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The Effect of Symbolic Modeling Techniques Through Video Shows to Reduce Bullying Behavior of Students in Industrial Revolution 4.0

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Abstract: Bullying is a behavior that is very threatening and has a harmful effect on its victims. This study aims to determine general bullying behavior at SMPN 2 Pinrang. Moreover, it is also to see whether the techniques used are effective in reducing bullying behavior in students. This research is a quantitative study with a non-equivalent control group research design. The data collection tools used are in the form of scale, observation, and documentation. There are 53 students in the population in which the sample is 18 students. The sampling method used simple random sampling. The results of this study show a change in bullying behavior from the high category (44.44%) to moderate (55.55%). While the results of the Wilcoxon test statistical analysis show the value of sig = .08 $<\alpha$ = 0.05. Based on the results, "there is an influence of symbolic modeling techniques through video shows in reducing student bullying behavior". In other words, symbolic modeling techniques are effective for reducing bullying behavior in students.

Keywords: bullying behavior, symbolic modeling techniques

INTRODUCTION

The phenomenon of bullying is indeed not new and strange when found, because these events often occur secretly or openly. Children who are usually victims of bullying are afraid to report the incident to the school because they feel threatened by the bullying perpetrator. Glew (in Saifullah, 2016) says that most bullying behaviors occur covert and are often not reported so that the behavior is less realized and escapes the views of many people. The definition of bullying according to Coloroso, (in Saifullah, 2016) says that bullying is an act of hostility carried out consciously and intentionally that aims to hurt, such as scaring through the threat of aggression and causing terror.

The acts of violence in schools are increasingly prevalent in this era of globalization, especially since the development of technology and social media networks. This is evidenced by the increasing number of reports in various media both print and electronic regarding acts of violence or bullying behavior. One of them is a news site that states that in 2012 the Indonesian people were shocked by the news about student brawls that occurred in South Jakarta between SMAN 6 and SMAN 70 which resulted in the deaths of students from SMAN 6 Jakarta and the latest news occurred in 2019 regarding cases of violence received by a young girl who was still in junior high school, now had to be hospitalized for accepting bully behavior by her friends.

Empirical data is shown in a study conducted by Rivers et al. (2009) that overall, about 20% of students reported some bullying behavior in the current period, and about 34% of students reported being victimized. In contrast, the majority of students (63%) reported having witnessed peers intimidated during their current tenure. When examining multiple perpetrators-victim-witness combinations, only 27.6% of students were identified as actually involved in bullying episodes during the current time period (i.e., they did not report bullying, they were not victims,

nor had they experienced bullying for nine years most recently), 1.4% reported only abusers, 6.7% reported being victims in just one year, 30.4% were witnesses, 1.3% were identified as "bullied victims" (i.e., reported both events) and victimization during the current rental period), 6.7% reported as perpetrators and witnesses, 15.2% reported as victims and witnesses, and 10.7% reported as perpetrators in some situations, as well as victims and witnesses in other situations. Overall, the results show that bullying is a part of the daily lives of most students.

Modeling is one technique in helping individuals to learn certain behaviors. Modeling is learning through observation by adding or subtracting observed behavior, generalizing various observations at once, involving cognitive processes. In everyday life, many individual behaviors are formed as a result of imitation of the model/example.

Modeling techniques are behavioral approaches, where this approach was proposed by B.F Skinner. In the perspective of this approach, it is seen that basicall,y humans are mechanistic or respond more to their environment with controlled boundaries. There are many theories in the behavioristic approach including assertive therapy, reinforcement, systematic desensitization, shaping, fading, aversion therapy, token economy, operant conditioning and symbolic modeling (Corey, 2007).

Besides, Bandura (1997: 87) said that most of the learning process of a person is more through direct experience, besides that it can also be obtained through a relationship to other people's behavior. The research conducted by (Bandura, Grusec & Menlove, 1967) shows that it can be used to remove observations on objects related to requirements that increase the use of the observed models. In addition, there was no successful person to decide a place is determined by a number of stimulus elements in the model issued (Bandura & Menlove, 1968).

Modeling is learning through observation by adding or reducing the observed behavior, generalizing various observations at once, involving the process of cognitive. In everyday life, many individual behaviors are formed as a result of imitation of the model/example. Symbolic modeling is a form of modeling to involve fictional and nonfiction characters that are displayed through video, film, storytelling and online media to display behavior. Bandura 1969 (Susanti, 2015) writes that symbolic modeling has been used successfully in various situations. Using symbolic modeling techniques through video shows, students will be shown a video. Videos that are screened function as a form of stimuli and new stimulus for the cognitive and provide a new learning experience that can be used to re-perceive a wrong experience that has been obtained or studied before.

This study discusses bullying at SMPN 2 Pinrang to see whether the techniques used are effective in removing bullying in students. The importance of this research is one of the suggestions for educational research and in improving the quality of the nation's children, as one of the treatment techniques that can be used in dealing with bullying.

There is a brief report of the use of symbolic modeling techniques, along with some related studies. One of the studies had been done by O'Connor (1969) regarding the modification of social withdrawal through symbolic modeling; Astriani, et al. (2015) with the title *The Effect of Group Guidance Services with Modeling Techniques on Increasing Character Tolerance (Pre-Experiment Study in Class VII Junior High School of Labschool Jakarta)*; Similar research conducted by Aswidi Widaya Cipta et al. (2018) in which the title of the research is *The Influence of Symbolic Modeling Techniques of Career Figures Biographies on Student Career Decision Making*; Sadewi, et al. (2019) who examined group counseling with symbolic modeling techniques to improve students' career decisions making self-efficacy. From the results of these studies, in broad outline, the results of the research conducted above show

similarities that the use of effective modeling techniques can reduce or enhance certain behaviors.

METHOD

The population in this study were 53 students who were detected as having bullying behavior, the amount of this data was obtained from the results of observations and the results of existing notes on counseling guidance teachers at SMPN 2 Pinrang schools. From this population, a sample of 18 people was drawn with the sampling technique was used Simple Random Sampling which was done to minimize costs and time in research. Thus, every population has the same opportunity to be a sample of research (respondents) to be analysed. After determining the number of samples, randomization was also carried out to determine the experimental group and the control group with the details of each group amounting to 9 respondents.

The instruments of collecting data in this study are in the form of scale, observation, and study documentation. Scale is a method of collecting data by using a questionnaire or a number of questions that have been prepared in such a way that the list of questions that have been prepared and arranged in such a way is only filled in by prospective respondents (Sudiana, 2015). Observations were made because one scientific research method that does not require a lot of costs so that this research can be carried out (Ferdiansyah, 2015). The documentation according to Arikunto (2015) is written items in the form of books, documents, regulations, minutes of meetings, daily notes, etc.

The treatment method in this study was carried out in five stages: (a) the stage of formation, (b) the intermediate stage, (c) the activity phase, (d) the conclusion stage, and (e) the closing stage. Then, the final step is carried out a Posttest to measure the extent of the changes that occur. The data analysis technique used in processing the data of research results is descriptive statistical analysis that describes the data as it is and nonparametric analysis because this method does not require any assumptions about the distribution of population data, as well as to test hypotheses.

To test its validity, the scale instrument has gone through a testing phase through the SPSS 20 for Windows computer program. Then in testing its reliability, it is then tested on several samples to see the consistency and constant results given by each respondent. This research is limited to the scope of the school and the obstacles to the method used are that students can manipulate the behavior they showed.

RESULTS AND DISCUSSION

The results of this study were used to determine students' bullying behavior through an experimental approach. The following data are presented in the form of frequency distribution tables which are classified into five categories, based on the results of the spread of the bullying scale to obtain an overview of bullying behavior before being given treatment in the form of symbolic modeling techniques through video shows.

Table 1: An overview of the bullying behavior of students as a result of the pretest in the experimental group and control group.

Interval	Category	Experimental group		Control group	
		F	P (%)	F	P(%)
126-150	Very high	-	-	-	-
102-125	high	4	44,44%	3	33,33%
78-101	medium	4	44,44%	5	55,55%
54-77	low	1	11,11%	1	11,11%
30-53	Very low	-	-	-	-
	sum	9	99,99	9	99,99

Table 2: Data from the percentage of observation of the implementation of symbolic modeling techniques through video shows.

Persentage	Criteria	Meeting			
		I	II	III	IV
80 % - 100 %	Very high	3	5	8	7
60 % - 79 %	high	1	4	1	2
40 % - 59 %	medium	5	0	0	0
20 % - 39 %	low	0	0	0	0
0 % - 19 %	Very low	0	0	0	0
	sum	**9**	**9**	**9**	**9**

Based on table 1 above, it can be seen that of the 18 students who were sampled in this study, the description of the level of bullying behavior of students in the experimental group and the control group, on average students were in the "high" and "moderate" categories. This is obtained from data from the results of the scale distribution of students' bullying behavior.

While based on table 2 above from the results of the analysis of the percentage of observations of the implementation of symbolic modeling techniques, in each meeting the students were very enthusiastic participating in the modeling technique activities from the first meeting to the fourth meeting. The increase in student participation and students' attention in participating in the symbolic modeling technique has a very positive effect on reducing bullying behavior of students at Pinrang 2 Public Middle School. Observations were made to see how the students participated in participating in the activity of symbolic modeling techniques through video shows.

Descriptive Statistics Analysis is intended to process the results of the data on the scale of students' bullying behavior from the results of the pretest and posttest application of the symbolic modeling technique in the experimental group and in the control group that is not applied symbolic modeling techniques. So that the results of the data analysis of the experimental group and the control group were obtained as follows:

Table 3: Bullying behavior of students as a result of pretest and posttest in the Experimental Group

Interval	Category	*pretest*		*posttest*	
		F	P (%)	F	P(%)
126-150	Very high	-	-	-	-
102-125	high	4	44,44%	-	-
78-101	medium	4	44,44%	5	55,55%
54-77	low	1	11,11%	3	33,33%
30-53	Very low	-	-	1	11,11%
	sum	9	99,99	9	99,99

Table 4: Bullying behavior of students as a result of the pretest and posttest in the Control Group

Interval	Category	Pretest		posttest	
		F	P (%)	F	P(%)
126-150	Very high	-	-	-	-
102-125	high	3	33,33%	4	44,44%
78-101	medium	5	55,55%	5	55,55%
54-77	low	1	11,11%	-	-
30-53	Very low	-	-	-	-
sum		9	99,99	9	99,99

To test the hypothesis, the Wilcoxon signed rank test was used. Wilcoxon test is used to test the mean difference (gain score) so that the sound of the hypothesis is adjusted to the analysis technique to be "there are differences in bullying behavior of students before and after the treatment of symbolic modeling techniques". Because the hypothesis is H0, the hypothesis is changed to "there is no change in bullying behavior of students before and after the application of symbolic modeling techniques".

Table 5: summary of research results using SPSS 20.00

	N	Mean	Z	*Asmp.sig*. (2-tailed)	ekp
Before	18	99,11	$-2,192^b$	,028	H_0 reject
After		79,67			H_1 accept

Source: Wilcoxon test

Significant level used in the Wilcoxon signed-rank test is 5% or 0.05 with significant value (P) = Asmp. Sig $<\alpha$ = 0.05. After data on the level of bullying behavior students were analyzed using the Wilcoxon signed-rank test, the Z value was -2.192b with the Asmp value of 028. Because the value of Asmp. Sig $<\alpha$, the null work hypothesis (H0) is rejected which states "There is no effect of symbolic modeling techniques through video shows in reducing students' bullying behavior". So that the alternative working hypothesis (H1) is accepted which states "There is an influence of symbolic modeling techniques through video shows in reducing students' bullying behavior". Based on the results of calculations using SPSS 20 for Windows through Wilcoxon signed-rank test, the results of the average general trend of the study were obtained based on the level of bullying behavior of students after being given a symbolic modeling technique lower than before being given symbolic modeling techniques.

Symbolic modeling is given through video media, in which in the video, students can watch and learn a variety of positive behaviors and the results that will be received if someone continues to behave positively. This is in accordance with the opinion (Hutomono, 2011) which says that symbolic modeling is to learn new behaviors by observing the model (in this case the video media presented) and learning the skills contained therein. The therapeutic process in this modeling is to help or influence and strengthen a weak behavior or influence and strengthen weak behaviors or strengthen behaviors that are ready to be learned and facilitate the response.

The existence of this research has implications for schools that bullying behavior can be reduced by symbolic modeling techniques, this also means that the behavior of students in schools can be changed by displaying positive modeling that they can imitate to practice in their daily lives.

This refers to the view of Bandura (Abimanyu & Manrihu, 2009) which says that in modeling there are many aspects involved including involving positive processes, which means that someone who observes a behavior is not just imitating, but instead adapts a behavior with behavior others because it involves symbolically representing information and storing it for future use.

Symbolic modeling technique is one technique that can be used by guidance and counseling teachers in providing guidance and counseling services to students to develop students' potential optimally and to overcome or prevent problems that will arise in the future.

However, every study of course has their respective limitations. This study limited only to students who really want to change and have good models around their environment. As for further research suggestions for further researchers is to contribute knowledge that is not only based in schools, but can also be applied outside of school.

CONCLUSION

The description of bullying behavior in students at SMPN 2 Pinrang prior to a treatment was at a high stage of 44.44%. Then, after the treatment is done in the form of the application of symbolic modeling techniques through video media, the results of the posttest show the bullying behavior of students is at the moderate stage with a value of 55.55%. Thus, the statistical results are indicated by the significant level used based on the Wilcoxon signed-rank test of 5% or 0.05 with a significant value (P) = Asmp.sig $<\alpha = 0.05$. After the data regarding the level of bullying behavior of students are analyzed using the Wilcoxon signed-rank test, the Z value is -2,192b with the Asmp.sig, 028 value. Because the Asmp.sig value $<\alpha$ then the null work hypothesis (H0) is rejected which states that "There is no influence of symbolic modeling techniques through video shows in reducing student bullying behavior". Thus, an alternative working hypothesis (H1) is accepted stating that "There is an influence of symbolic modeling techniques through video shows in reducing student bullying behavior". It can be said that the application of symbolic modeling techniques can reduce student bulliying behavior.

The importance of this study for the reader is to increase knowledge about symbolic modeling techniques to reduce student bullying behavior. In addition, this research can also be a reference and also a guide to conduct further research so as to complete the research that will be carried out next. The researchers also realized that in this study there were still many shortcomings. However, this study deserves appreciation because this study examines students' behavior which today is a concern for the progress of the Indonesian nation because students are the next generation for the development of a quality Indonesian nation.

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