies different behavioral techniques to a variety of problems. Multimodal therapy serves as the main link between several principles of behavioral approaches and behavioral cognitive approaches that have replaced traditional behavioral therapy. The assumption underlying this approach is that individuals are bothered by a variety of specific problems and therefore many strategies are needed to bring about change.

The essence of Lazarus' multimodal approach is the premise that the complexity of the human personality can be divided into seven main areas and their functions, which include: B= behavior, A= affective responses S= sensations I= images C= cognition I= interpersonal relationships and D= medicine, biological functions, nutrition and sports. Multimodal therapy begins with a comprehensive assessment and seven modalities of human functions of human interaction and their interactions.

Dialectical behavior therapy

Developed to help counsel regulate, accept, and change depression-related emotions and behaviors. *Dialectical behavior therapy* involves accepting the counseling situation. Emotional Situations Counseling that is disruptive is not distorted is not assessed not evaluated and does not seek to be maintained or to be eliminated *dialectical behavior therapy* is a part of behavioral counseling in which counselors learn to tolerate painful emotions without imposing self-detrimental behaviors.

Acceptance and commitment

This technique involves fully accepting the present experience and being mindful of letting go of obstacles. Counselors learn how to accept their thoughts and feelings that they may be trying to reject. This view says that maladaptive thoughts are strengthened in a way that is about rather than reduced. The purpose of this technique is to allow flexibility, psychological enhancement

In addition to receiving a commitment to act is very important. Commitment involves making conscious decisions about what is important in life and what is willing to do in order for one's life to be valued. This technique is used in homework and behavioral exercises as a way to create larger patterns of effective actions that will help counselors live with their values.

Disadvantages and Advantages

The advantages of the behavior approach are being able to measure a person's interpersonal and social abilities, building relationships with the surrounding environment, having communication and socializing skills, being a firm coach, not focusing on oneself but also on one's cognition.

The disadvantages of the behavior approach are: counseling is cold (rigid), does not touch the personal aspect is manipulative, and ignores the relationship between individuals, although counseling often expresses agreement with the client's goals, but the choice of goals is more often determined by the counselor, the client's change is only in the form of symptoms that can move to other forms of behavior.

CONCLUSION

This study concludes that behavioral therapy theory in behavioral counseling offers a systematic, evidence-based method for modifying learned behaviors through environmental interactions and techniques like reinforcement, punishment, modeling, classical/operant conditioning, social learning, and cognitive restructuring, proving effective for replacing maladaptive habits with adaptive ones, enhancing self-control, and yielding measurable outcomes across educational, clinical, and social settings. While its focus on observable behaviors provides practicality and flexibility, limitations arise from underemphasizing deeper emotions and subjective experiences, underscoring the need for integrating cognitive and affective elements. For future research, I suggest longitudinal studies comparing hybrid

behavioral-cognitive models with pure behavioral approaches in diverse cultural contexts, such as Indonesia, to assess long-term efficacy and address gaps in emotional depth.

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