

The effectiveness of acceptance and commitment therapy (ACT) to increase self-efficacy of vocational students who are victims of bullying

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Abstract. Self-efficacy is an important component that must be improved to prevent bullying. The purpose of the study was to determine the effectiveness of Acceptance and Commitment Therapy (ACT) to increase the self-efficacy of students who are victims of bullying at SMKN 6 Malang. The research design used an experiment with a one group pretest and posttest design. The sampling technique used purposive sampling with the subject of 5 students who were bullied and had low self-efficacy. The instrument uses a self-efficacy scale with a total of 28 items with a validity value of 0.312 and a reliability of 0.933. The data analysis technique used a nonparametric test, namely the Wilcoxon test with the Asymp sig value. 0.043 which is less than 0.05 so H_0 is rejected and proves that ACT is effective in increasing the self-efficacy of bullied students. The conclusion in this study is Acceptance and Commitment Therapy (ACT) is effective in increasing students' self-efficacy for victims of bullying. abstract should summarize the contents of the paper in short terms, i.e. 15–250 words.

Keywords: Acceptance and commitment therapy (ACT), self-efficacy, bullying.

1 Introduction

The rapid advancement of science and technology has very broad and diverse implications. This rapidly growing innovation is able to provide new things. The existence of the 4.0 era is increasingly rapidly having an impact on humans, both positive and negative. Among the impacts that are in sight are changes in mindset and behavior patterns, especially in adolescents. According to Septiana [19] one of the impacts in the world of education The existence of the industrial revolution era 4.0 will have an impact on changes in the mindset, behavior and attitudes of adolescents. Some cases related to the negative impact of adolescents due to the industrial revolution 4.0 are related to cases of body shaming. While Josina [11], also wrote an article about cyber harassment reported by applications such as WhatsApp and Facebook.

According to Kathryn [15] defines that harassment can be interpreted as a deliberate act committed repeatedly by one person or a group of people against vulnerable victims. According to Coloroso [24] bullying consists of 4 forms, namely physical, verbal, relational and cyberbullying. According to Quiroz et al [4] suggest that there are 3 factors that cause bullying behavior such as family relationships, peers, and media influence. According to Tatyagita [20] explains that there are negative impacts on victims of bullying, such as ridicule from their peers, so that victims feel depressed and this feeling of pressure will cause negative emotions, such as anger, annoyance, resentment, fear, sadness, embarrassment, discomfort, and even threatened.

The case of a student in Banda Aceh City admitted that he had been a victim of bullying, as for the forms of bullying that occurred such as being yelled at, ostracized, calling his parents by name, and even the existence of a caste system such as the term "onion child" [13]. While what happened at SMA 90 Jakarta, students were forced to take off their clothes and then push up and run around the field, this incident made the victim of bullying bruised at the temple [22]. Data from the Indonesian Child Protection Commission (KPAI) noted that for 9 years, from 2011 to 2019, the number of complaints amounted to 37,381 with records of child abuse. In addition, both in the world of education and social networks, the number reached 2,473 reports. Meanwhile, the bullying rate in Malang city is also quite high, to be precise 84% of students in Malang city have been bullied and 75% of students have bullied.

Based on preliminary studies with the counseling teacher, it is explained that at SMKN 6 Malang there are frequent incidents of bullying committed by students, one of which is bullying that occurs in LA class XII students. The bullying he received was in the form of verbal insults spoken by some of his friends. In this case the counselee experienced trauma caused by the bullying event. The existence of the bullying case made the counselee show behavior such as not collecting assignments that were carried out repeatedly, because he felt unable to do it because of the bullying he had received. Based on this data, it can be said that the impact of the bullying he received made it difficult for him to rise from the bullying situation and become more easily give up on doing something. In this case, the behavior shown by LA is not only in the form of procrastination but he is also often wrong in wearing uniforms, so it is not in accordance with school regulations, information from the counseling teacher also LA wants to resign from the school. The behavior shown by the counselee shows that the bullying tends to feel that there is no confidence in themselves to do something and give up easily.

According to Bandura [9] self-efficacy is a person's ability to overcome problems that arise. When someone is very confident in facing a problem, someone will do their best to solve the problem. On the other hand, those who are not confident in their ability to deal with difficult situations can easily give up and fail. According to Cao [7] Someone who has high Self-efficacy shows the less likely to be a victim of bullying at school. According to Utomo [21] Bullying also has a negative correlation with self-efficacy. This means that with low self-efficacy, victims have a negative perception of their ability to complete tasks, lose concentration while attending class, and face various challenges while at school.

Based on preliminary studies, bullying can be intervened using the role of social support and coping strategies. The results showed that there was a significant important role regarding the role of social support and coping strategies on self-efficacy [17]. Meanwhile, according to Amawidyati [2] that the existence of a bullying psychoeducation program has proven effective for increasing self-efficacy and it is highly recommended that these activities be carried out regularly. In this case the researcher wants to provide a different intervention, namely using Acceptance and Commitment Therapy According to Sulistiowati [18] Acceptance and Commitment Therapy (ACT) was developed by Steven Hayes. Hayes realized that the acceptance and commitment factors had a tremendous impact on improving the condition of the counselee. ACT is one of the methods developed from Cognitive Behavioral Therapy (CBT). In contrast to CBT that seeks to change the thoughts/feelings that disturb the

counselee, ACT encourages the counselee to accept the counselee's disturbing thoughts/feelings. The purpose of ACT is to invite the counselee to accept unwanted thoughts and feelings that cannot be controlled by the counselee, help the counselee achieve and live a more meaningful life, and help the counselee to commit and act in accordance with his life and the values he chooses [18].

In a comprehensive guidance and counseling program, the above description is included in the personal-social field with responsive services, namely by providing counseling to counsees who experience bullying so that it does not cause interference in achieving their developmental tasks. In this case bullying is included in the preventive and corrective functions, where the counselor will anticipate various problems that may occur and provide counseling assistance with Acceptance and Commitment Therapy (ACT) techniques. In the context of the Competency Standards for Student Independence (SKKPD), the above problems are included in the aspect of maturity in relationships with peers, where students are asked to foster and cooperation and tolerance in relationships with peers, appreciate the values of cooperation and tolerance as a basis for establishing friendships with peers and strengthening more intimate friendships by paying attention to applicable norms.

Based on the explanation above, it is assumed that the Acceptance and Commitment Therapy (ACT) technique is effective in dealing with bullying problems experienced by students who are victims of bullying. Based on the background exposure above, self-efficacy is an important component to be improved. Thus, with the ACT technique, it is hoped that the self-efficacy of victims of bullying will slowly build and increase and the counselee can determine what is best for him and commit to doing what he chooses. The purpose of this study is to determine the effectiveness of Acceptance and Commitment Therapy (ACT) to increase the self-efficacy of students who are victims of bullying.

2 Methods

This study uses quantitative research, the design in this study is experimental research with the design "One Group Pretest and Posttest Design". The sample in this study was 5 students who were taken using purposive sampling technique who had the following criteria: (1). Have experienced bullying (2). Have low self-efficacy (3). Willing to be a research subject. The instrument in this study uses a self-efficacy scale which is used to measure the level or category of self-efficacy of students who are victims of bullying. The self-efficacy scale instrument has met the validity and reliability with a Cronbach Alpha value of 0.933 so that the value is reliable and very feasible to distribute to respondents. The analysis technique in this study is using nonparametric with the Wilcoxon Signed Rank Test and obtained Asymp sig. 0.043 which is smaller than 0.05. The basis for decision making is (1). H_0 : Acceptance and Commitment Therapy (ACT) is not effective in increasing the self-efficacy of students who are victims of bullying. (2). If the probability (Asymp.Sig) is <0.05 then H_0 is rejected. (3). If the probability (Asymp.Sig) >0.05 then H_0 is accepted. In this case, the data analysis technique uses the help of the SPSS 16.0 application.

3 Result

3.1 Descriptive Analysis

The level of self-efficacy is categorized into 3 levels, namely high, medium, and low. The following is a description of the categorization of the self-efficacy scale of XII TKJ class students who experienced bullying.

Table 1. Level of self-efficacy of victims of bullying class XII TKJ

No	Category	Interval Class	Frequency	Percentage
1	Low	28 - 56	7	31,8%
2	Medium	57 - 84	10	45,5%
3	High	85 - 112	5	22,7%

Based on the table above, it can be seen that the level of self-efficacy in students who are victims of bullying, as many as 5 students are still in the high category with a percentage of 31.8%, 10 students are in the medium category with a percentage of 45.5%, while in the low category there are 7 students with a percentage of 22.7%. In this study there were only 5 students who had self-efficacy in the low category and were willing to take part in the experiment. The following table shows the results of the pretest and post test scores.

Table 2. Pretest and posttest scores of students who are victims of bullying

No	Counselor	Pre-test self-efficacy score	Category	Post test self-efficacy score	Category
1	SA	56	Low	87	High
2	RE	52	Low	90	High
3	RR	45	Low	69	Medium
4	NA	55	Low	90	High
5	LN	53	Low	93	High

Based on the table above, it can be seen that the pretest scores of the 5 students who were victims of bullying were in the low category, in this case after being given the intervention, namely ACT, none of them experienced a significant decrease, but 4 students were in the high category and only 1 student had a medium category.

3.2 Hypothesis Test

In this study, hypothesis testing was carried out using the Wilcoxon signed rank test. Wilcoxon Signed Rank Test is a nonparametric test used to analyze paired data between before and after treatment.

Table 3. Wilcoxon Signed Rank Test Results

Test Statistics^b	
POSTEST - PRETEST	
Z	-2.023 ^a
Asymp. Sig. (2-tailed)	.043

Based on the table above the results of the Wilcoxon Signed Rank Test, the Asymp sig value is obtained. 0.043 which is smaller than 0.05 so it can be concluded that H_0 is rejected, so ACT is effective for increasing the self-efficacy of students who are victims of bullying.

4 Discussion

The purpose of this study was to determine the effectiveness of Acceptance and Commitment Therapy (ACT) to increase the self-efficacy of students who are victims of bullying. Based on the results of the Wilcoxon test analysis, the value of Asymp sig. 0.043 which is smaller than 0.05 so it can be concluded that H_0 is rejected, so ACT is effective for increasing the self-efficacy of students who are victims of bullying.

Self-efficacy as a person's ability to plan and carry out actions that lead to the achievement of certain goals. This self-efficacy refers to the belief in one's ability to take action as a result of achieving results. In other words, self-efficacy is a self-assessment belief about one's ability to perform a task. According to Andreou and Metallidou [21], bullying is negatively related to self-efficacy because someone who is bullied tends to have low self-efficacy, so they are unable to process information and knowledge properly. In conclusion, someone with low self-efficacy tends to experience bullying. Conversely, the higher a person's self-efficacy, the less likely they are to be bullied. Self-efficacy can provide confidence in students regarding their ability to solve their problems and achieve their desired goals and can build confidence in every victim of bullying [3].

According to Hayes [18] ACT is a therapy that supports counselees to use acceptance as a coping strategy when counselees experience stress from internal and external sources that are not easy to overcome. ACT is a therapy that seeks to invite the counselee to accept the thoughts/feelings experienced by the counselee. In this case, acceptance shows that a person understands and accepts, so here it needs to be emphasized that the counselee must first understand and accept his situation. Then in commitment, it is hoped that the counselee can commit to what he chooses while respecting his values, so that as a counselor he must be able to help the counselee to understand and persist in what the counselee must do because he is already committed. According to Azizah, (2021) the Acceptance and Commitment Therapy (ACT) technique has proven to be quite successful in being used as a treatment for self-concept problems in adolescent victims of bullying. Meanwhile, according to Ismoyowati [10] There were significant changes in self-efficacy and anxiety before and after the intervention. ACT intervention simultaneously changed anxiety levels by 25% and self-efficacy by 25.5%. This means that ACT affects changes in anxiety and self-efficacy.

In this case the research was conducted on 5 students. The general description of bullying obtained is that they are ostracized, physically insulted, laughed at with mocking faces, given stupid nicknames, and teased by their friends regarding their father's work as a pedicab driver. With this bullying, the impact obtained is lack of confidence in socializing, fear of going to school, fear of being lonely with no one to joke with, always being alone and preferring to skip school. This is supported by Modecki [14] Verbal and physical violence are often short-term and long-term trauma factors. Trauma itself can affect adaptation to the environment, especially the school environment. In this study, the pretest scores of the 5 students showed a low category. The intervention was carried out with 4 sessions. in session 1, namely fostering good relations, Acceptance, and Cognitive Defusion, where the condition of students is still in self-efficacy in the low category by showing shy or insecure behavior in introductions. After playing a group game, the dynamics in the group were formed, this is supported in Latif [12] that the existence of games can increase improvement and performance in services carried out by counseling teachers, namely it can improve good group dynamics so that students will develop more optimally. then the changes obtained by the counselee in general are that the counselee feels comfortable in conveying his problems, namely by identifying the bullying incidents he has experienced one by one where the counselee can accept these experiences without trying to change them.

In session 2, namely at the present moment and value stages, where the counselee can identify the efforts made after the unpleasant experience occurred. In this case, the counselee has begun to be active in the discussion and can provide feedback according to the discussion. The efforts made by the counselee were to stay away from people who bullied, stay silent, and not dare to tell parents. Then the counselee's response when bullied is sad, angry, feeling ostracized, overthinking, embarrassed and hurt. This is supported by Darwin [8] that student responses when experiencing bullying generally choose to be silent, patient, and improve themselves to be better in the future or self-introspection.

Session 3 in counseling, namely the self as context stage, the counselee focuses on himself when there are unpleasant thoughts / experiences, it has no effect on the counselee, in this case the counselee can already determine the behavior that must be improved related to self-efficacy, namely self-confidence when facing something, socializing with other friends, and increasing self-ability. In this session the counselee was able to follow the counselor's method of practicing positive self-affirmation and positive self-talk. This is supported by Arsa [5] Positive affirmations can build confidence to get through situations by repeating affirmations so that people have a tendency to be able to say positive things for their own good. Meanwhile, research conducted by Yusuf [23] that positive affirmations can help increase self-efficacy, namely the ability to accept reality sincerely and a sense of calm that arises, living a peaceful and enthusiastic life. In this case the counselee practiced within 1 month.

In session 4 of the Committed Action stage, the counselee promises to commit to taking the appropriate action he said. at this stage the counselor also monitors the counselee through the counseling teacher and homeroom teacher for 1 month, and the counselor also monitors through the counselee himself via WhatsApp. The changes obtained are that the counselee is more courageous to make friends with others, the counselee has never skipped school, the values in some lessons have increased. In this case it can be said that the counselee's self-efficacy is proven to increase with ACT intervention. After

providing intervention to students, the counselor gave a posttest to the 5 students. After analyzing the posttest results, it shows that no one has experienced a significant decrease, but 4 students are in the high category and only 1 student has a medium category, namely with a score of 69. After tracing there are several things that affect the self-efficacy of these students, namely the lack of attention from the family to students, this can make students lack support and motivation from the family. This is supported by Raharjayanti [16] that social support from the family can build self-confidence. The higher the family's social support, the more effective the student's independence. Conversely, the lower the social support from the family, the lower the students' self-efficacy. In this case, as school counselors certainly have an important role in combating bullying in schools, so school counselors must manage student needs comprehensively, so that the services provided to students are right on target to improve student behavior for the better. From the explanation above, it strengthens the research findings that this ACT technique is effective in increasing the self-efficacy of victims of bullying and the counselee can determine what is best for himself and commit to doing what he chooses.

5 Conclusion

Based on the results of the study, it can be concluded that Acceptance and Commitment Therapy (ACT) is effective in increasing students' self-efficacy in victims of bullying. This is supported by changes from the counselee himself such as the counselee is more courageous to make friends and socialize with others slowly, the counselee never skips school, the grades in some subjects increase. In this case it can be said that the self-efficacy of counselees who are victims of bullying is proven to increase with ACT intervention. In this case it is also supported by self-efficacy scores that increase from the low category to the high category. Suggestions for counselors based on research findings are expected to identify the self-efficacy problems of students who are victims of bullying well before using acceptance and commitment therapy. Suggestions for future researchers are recommended to use acceptance and commitment therapy in group counseling settings. to improve student behavior for the better. From the explanation above, it strengthens

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