



Effectiveness of Group Counseling Using Cognitive Restructuring Techniques to Reduce Bullying Behavior in High School

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Articles Information

Abstrak

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Tujuan penelitian ini yaitu mengetahui keefektifan konseling kelompok teknik restrukturisasi kognitif untuk mereduksi perilaku perundungan di SMA Hang Tuah 4 Surabaya. Rancangan yang dipergunakan dalam penelitian ini yaitu pra-eksperimental (one group pre-test post-test design). Populasi yang ditentukan siswa kelas XI IPS di SMA Hang Tuah 4 Surabaya, subjek yang dipergunakan 6 siswa dari nilai tertinggi melalui hasil skala pengukuran perilaku perundungan. 6 siswa dengan perilaku perundungan tertinggi dari hasil pre-test akan mendapatkan konseling kelompok teknik restrukturisasi kognitif agar siswa dapat mengubah pemikiran yang negatif membentuk pemikiran positif jadi tingkah laku negatif pengaruh dari pemikiran yang salah akan berubah menjadi tingkah laku yang positif. Berdasarkan hasil uji Wilcoxon yang sudah dilakukan menunjukkan hasil Asymp. Sig (2-tailed) bernilai 0,026. Nilai 0,026 lebih kecil dari $< 0,05$ menyatakan hipotesis diterima. Jadi kesimpulan yang dapat diambil bahwasannya layanan konseling kelompok teknik restrukturisasi kognitif efektif untuk mereduksi perilaku perundungan di SMA Hang Tuah 4 Surabaya.

Abstract

The purpose of this study was to determine the effectiveness of cognitive restructuring technique group counseling to reduce bullying behavior in SMA Hang Tuah 4 Surabaya. The design used in this study was pre-experimental (one group pre-test post-test design). The population determined was grade XI IPS students at SMA Hang Tuah 4 Surabaya, the subjects used were 6 students from the highest scores through the results of the bullying behavior measurement scale. 6 students with the highest bullying behavior from the pre-test results will receive cognitive restructuring technique group counseling so that students can change negative thoughts into positive thoughts into negative behavior, the influence of wrong thoughts will change into positive behavior. Based on the results of the Wilcoxon test that has been carried out, the Asymp. Sig (2-tailed) results are 0.026. A value of 0.026 is smaller than < 0.05 , indicating that the hypothesis is accepted. So the conclusion that can be drawn is that cognitive restructuring technique group counseling services are effective in reducing bullying behavior in SMA Hang Tuah 4 Surabaya.



INTRODUCTION

Bullying is an act of intimidation that hurts the victim physically or psychologically and is carried out by an individual or group intentionally and repeatedly. According to (Afriana et al., 2014) bullying is an act of influencing someone by doing it continuously through aggressive behavior in the form of violence or coercion and involving an imbalance of power or authority. Bullying is usually done because of seniority and wanting to gain power and control over other students. Bullying is usually carried out by an individual or group of people in power over victims who are considered weak, so that the bully takes advantage of the imbalance of power or authority to hurt the victim continuously. Bullying acts are physical, verbal and psychological (Arumsari, 2017). Physical bullying is hitting, pushing, forcing and pinching, Verbal actions are mocking, insulting and spreading rumors, psychological actions are isolating and looking at cynically.

The factors that cause bullying according to (Haslan et al., 2021) come from the family environment where parents have a parenting pattern by punishing their children excessively, then in the school environment there is less attention to the existence of bullying which results in bullies feeling free to carry out their actions against other students, then from friendship groups, bullies sometimes want to bully with interactions that occur at school or with friends around the house. The last factor is the condition of the social environment where poverty is one of the factors causing bullying.

Based on the bullying phenomenon that I encountered during the implementation of PLP 2.2 at SMA Hang Tuah 4 Surabaya, there were students who had difficulty understanding the learning material, the students always asked questions from the material that had been explained in class, from this there were bullying actions where other students mocked the students for always asking questions, then there was another phenomenon where students bullied by mocking their friends in physical form and the students felt proud when bullying, from this phenomenon the researcher conducted a pre-test, it was found that there were students who bullied verbally and psychologically by insulting, mocking and ostracizing friends. This can be supported by research conducted by Ahkam & Fakhri (2017) showing that bullying behavior occurs almost every day in 2 State High Schools in Jeneponto Regency. The impact of bullying can be seen from the results of research by Tumon (2014) that victims thought about committing suicide (16.7%) and hurting themselves (18.5%). Based on data from Tanjung (2017) in July, it was stated that a female student from a State High School in Bangkinang, Kampar, Riau was found dead due to drowning in a river. The estimated suicide victim was due to not being able to stand being teased by her friends at school.

From the problem of bullying, there needs to be guidance and counseling services to overcome bullying behavior, one of which is group counseling. According to (Asiah & Siregar, 2018), group counseling is providing assistance to students to deal with the problems they face in group situations that focus on thinking and personality. Group counseling is a counseling process in discussing personal problems faced by clients with the same discussion and carried out by counselors with several clients in one group (Muthohharoh, 2016). According to (Farid, 2021) group counseling services aim to heal. Counselors choose cognitive restructuring techniques to overcome bullying behavior. The purpose of providing guidance and

counseling services is group counseling with cognitive restructuring techniques so that students can change negative thoughts and make them positive thoughts, then students can form positive behavior. Cognitive restructuring techniques function to help individuals change wrong mindsets and are directed at changing more positive mindsets, cognitive restructuring techniques are one of the techniques derived from the cognitive behavioral approach. (Gemmarahima & Saputra, 2021). According to (Utomo, 2020) cognitive restructuring is a technique that can form new behavior and act rationally by changing cognitive patterns and irrational habits. Based on this description, the cognitive restructuring technique in group counseling is suitable for reducing bullying behavior experienced by students so that in the future students can change negative thoughts into positive ones and form new expected behaviors.

METHOD

The type of design used is pre-experimental (one group pre-test post-test design) with class XI-IPS as the population to be selected in the amount of 34 students and the selected sample amounted to 6 students who were identified as having high bullying behavior. The pre-test was conducted before the treatment was given (T1) then the treatment was given (X), the next step was the implementation of the post-test (T2). (Farid, 2020) stated that a comparison of the results of the pre-test and post-test was carried out to determine whether or not there was a change or influence in the group. The design in this study can be described as follows:

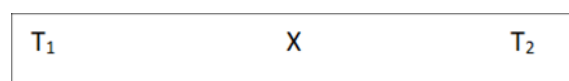


Figure 1. Research Design

Description:

T1 Pre-test to measure bullying behavior before being given treatment.

X Giving group counseling treatment Cognitive restructuring technique.

T2 Post-test to measure bullying behavior after being given treatment.

This study uses a Likert scale measurement scale from the validity test on the bullying behavior scale, 32 statement items were declared valid from 40 items that had been tested. The research data were analyzed using the Wilcoxon test and obtained asymp. sig (2-tailed) results with a value of 0.026.

RESULT AND DISCUSSION

The categorization of the bullying behavior measurement scale scores in this study is high, medium and low. From this categorization, 6 students will be selected who have high category scores, the treatment given to the 6 students is through group counseling with cognitive restructuring techniques, then from the provision of treatment the next step is filling out the post-test. The pre-test and post-test results data can be described in table 1 as follows:

Table 1. Comparison of pre-test and post-test score results

Student Initials	Pre-test	Category	Post-test	Category	Score Comparison
KS	73	medium	62	medium	11
AN	70	medium	61	medium	9
SR	72	medium	62	medium	10
MM	77	medium	66	medium	11
LR	74	medium	64	medium	10
RA	76	medium	65	medium	11

Based on table 1 shows that the 6 students experienced a decrease in the pre-test score and post-test score that had been given treatment, namely cognitive restructuring technique group counseling. From the data of this study will be analyzed using the Wilcoxon test using the SPSS for windows version 25.0 program. The results of the Wilcoxon test of bullying behavior can be seen in table 2 below:

Table 2. Wilcoxon test results

Test Statistics ^a	
	Post test - Pre test
Z	-2.232 ^b
Asymp. Sig. (2-tailed)	.026

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The results of the Wilcoxon Test show that Asymp. Sig (2-tailed) is worth 0.026, where the value of 0.026 is smaller than <0.05 so it can be concluded that the hypothesis is accepted.

This study shows that cognitive restructuring technique group counseling is effective in reducing bullying behavior. The results of the study can be seen in Figure 2 as follows:

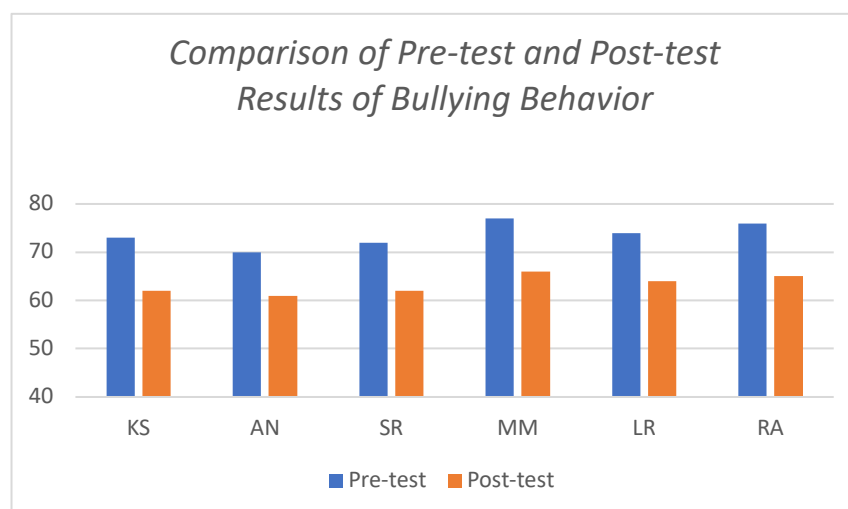


Figure 2. Comparison of Pre-test and Post-test Results of Bullying Behavior

Based on Figure 2 above, it shows that there has been a decrease in bullying behavior among students at SMA Hang Tuah 4 Surabaya. The following is an explanation of the bullying behavior of the subject.

KS feels happy when doing bullying. He feels happy when teasing friends with their physical appearance. KS does bullying because the environment responds well to KS doing bullying. From participating in cognitive restructuring technique group counseling, KS tries not to tease his friends with physical or other forms. KS showed a decrease in the pre-test score of 73 then after being given treatment KS got a post-test result of 62, the difference in score from KS was 11.

AN explained that when insulting, embarrassing friends he felt very happy and laughed. During learning activities his friends did not understand the material presented by the teacher then his friends immediately asked but AN casually insulted with sentences that were not good to say. After AN participated in group counseling with cognitive restructuring techniques he now began to control more when speaking or expressing opinions so as not to hurt other people's feelings. AN showed a decrease in the pre-test score of 70 then after being given treatment AN got a post-test result of 61, the difference in AN's score was 9.

SR explained more or less the same as the counselee KS. SR often calls friends by nicknames based on their physical appearance (fat, short and skinny). SR did this because she followed the behavior of her friends when she was in junior high school and carried it over into high school. After SR took part in group counseling with cognitive restructuring techniques, she explained that she now controls her conversations better so as not to tease her friends. SR showed a decrease in the pre-test score of 72, then after being given treatment SR got a post-test result of 62, the difference in SR's score was 10.

MM explained that he often teased his friends and forced his friends to buy food at the canteen, MM did this because MM felt powerful and his friends did not dare to MM. After MM participated in group counseling with cognitive restructuring techniques, MM explained that he had never forced his friends to obey his wishes. MM showed a decrease in the pre-test score of 77 then after being given treatment MM got a post-test result of 66, the difference in MM's score was 11.

LR often isolated and ignored friends other than his own friendship group. After LR participated in group counseling with cognitive restructuring techniques, he was more open and made friends with anyone, then LR often greeted and chatted with other friends. LR showed a decrease in the pre-test score of 74, then after being given treatment LR got a post-test result of 64, the difference in LR's score was 10.

RA explained that he incited between friendship groups. He also often teased his friends through social media. RA did this because he cared about popularity so he entered a friendship group just to gain popularity. From group counseling activities with cognitive restructuring techniques, RA was better able to control conversations and solve problems without teasing on social media. RA showed a decrease in the pre-test score of 76 then after being given treatment RA got a post-test result of 65, the difference in RA's score was 11.

Friendship is one of the factors causing bullying behavior in students at school and almost all students have committed bullying, both verbal bullying, physical bullying and psychological bullying (Septiyuni et al., 2015). Regarding the problems experienced by the subjects, the researcher provided treatment where the 6 subjects underwent group counseling using cognitive restructuring techniques so that the subjects or counselees could change negative thoughts about bullying and turn these thoughts into positive thoughts. According to (Yusadri et al., 2020). The purpose of cognitive restructuring techniques is to form more adaptive or appropriate thoughts. The impact of bullying is very dangerous, namely traumatic impacts and affects the development stage, therefore bullying must be stopped immediately even though it requires assistance from various educational elements such as teachers, students themselves and families so that bullying does not become a normal action (Trisnani & Wardani, 2016).

CONCLUSION

Cognitive restructuring technique group counseling is a counseling guidance service provided to students to solve their problems through group dynamics by changing negative thoughts into positive thoughts and then forming new, better behavior. The results of the Wilcoxon test that have been carried out show the results of Asymp. Sig (2-tailed) with a value of 0.026. Because the value of 0.026 is smaller than <0.05 , it can be said that the hypothesis is accepted. Therefore, it can be concluded that cognitive restructuring technique group counseling services are effective in reducing bullying behavior at SMA Hang Tuah 4 Surabaya.

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