Preventing Bullying Through Group Counseling

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Abstract—**Bullying has become one of the problems that arise in adolescence especially occurs in the school environment. This study is aimed to prevent Bullying in SMAN 1 Terara environment. The type of research used is research Counseling Guidance Action. The instruments of this research are questionnaire and observation. This research includes two cycles, with three actions, they are in cycle I with two actions while cycle II with one action. The students respondents totaled 17 students of class XI IPS 2. Research results showed that the decrease of bullying behavior on the students of class XI IPS 2 through the group counseling services and the use of reward techniques. The result analysis shows the decrease of bullying dirty words behavior in the students of SMAN 1 Terara, based on the observation and conversation in Group Counseling seen the increase of students understanding about bullying dirty words and the students' desire to stop bullying of dirty word behavior. It can be seen from the increase of self-assessment scales on the second questionnaire after the provision of Group Counseling services to the students.**

Keywords—**Bullying Behavior, Group Counseling Technique**

I. INTRODUCTION

The Most Praised God who creates human with its own distinctness, unlike other creatures. With the privilege of it human beings can be expected to lead a happy life in the world and beyond in accordance with the purpose of creation. According to Frank in [1], human characteristics that can function ideally are those who are able to achieve full appreciation toward the meaning of life, capable of personally responsible for all actions and able to involve themselves in life with others. Life with others or the social environment includes patterns of social relationships that are expected to have a positive influence on the individual to be able to optimize the potential they have to form what is called the whole man. But in reality social environment does not always give a positive influence, negative effects are often felt by other individuals. For example, acts of violence, threats and/or intimidation are known as bullying. One form of negative behavior that occurs among teenagers is bullying, bullying cases continue to increase in adolescence. The Indonesian Child Protection Commission said that in Indonesia bullying cases have topped public complaints for the past 3 (three) years, there were 369 complaints of bullying from 2011-2014. For instance, the phenomenon of bullying cases that occurred in Aceh, this can be seen from the exposure of the data of the Integrated Service Center for Women and Children Empowerment (P2TP2A) in Aceh Province, which stated that there were an increase in bullying cases in Aceh over the past 3 years from 2013-2015, where bullying cases increased doubling from 6 cases increased to 12 cases.

The concept of bullying was first introduced by Olweus in 1973, which is defined as a form of aggressive behavior that is done deliberately to harm or make individuals feel distress, occur repeatedly from time to time and takes place in a relationship with no balance of power nor power [2]. Increased cases of bullying can not be separated from the parties involved in bullying, such as perpetrators, victims, and observers or known as bystanders [3]. Efforts to prevent and overcome bullying need to be intervened with the bullying acotrs first, this is because bullying tends to involve more than one person to carry out them, thus making bullying cases continue to increase since the increasing number of individuals who become the actors [4]. Bullying needs to get special attention from all walks of life, this is because most bullying actions occur in the school environment can have an impact on students' mental health in school [5]. Bullying actors are not only related to psychological distress, but also related to psychological well-being as a positive affective in the individual, this is in accordance with the results of research that the bullying actors feel themselves less happy than the other students who are not involved in bullying [6].

This aggressive nature that emerges is certainly very alarming because it can threaten the safety of individual souls. Bullying becomes an interesting issue because of the rampant among teenagers who are fingering identity. According to [7] adolescence is a new period in one's life, which is characterized by changes in the individual both physical, cognitive, social and psychological changes. In this process, behavior of adolescents will become their character when adults and problems in adolescence will be felt. The inability of teenagers in dealing with conflicts will lead to feelings of failure and it causes the form of frustration. Unstable emotional level allows this bullying behavior to occur. A research conducted by LSM Plan International and the International Center for Research on Women (ICRW) released earlier in March 2015 showed that 84% of children in Indonesia experienced violence (bullying victims) in schools. This figure is higher than the trend in the Asian region at 70%. Another data states that the number of children as bullying in schools has increased from 67 cases in 2014 to 79 cases in 2015, of course this is very worrying because the impact of this behavior will be felt for life. The most common forms of bullying and often according to Whitney & Smith and Owens et al., In [8] are; insults, calling names with bad nicknames, beatings, acts of direct aggression, theft, threats, and social exclusion or isolation. In addition, [3] also concluded from his research that verbal abuse, sexual harassment, and dating violence are forms of bullying, relational and physical occurring at school.

This percetage is very apprehensive because the impact of this behavior will be felt the wholelife. The most common and frequent forms of bullying according to Whitney & Smith and Owens et al. in [9] are humiliation, bad nickname, hit, direct aggression, theft, threats, and social exclusion or isolation. In addition, [10] also concluded from his research that verbal abuse, sexual harassment, and violence in courtship are the bullying, relational and physical forms that occur in school.

Based on initial data collection conducted by researchers by using questionniare at SMAN 1 Terara, East Lombok regency on 15 January 2016, especially in students of class XI IPS, found that 75% of students had experienced bullying, while 25% said never experiencing bullying. Every day there are 75% of students claimed to have experienced bullying, it consists of 82% male friends, 15% female friends and 3% parents. Furthermore, about their feelings when experiencing bullying, they stated 40% of students feel mediocre, 35% of students feel angry, 20% of students feel sad and 5% feel patient (ignore the words of his friend). While the impact for students who experience bullying, 31% of students to be not confident, 32% of students want revenge, 19% of students feel the concept of himself to be damaged, 11% of students become negative thinking and 7% students become timid. In the meantime students want to do to bullying actors, among others, 38% students ignore it, 35% of them want to reply to the treatment of students who do bullying, 7% want to hit or beat the perpetrators and 20% of students do other things like wanting to make the perpetrators become aware by advising him. Words that have been expressed by the bullying perpetrators are diverse as: 42% said rough, 18% related to physical, 10% mention animal name, 20% related to sexuality, 10% related to the nature of the students. Things students do when they see their friends become bullying victims of which 23% of students entertain their friends, 22% of students choose silent, 9% of students join follow-up mocking and 44% of students who defend by replying to bullying the perpetrators.

Based on the description above, it is necessary to immediately take action on bullying behavior that occurs so that students have a habit of mutual love and appreciation through speech and student behavior. Students are expected to further maximize the potential that exists within him through a positive environment and become a man of noble character. Therefore, the purpose of this study is to prevent bullying by using Group Counseling services with reward techniques toward second year students in SMAN 1 Terara East Lombok regency. The selection of this technique is based on the consideration that bullying dirty words behavior that many occur should be minimized or stopped.

II. RESEARCH METHOD

This research type is an Action Research Guidance Counseling that is one of problem solving strategy that utilize real action and ability development in problem solving. This research refers to Stephen Kemmis's action model which involves four stages: planning, action, observation and reflection. These four stages are a series of activities that are commonly referred to as cycles. The subjects of this research were students of class XI IPS 2 at SMAN 1 Tetara, East Lombok, consisted of 40 students; 27 male students and 13 female students. Based on the data gotten from the BK Teachers of class XI IPS, among four IPS classes, the researcher chose class XI IPS 2 as a research subject and selected 17 students to be sampled, 15 students as actors bullying and 2 students are victims of bullying. This class has been chose since many bullying problems occured in this classroom.

III. RESULT AND DISCUSSION

This study was conducted in the following cycles described below.

Cycle 1

- Planning

The researcher first makes the action plan done during Group Counseling according to the stages of Group Counseling process.

- Implementation of Action

Cycle 1 is held every Thursday on the 12th and 19th of February 2016 with the number of one-time meetings during the 45-minute lesson in the third lesson, Group Counseling is conducted on a continuous basis between the first and second meeting related but different discussion and not separated of issues related to bullying behavior and solutions. Group Counseling for 30 minutes, 25 minutes explanation of bullying behavior and group members' responses, 10 minutes of applying reward techniques to group members and 10 minutes for self-assessment questionnaires that led to bullying behavior given to the respondents.

- Observation

Based on the first and second meetings, counseling teachers and researcher observe that students are quite active in responding, some students are enthusiastic and ask some questions related to bullying behavior, after describing the bullying behavior in more detail even the impact of what the behavior looks like, after being explained in more detailed about bullying behavior even what the impact of bullying is, it can even adversely affect the mental development and social relations of the victim and the bullying perpetrator/actor itself. After hearing the Researcher's and Teacher's explanation of what kind of behavior includes bullying behavior and its impact, students become more careful in acting, especially to the teacher and their parents and to their friends in the school environment in general and in class particularly.

- Reflection cycle I

It is conducted after completion of group counseling using reward techniques, the following reflection results,

1. Student responses on the implementation of Counseling requested make up counseling time.

2. The result of the questionnaire which is spread on 17 member of the group showed that 12 students reached high category while 5 students still reach the medium category.

Cycle II

- Implementation of action cycle II, on Thursday, February 26, 2016

Based on the reflection that researchers do in cycle I, the researchers decided to focus more on 5 students who still reach the category of medium, it is seen from the results of self-description through questionnaire bullying behavior, then 5 students who still reach that category need to get extra attention on time of Group Counseling, after explaining about the phases of CTF the researcher begins the application of reward techniques, then discussion on bullying behavior and its impact on itself, school environment and society. In the implementation of this cycle II with 5 members of students who are in the moderate category on the results of bullying questionnaire that leads to the assessment of attitudes or self-description. In the implementation of action in cycle II, the researcher focuses more on group members on reward techniques, by asserting more to each member of the Group about the behavior he wrote before, the extent to which his efforts to ignore the bad behavior he has and the extent to which he can maintain the behavior that he has.

Reflection cycle II

After group counseling in cycle II there were a changes to 5 group members compared to group counseling in cycle I, as for reflection on cycle II is as follows:

a. Student responses are felt better in this second cycle, students are more daring to express their opinions and are more confident about the behavior changes they make.

b. From the measurement scale that students say there are more significant changes so that students are expected to be able to stop the behavior of bullying dirty words,

c. The questions used in group counseling with reward techniques, from the answers of students who were members of the group in the implementation of this second cycle, there was a significant difference between Group Counseling Services using reward techniques compared to other counseling techniques.

This is proven that by increased self-assessment in the second cycle, then the change appears, that students have been able to control themselves in bullying either when the Teacher is not in class or at break time. During cycle II, students' interest in group counseling looks better, besides the difference of relationship between student and teacher as well as fellow students begin to look more familiar.

Hence, the case of bullying that occurs in school is a serious problem that should be considered both teachers and parents. Teachers should be more maximal to see students who experience the problem either students who become victims or perpetrators of bullying because the case is most widely found in the school environment. This is consistent with what [7] finds that bullying is an enduring problem in the lives of school children. It is a matter that affects all students, oppressors, victims, and those who witness the violence. Bullying can include verbal and physical attacks, threats, 'jokes' or language, mockery and criticism, humiliating behavior and facial expressions. Bullying is done either individually, or in groups. Bullying is difficult to eradicate in schools because the case is often unobserved. Teachers as professionals should be keen to see and pay attention to changes or deviant behavior of students.

In addition, based on the results of observations during the group counseling process conducted that the background of the family also affects the behavior of students in school and this also became one of the trigger bullying behavior in school. As said by [11] actors or bullying victims mostly experience authoritarian parenting. The authoritative style of parenting is very significant in creating violence and psychological disorders. Based on the issue of family harmony and socioeconomic status also became one of the triggers of this aggressive behavior. Parents also have an important role here because most of them do not know their children are being bullying or bullied. For that reason involving parents in preventing and minimizing bullying behavior is very important [12].

IV. CONCLUSION

Based on the results of research conducted through three actions on cycles I and II it can be concluded as follows:

First, the reward technique applied through group counseling to reduce bullying behaviors is felt to be quite effective because there is a change in the behavior of students who previously had bullied at this time. Most of the students involved in group counseling have tried to stop bullying behavior.

Second, reward techniques used through group counseling services, can be used to solve problems related to student behavior.

The suggestions for future researchers are expected to have further research on the reward techniques applied through group counseling to reduce bullying behavior in high school students, by involving other age range research subjects, choosing different research methods such as qualitative so that they can dig deeper into the psychological dynamics of adolescents. It is also expected not only to focus on the point of view as an actor but also on the victim, the perpetrator-victim, and the observer, if possible the parents of students.

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