Empty Chair Technique to Overcome Anxiety of Bullying Victims

Zaitun Jannah[✉] and Muhammad Nur Wangid

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
`zaitunjannah.2020@student.uny.ac.id`

Abstract. The problem of bullying in schools can have several negative impacts on students' mental health, such as causing serious anxiety for victims. Therefore, to prevent victims of bullying from experiencing prolonged psychological problems, they need support such as counseling. This study aims to see the effectiveness of individual counseling using the empty chair technique in overcoming the anxiety of bullying victims. This research is an experimental research with pre-test and post-test design. The data collection technique used was a Likert scale to measure the anxiety level of victims of bullying. This study used a purposive sampling technique involving 10 students from a total population of 70 students in class X at Madrasah Aliyah Negeri 7 Pidie. Data analysis was performed using a paired t-test to compare the results of the pre-test and post-test of the groups given the treatment. The results showed that there were significant differences before and after being given individual counseling services using the empty chair technique for victims of bullying ($17.052 > 2.262$). The average score of individuals before counseling using the empty chair technique was 51.90 and the average score after counseling was 78.20. This means that the treatment given has a positive impact on overcoming anxiety. Thus, individual counseling using the empty chair technique has a significant effect on overcoming anxiety in victims of bullying.

Keywords: Counseling · Empty Chair Technique · Anxiety · Bullying Victim

1 Introduction

Education is very important in determining the quality of a nation. Education does not only provide knowledge, values, or practical skills to students, but education also aims to direct the development of attitudes and self-development of students. Based on the educational goals to be achieved, it is hoped that students will be able to be free from various problems and become whole individuals. There are still many problems experienced by students in the world of education.

The results of research at Madrasah Aliyah Negeri 7 Pidie in class X students using a Likert scale on the anxiety aspects of bullying victims. The results obtained are that there are still many students who experience bullying which generally occurs as verbal bullying. Verbal bullying behavior is seen in intentional or unintentional speech. The negative impact of bullying behavior on victims of bullying is anxiety, inferiority,

shyness, distrust, and difficulty getting along [2]. These problems must be addressed immediately because they have a very negative impact on the present and the future and greatly hinder development in the learning process.

Anxiety is a feeling of excessive worry that can arise from emotional, cognitive, physical and behavioral symptoms [3, 4] states the level of anxiety is divided into three levels, namely mild (mild), moderate (moderate), and severe (severe). Anxiety is divided into four aspects, namely affective, physiological, cognitive, and behavioral aspects [5]. Anxiety is one of the negative impacts caused by bullying behavior [6].

In general Bullying what often happens at school is done by children who are feared by other children, so it is easy to commit violence against the victim and can happen more than three times in one month. Therefore, bullying is a recurring event and can be done by anyone [7]. Jan & Husain [8] said that the characteristics that would be more likely to become victims of bullying were children who did not receive attention from their families, lacked discipline, experienced bullying from siblings, and had poor physical conditions.

In particular, bullying affects the mental health of victims because they feel the guiltiest so they tend to be alone, lack self-confidence, and have an excessive zest for life [9]. Physical and verbal violence experienced by victims is often a traumatic factor in the short term, even in the long term. Trauma affects the adjustment of victims of bullying, especially in the school environment [10].

One of the appropriate services that can be provided by counselors to overcome the anxiety of victims of bullying is the teacher applying individual empty chair service techniques to handle unfinished business for counselees. When problems arise from the past but are not resolved, they can be carried away by unexpressed feelings such as hatred, anger, hatred, pain, anxiety, sadness, guilt, and abandonment [11]. Individual counseling is a meeting between the counselor and the counselee in a counseling relationship where there is compatibility and the counselor tries to help the counselee's self-awareness so that the counselee is expected to be able to anticipate the problems he is facing [12].

According to Corey, an empty chair is a role reversal technique that is useful for bringing awareness to what the counselee may be thinking or feeling. The empty chair technique invites the counselee to convey all thoughts and feelings [13]. In this technique, two chairs are placed in the middle of the room, the counselee is asked by the counselor to sit on one of the chairs and act as top dog. Then the counselee moves to another chair and becomes the oppressed one. Dialogue is carried out by the counselee by playing both parties. The empty chair technique is for the counselee to express his experience which he has been denying [14]. According to Perls it is said that the empty chair is the second chair which is a medium made into fantasy [15]. The counselee was asked to express whatever came to mind to express his feelings. The counselor encourages the counselee to express it through words, even though insults are allowed, the most important thing is that the counselee can be aware of experiences that have not been acknowledged. The empty chair technique is an appropriate technique used to help counselees who experience conflict with a third person who is not present in the counseling process [17].

Greenberg and Malcolm explain that there are four steps in using the empty chair technique, including the following: 1) the counselee identifies the person who is the source of the unfinished business. 2) the counselee responds in the same way as the

person who is the source of the unfinished business. 3) the counselee conducts dialogue and finds a solution for the unfinished business. 4) evaluate in more depth. The empty chair technique is more suitable for dealing with counselees whose problems are related to unresolved past problems, so the empty chair technique can be used to overcome the anxiety of victims of bullying [18].

In line with Hidroar & Muhid's research [19] regarding the effectiveness of using the empty chair technique in guidance and counseling services for the rehabilitation of victims of bullying. The results showed that counseling therapy using the empty chair technique was effective for the rehabilitation of victims of bullying. Therefore, it is necessary to examine the effectiveness of individual counseling using the empty chair technique to overcome the anxiety of victims of bullying in students of Madrasah Aliyah Negeri 7 Pidie.

2 Method

The research design used a one-group pre-test-post-test design with a population of 70 students in class X Madrasah Aliyah Negeri 7 Pidie. The research sample consisted of 10 students, selected using purposive sampling. The criteria for selecting the research sample were students who experienced a level of anxiety as victims of bullying. Sampling was carried out on students who experienced high and moderate levels of bullying victim anxiety based on the results of the bullying victim anxiety scale scores which were distributed to students. The data collection technique used a Likert scale for the anxiety of victims of bullying which consisted of 48 items with an answer score of 1 to 4 by going through the process of validating the test results by instrument experts.

3 Result and Discussion

3.1 Result

The research data were analyzed using a paired sample t-test to determine differences before and after being given individual counseling services using the empty chair technique to overcome the anxiety of bullying victims (Table 1).

The results of the calculations show that there are differences before and after being given individual counseling services using the empty chair technique and it can be proven that individual counseling using the empty chair technique is effective in overcoming the anxiety of victims of bullying at Pidie Islamic High School 7 students. This is evidenced

Table 1. Paired Samples Statistics.

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	51.90	10	12.170	3.848
Post-test	78.20	10	8.230	2.603

Table 2. Paired T-Test pre-test and post-test.

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig
Pre-test	-26.300	4.877	1.542	-29.789	-22.811	-17.052	9	< .001
Post-test								

by the results obtained in the early stages with an average pre-test score with a total score of 51.90 and a post-test score with an average total score of 78.20. The results showed that there was a significant increase in students who experienced anxiety as victims of bullying before and after being given individual counseling using the empty chair technique. Test the effectiveness of individual counseling using the empty chair technique to overcome the anxiety of victims of bullying using statistics with SPSS version 28 through paired sample t tests. The following are the results of the paired sample test (Table 2).

The table above shows that the results of data analysis are t count > t table (17.052 > 2.262) or sig < 0.05 (0.001 < 0.05), so Ho is rejected and Ha is accepted because the sig value < 0.05. This means that there are differences before and after being given individual counseling using the empty chair technique to overcome the anxiety of victims of bullying in students of SMA Negeri 7 Pidie. Individual counseling with the empty chair technique is effective for overcoming the anxiety of victims of bullying in students of Madrasah Aliyah Negeri 7 Pidie, so that after being given treatment the counselee experiences a decrease in the anxiety score of victims of bullying. Based on these results it is known that there is a decrease in the average score of bullying victims' anxiety in students on the pre-test and post-test scales, so that it can be stated that there is an effect of individual counseling on the empty chair technique to overcome the anxiety of bullying victims.

The condition of students who experienced bullying victims' anxiety before being given individual counseling using the empty chair technique, as many as 6 students experienced high category bullying victims' anxiety, and 4 students experienced moderate bullying victims' anxiety.

3.2 Discussion

The results of this study indicated that there were significant differences between before and after individual counseling using the empty chair technique given to students. Sustainable. et.al., [20] stated that the empty chair technique was effective in overcoming problems in students who were victims of bullying and low self-esteem. Agustin [21] explained that the empty chair technique can reduce the trauma of victims of bullying in SMA Negeri 1 Srono students. Safaria [22], the purpose of using the empty chair technique is to complete unfinished business from the counselee. Therefore, the empty chair technique is taught to counselees so they are able to empathize and be able to defuse past conflicts.

Konghoiro et al., [23] explained that the empty chair technique is very suitable for counselees' anxiety problems with family, work, and the community environment. Khoirunnisa et al., [24] stated that there was a relationship between bullying and the anxiety of SMK students. This study shows that there is a relationship between victims of bullying and anxiety levels. Bullying behavior will cause psychological problems for adolescents such as anxiety. Victims of bullying will cause sadness, lack of confidence, depression, and worthlessness, thereby reducing the level of self-confidence and increasing social anxiety. The same opinion was also explained by (2010) that the phenomenon of bullying that occurs in the school environment can have a psychological impact on victims of bullying such as anxiety and stress, loss of concentration, sleep disturbances, feeling uneasy, easily startled, suicide. Thoughts and self-doubt.

Onyekuru & Ugwu [27] that there are similarities between victims of bullying and someone who experiences social anxiety, they feel helpless because they have no strength and are unable to defend themselves. This means that there is a very significant relationship between bullying and anxiety in students. Kristika & Lestari [28], meaning that the higher the number of victims of bullying, the higher the anxiety experienced by students. EImerbrink et al., [29] explained that the effect of bullying victims is anxiety, affects self-esteem, and causes depression. Kowalski et al., [30] explained that anxiety due to bullying is one of the biggest factors causing children to be lazy to go to school. Therefore, more support is needed to overcome the problem of bullying and efforts to prevent bullying [31].

Counselors from the start have directed students to become adults and be able to remove obstacles that cause students to be unable to be independent in dealing with their problems. In this case, the function of the counselor is to help students improve themselves from dependence on external factors and become confident in their strengths. The empty chair technique can be considered as an appropriate technique for overcoming the anxiety of victims of bullying because it has been proven to be effective in SMA Islam 7 Pidie students.

4 Conclusion

The results of this study indicate that individual counseling using the empty chair technique is effective in overcoming the anxiety of victims of bullying in students of SMA Islam Negeri 7 Pidie. This can be proven based on the acquisition of an average score of 51.90 before being given individual counseling with the empty chair technique and the average score after being given individual counseling with the empty chair technique is 78.20. Counselors must pay more attention to overcoming the anxiety of students who are victims of bullying because this greatly affects their development so that guidance and counseling teachers need to provide appropriate services according to the problems experienced by students. Future researchers are expected to be able to test the empty chair technique for individual counseling services on other variables and samples as well as different research locations.

References

1. Sukmadinata, N. S. (2005). *Landasan Psikologi Proses Pendidikan.* Rosda Karya.

2. Wahyudi, M. A., Supriyanto, A., & Prasetiawan, H. (2018). Peer guidance untuk mereduksi perilaku bullying pada remaja. *Jurnal Bagimu Negeri*, 2 (1), 50–58. https://doi.org/10.26638/jbn.618.8651 50.

3. Baradero, M., (2015). *Kecemasan pada anak*. Jakarta: EGC.

4. Donsu, J .D.T. (2017). *Tingkat kecemasan*. Yogyakarta: Pustaka Baru Pres.

5. Clark, D. A., & Beck, A. T. (2010). *Cognitive therapy of anxiety disorders: science and practice*. Guilford Publication.

6. Damaiyanti, S., & Putri.M., (2021). Group cognitive behavior therapy terhadap penurunan tingkat kecemasan pada korban perilaku kekerasan (bullying) di Sekolah Dasar. *Jurnal Kesehatan*, 1 (12). 358 - 361. https://doi.org/10.35730/jk.v12i0.516.

7. Salmiyati., Sulistyaningsih, W., & Ervika, E. (2020). Kecemasan Anak Korban Bullying: Efektifitas Terapi Menulis Ekspresif Menurunkan Kecemasan. *Psychopolytan: Jurnal Psikologi*, *4*(1), 49–56. https://doi.org/10.36341/psi.v4i1.1307.

8. Jan MPhil Scholar, Msa., & Husain Assistant Professor, S. (2015). *Bullying in Elementary Schools: Its Causes and Effects on Students. 6*(19), 43–57.

9. De Eloisa Tobing, J.A., & Lestari, T. (2021). Pengaruh mental anak terhadap terjadinya peristiwa bullying. *Jurnal Pendidikan Tambusai,* 5 (1), 1882 - 1889. https://jptam.org/index.php/jptam/article/view/1180.

10. Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: a meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health,* 55(5), 602- 611. https://doi.org/10.1016/j.jadohealth.2014.06.007.

11. Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. Cengage Learning.

12. Willis, S. s. (2013). *Konseling individual teori dan praktek*. Alfabeta.

13. Suryaman, N. T., & Karneli, Y. (2020). Studi kasus : Konseling teknik empty chair dan reframing dalam mengatasi masalah kedukaan dan unfinished business. *TERAPUTIK Jurnall Bimbingan Dan Konseling*, *4*(2), 101–111. https://doi.org/10.26539/teraputik-42420.

14. Joyce, P., & Sills, C. (2001). *Skills in gestalt counselling and psychotherapy***.** London: Sage Publications.

15. Nelson, R. & J. (2011). *Teori dan praktik konseling dan terapi*. Pustaka Pelajar.

16. Kusumawati, E. (2019). Teknik empty chair untuk mengurangi ketidakmampuan menjaga hubungan pertemanan dalam antisocial personality disorder pada mahasiswa. *Program Studi Bimbingan dan Konseling FKIP Universitas PGRI Madiun,* 3 (1), 49–55. http://prosiding.unipma.ac.id/index.php/SNBK/article/view/1377

17. Muthohharoh, M., & Karneli, Y. (2020). Layanan Konseling Perorangan Dengan Teknik Kursi Kosong Untuk Meningkatkan Keterampilan Komunikasi Interpersonal. *Guidance*, *17*(01), 14–19. https://doi.org/10.34005/guidance.v17i01.875.

18. Ratna, L. (2013). *Teknik-teknik konseling*. Deepublish.

19. Hidroar, A. N., & Muhid, A. (2022). *Efektivitas Teknik Empty Chair Dalam Layanan Bimbingan Konseling Untuk Rehabilitasi Korban Bullyinging*. 02(1).

20. Lestari, L. M., Baharudin, Y. H., & Dwiyanti, A. N. (2021). Efektivitas Konseling Gestalt menggunakan Teknik Empty Chair untuk Meningkatkan Self Esteem pada Peserta Didik Korban Bullying. *Ojs. Fkip. Ummetro.Ac.Id*, *3*(1), 4–10. https://ojs.fkip.ummetro.ac.id/index.php/bk/ article /view/555.

21. Agustin, N. L. (2018). Teknik Kursi Kosong Untuk Meminimalisir Perasaan Trauma Korban Bullying. *Seminar Nasional Pendidikan, Budaya Dan Sejarah*, *1*(1), 22–27.

22. Safaria, T. (2005). *Terapi & konseling gestalt*. Yogyakarta: Graha Ilmu.

23. Konghoiro, I., Kartasasmita, S., & Subroto, U. (2017). Penerapan Group Gestalt Therapy Bagi Warga Binaan Lapas Narkotika X Yang Mengalami Kecemasan Menjelang Bebas. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, *1*(2), 430. https://doi.org/10.24912/jmishumsen.v1i2.921.

24. Khoirunnisa, L., Maula, L.H., & Arwen, D. (2018). Hubungan tindakan bullying dengan tingkat kecemasan pada pelajar Sekolah Menengah Kejuruan (SMK) PGRI 1 Tangerang. *Jurnal JKFT*, 3 (2), 59 - 69. https://doi.org/10.31000/jkft.v3i2.1286.g823.
25. Mardiyah, S., & Syukur, B. A. (2020). Pengaruh edukasi dengan metode role play terhadap peningkatan pengetahuan tentang pencegahan bullying pada anak Sekolah Dasar. *Jurnal Kesehatan Kusuma Husada.* 11(1), 99–104. https://doi.org/10.34035/jk.v11i1.426.
26. Sejiwa. (2008). *Bullying mengatasi kekerasan di sekolah dan lingkungan sekitar anak*. Gramedia: Jakarta.
27. Onyekuru, B.U., & Ugwu, C.J. (2017). *Bullying as a corelate of anxiety among secondary school student in Imo.* 5 (1), 103–108. https://doi.org/10.12691/education-5-1-16.
28. Kristika, P., & Lestari, S. (2021). Gambaran kejadian bullying dan tingkat kecemasan anak usia sekolah di Sekolah Dasar Negeri 4 Jambangan Kelurahan Desa Jambangan Kecamatan Geyer Kabupaten Grobogan. *Jurnal Ilmiah Keperawatan*, 2(9), 45–51. https://doi.org/10.52236/ih.v9i2.219.
29. EImerbrink., Scielzo., & Campbell. (2015). The impact of social and relational victimization on depression, anxiety, and loneliness: ameta-analytic review. *Journal of Bullying and Social Aggression.* 1(1). 3 – 4. https://www.researchgate.net/publication/271843210.
30. Kowalski., Robin M., & Limber, S. P. (2012). Psychological, physical, and academic correlates of cyber bullying and traditional bullying. *Journal of Adolescent Health*, 53 (1), https://doi.org/10.1016/j.jadohealth.2012.09.018.
31. Pugh, R., & Chitiyo, M. (2012). The problem of bullying in schools and the promise of positive behaviour supports. *Journal of Research in Special Educational Needs*, 12 (2),47 - 53. https://doi.org/10.1111/j.1471-3802.2011.01204.x.