



IMPLEMENTATION OF COGNITIVE BEHAVIOR THERAPY APPROACH GROUP GUIDANCE TO HANDLE BULLYING BEHAVIOR

Muslimah ^{1*} Rizqi Isnaeni Fajri ², Lutfiyatut Tamamiyah ³

^{1,2,3} Universitas Islam Bunga Bangsa Cirebon

Email : ¹ muslimahbki@gmail.com

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Abstract

Bullying is aggressive behavior carried out by certain individuals or groups, whether verbally, physically, cyber bullying and occurs repeatedly. The aim of this research is to describe the forms of bullying, the impact of bullying on students and the stages of implementing Cognitive Behavior Therapy (CBT) approach group guidance to deal with bullying behavior. This research uses qualitative research with the type of phenomenological research. Data collection techniques use observation, interviews and documentation. Analysis of this research data is data reduction, data presentation, and drawing conclusions. The results of this research are that the form of bullying carried out is verbal bullying such as mocking, insulting, making fun of, cursing, and physical bullying such as hitting. The impact of bullying is psychological impact such as trauma, students not going online to go to school and physical impact. The stage of implementing group guidance using a cognitive behavior therapy approach is the first stage of formation, namely group members get to know each other, are actively involved, and enter group life. The second stage, the transition stage, is a transition phase that connects the formation stage and the activity stage in group guidance. The third stage, namely the activity stage, is the core of implementing group guidance. And next is the final stage in group guidance .

Keywords: *Group Guidance, cognitive behavior therapy approach, Bullying Behavior.*



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INTRODUCTION

School is a place where students learn to develop their diverse potential (Amaliyah & Rahmat, 2021). Schools have an important role in student development. Schools must create a learning environment that is fun, comfortable and healthy. However, not all students experience comfort and pleasure in the school environment. In fact, some students experience stress, anxiety and fear. One of the factors that causes this discomfort is bullying at school. Bullying can occur at various levels of education, from kindergarten to college (Wardah, 2020).

Bullying has been something that has occurred in the school context for quite a long period. In general, people are more familiar with terms such as bullying, exclusion, crime, and so on. Bullying has a broad meaning and includes various forms of using power or violence to hurt other people in a way that makes the victim feel trapped, traumatized and helpless (Nurdiansyah, 2020).

Bullying, also known as harassment, is an unpleasant act committed by someone against another person, whether physical or verbal, which has a negative impact on the victim (Bu'ulolo et al, 2022). Bullying can be done by individuals to other people, by groups of people to other individuals or certain groups to other groups (Aswat et al., 2022; Nur., 2022). Forms of bullying can take the form of hitting, pinching, scratching, kicking, pulling, breaking things, criticizing, belittling, threatening, sticking out your tongue, up to the worst, namely sexual harassment (Ahmad et al., 2022; Firmansyah., 2022).

Bullying is a form of deviant behavior that occurs in schools if it is related to students' destructive behavior, so they are not aware that their behavior is the same as a bull that never cares about other people's comfort. Bullying can form a personality that places a student on a dark journey and life experience, while those as victims of bullying often experience fear of going to school and become less confident, feel uncomfortable and unhappy (Ahmad, 2019).

Bullying behavior is a serious threat to children's development and is a potential cause of violence in the school environment (Herawati & Deharnita, 2019). Bullying in children is considered an early form of violence, identified by family and school as occurring in adolescence, and can manifest itself in two institutions. The most important thing is that a serious behavioral disorder predisposes a child to such as antisocial behavior.

Indonesia in (RU Hasanah, 2020), is a country that exceeds the ASEAN level for school bullying at 84%, followed by Nepal and Vietnam at 79%, Cambodia at 73% and Pakistan at 43%. Based on the KPAI report, of the 26,000 child protection cases received in the 2011-2017 period, 34% of them were bullying (Setyawan, 2017). On the other hand, education sector data in the KPAI report (2018) states

that out of 161 cases in detail: there were 23 cases of children who were victims of fighting (Pratama, 2018), namely. H. 14.3%, there were 31 cases of children doing brawls, namely. H. 19.3%, there were 36 cases of children victims of violence and bullying, d 41 cases of children victims of violence and bullying, d. H. 25.5%, and children were victims of politics (extortion, expulsion from school, expulsion from exams and school) in 30 cases, viz. H.18.7%, was. The biggest problem for children is bullying at school, 77 cases or 47.9%. Based on the KPAI report (2019), there were 153 complaints about cases including child victims of politics, children victims of physical violence and bullying (KPAI, 2020).

Based on the results of interviews with Guidance Counseling (BK) teachers, it was revealed that there were several cases of bullying at SMP IT Darul Ma'arif Cirebon. Bullying behavior observed included calling friends names with inappropriate nicknames, bullying friends both inside and outside the classroom, making fun of friends' physical appearance, and physical violence between students. There are also cases of students who often mock or degrade the names of their friends' parents.

Guidance and counseling services are one of the facilities provided in the school environment with the aim of helping students obtain information and resolve the problems students face (Habsy, 2017). Guidance and counseling are important elements in achieving educational goals. Counselors, who are tasked with providing guidance and counseling services in schools, have high hopes. With the help of guidance and counseling, students can overcome various problems they face during adolescence. To achieve this, group tutoring services can be offered to students to promote effective daily life of students. Group guidance is a form of support for individuals in group situations that is preventive, curative and aimed at encouraging their development and growth (Cahyono, 2017).

Group guidance is a counseling method carried out in groups, where counselors interact with clients in a dynamic group environment. The aim of group guidance is to prevent problems from arising and provide assistance to individuals in overcoming the problems they face (El Fiah & Anggralisa, 2015).

Umam, (2021) suggests using group guidance to help students solve the problems they face in group activities. (Nurhidayati, 2016). The CBT technique is counseling that focuses on restructuring or correcting cognitive deviations resulting from events that are detrimental to oneself both physically and psychologically, and looks more to the future than to the past. The cognitive aspect of CBT includes changing ways of thinking, beliefs, attitudes, assumptions, fantasies, and helping counselors identify and change defects in cognitive aspects (Zulaifah, 2020).

Cognitive Behavior Therapy assumes that most people are aware of their own thoughts, abilities, and behaviors and can then change those things in positive ways (Beck, 2020). Experience shapes a person's thoughts, and these thoughts often influence behavior (Diananda, 2019). Based on the explanation above, it can be concluded that group guidance with a Cognitive Behavior Therapy (CBT) approach can overcome bullying behavior. Researchers are interested in providing treatment for the problems experienced by clients.

RESEARCH METHODOLOGY

This research uses qualitative research with a phenomenological approach. Qualitative research methods, as described by Sugiyono, (2018), are based on post-positivism philosophy and are used to conduct research on natural object conditions. Researchers use qualitative phenomenology, which is a method used to explore a deep understanding of a person's life experiences and subjective views about a particular phenomenon.

The place of this research is SMP IT Darul Ma'arif Cirebon. The data sources for this research are guidance and counseling teachers and students who experience bullying. This research data collection technique uses observation, interview and documentation instruments. The data analysis technique is triangulation with the stages of reducing data, presenting data, and drawing conclusions.

RESULTS AND DISCUSSION

Results

1. Forms of bullying at SMP IT DARUL MA'ARIF

The forms of bullying behavior carried out by students at SMP IT DARUL MA'ARIF vary. There are verbal bullying behaviors such as insulting their friends' appearance or making fun of their friends' physical appearance, such as using the words fat, thin, and the like. However, currently bullying behavior does not stop at just verbal insults, physical actions such as hitting are also often carried out against friends who are considered weak. Students who like to bully may be large or feel strong in the school environment. They consider that insulting, mocking and even hitting their peers is a normal and normal thing to do in the school environment and at home.

Based on the results of interviews with BK teachers, various reasons were found that underlie students' bullying behavior. Some students follow other friends who bully, some because they have been victims of bullying before, and there are also those who feel powerful in class or at school so bullying is seen as

a way to show power. However, the majority of those who engage in bullying behavior usually only do it for entertainment purposes.

Students are involved in bullying behavior because they are afraid of becoming victims of bullying by their group friends. They feel that if they do not follow bullying behavior, they will be considered weak by their friends. This kind of perception is very wrong and should not be used as an excuse for bullying. Apart from that, lack of attention at home can also cause students to want to get attention from their friends by bullying their friends.

2. The impact of bullying on DARUL MA'ARIF IT SMP students

Bullying can have various impacts on the victim, both psychologically and physically. The impact is very serious and can cause trauma for the victim. One of the impacts of bullying is that the victim finds it difficult to socialize and tends to stay away from the bully to avoid becoming a victim again. Victims feel embarrassed if they are constantly the target of bullying.

The impact of bullying behavior, based on the results of interviews with guidance and counseling teachers, causes some students to show certain behavior. Some students do not want to go to school because they feel intimidated by the bullying they experience. Apart from that, there are also students who choose to remain silent and do not report it to the school because they are afraid that their efforts will be in vain and that the bully will carry out more bullying actions against them.

The students who bullied said that they felt happy when they bullied because they felt they had lots of friends and were no longer isolated or shunned by others. This feeling of joy also reflects the student's desire for revenge, especially if they have been victims of bullying before. When the student felt he had strength and courage, he also started bullying his friends.

3. Implementation of Cognitive Behavior Therapy Approach Group Guidance to deal with bullying

The application of Cognitive Behavior Therapy (CBT) is aimed at students who often bully at school. Cognitive Behavior Therapy (CBT) is based on the concept of changing negative thoughts and behaviors that can affect emotions. In its implementation, students are involved in activities and participate in the process of making decisions and strengthening themselves.

Implementation of Cognitive Behavior Therapy (CBT) approach group guidance is carried out at schools in classrooms. On this occasion, perpetrators and victims of bullying were given group guidance services with the theme of stopping bullying. Group guidance begins with the formation stage by giving

encouragement to the group guidance members first, then continues with reading prayers, explaining the theme of the service, stating the purpose of the service, and explaining the process of implementing group guidance.

The next stage is carried out by providing transition activities in the form of games and asking questions about the students' readiness to participate in the service until it is finished. After the students answered regarding their readiness, the Guidance and Guidance Teacher made a contract for the time that would be used on that occasion, then the Guidance and Guidance Teacher displayed PPT slides to the students in the form of the material that would be provided and in the form of a video about bullying so that the students could reflect on bullying from the video shown. The students who took part in the service initially did not respond in depth regarding the service when the guidance counselor asked questions about bullying. However, as time went on, a female student began to reveal that she often received bullying in the form of teasing and even physical violence towards her in the form of hitting her arms, legs and head. From this student's expression, finally another female student said the same thing, that she also received treatment in the form of teasing and even beatings.

The student who received treatment in the form of teasing and beatings began to describe the events that she would receive. Counseling teachers provide prior knowledge about the factors of bullying, the various forms of bullying and the impact of bullying, the effects of which can have a big impact on a person's personality and reduce the level of self-confidence of someone who experiences bullying.

After the group guidance service takes place, the guidance and counseling teacher provides a sheet in the form of an evaluation of the results of the group guidance which must be filled in by the students who took part in the service until completion. Each student answers the questions listed on the evaluation results sheet regarding the services that have been implemented.

Through the Cognitive Behavior Therapy (CBT) approach, students are trained to reflect back on the actions they will take. By training students to think twice before acting, it is hoped that student behavior problems that often bully can be resolved. Students are taught to take positive actions and not harm themselves or others. In this way, it is hoped that students will have better behavior and avoid bullying their friends.

Cognitive Behavior Therapy (CBT) focuses on learning to change behavior, calm the mind and body so that students feel better, think more clearly, and are able to make the right decisions. Students who have received the application of Cognitive Behavior Therapy (CBT) realize that it is important to consider actions

before carrying them out. This way, they can choose good behavior for themselves and others.

According to the BK teacher, the application of Cognitive Behavior Therapy (CBT) has provided maximum results for students at the school. This can be seen from the reduction in bullying behavior, although there must still be supervision of bullying in schools. After receiving this service, students are monitored again to ensure that they do not engage in bullying behavior again. The guidance counselor also invited the homeroom teacher and subject teacher to jointly monitor the student so that they do not bully again. By providing direct services to students who have problems, it is hoped that they can change and not engage in bullying behavior.

Discussion

Based on interviews with BK teachers regarding the impact of bullying at SMP IT Darul Ma'arif, it was found that several students experienced discomfort to the point of refusing to go to school. This is in accordance with the theory put forward by the National Youth Center Sanders (2003) in psychologymania (2012), which states that bullying can cause feelings of anxiety and fear in students, affect their concentration at school, and encourage them to avoid school.

Based on the results of research that has been carried out, it shows that acts of bullying behavior that occur at SMP IT Darul Ma'arif have decreased because the students who are provided with services understand all the processes carried out and conveyed by the guidance and counseling teacher so that the students do not carry out bullying actions against their friends again.

Based on the results of interviews and observations obtained and the implementation of group guidance services with a Cognitive Behavior Therapy approach to dealing with bullying, it can be seen that there has been a decrease in acts of bullying that occur at school, this is proven by the fact that students who bully their friends no longer carry out the acts of bullying that they usually do. do it before.

This research is in line with research conducted by Edward Sasri Dwyantana (2016) entitled "Application of Cognitive Behavior Therapy (CBT) to eradicate bullying behavior at SMP NEGERI 1 Batang Kuis students" and research by Thalia Nurulita (2018) which examined the "effectiveness of CBT counseling (Cognitive Behavior Therapy) in reducing bullying behavior in class VIII students at SMP Perintis 2 Bandar Lampung." Both studies show that the CBT approach is effective in reducing bullying.

Milne (2013:3) explains that CBT (Cognitive Behavior Therapy) is a combination of two approaches in psychotherapy, namely cognitive therapy and

behavioral therapy. Cognitive therapy focuses on an individual's thoughts, assumptions, and beliefs. This therapy helps individuals recognize and change wrong thought patterns. Cognitive therapy is not only related to positive thinking, but also related to happy thinking. On the other hand, behavioral therapy helps link problem situations with behavioral habits in responding to these problems. Individuals learn to change behavior, calm the mind and body, so that they feel better, think more clearly, and can make the right decisions. Based on the previous explanation, it can be concluded that the application of group guidance using a cognitive behavior therapy (CBT) approach has proven effective in dealing with bullying that occurs among students at SMP IT Darul Ma'arif .

CONCLUSION

Students at Darul Ma'arif IT Middle School engage in bullying behavior. The forms of bullying behavior carried out are verbal bullying such as mocking, insulting, making fun of, cursing , and physical bullying such as hitting. The impact of bullying is psychological impacts such as trauma, students not daring to go to school, students not wanting to socialize and physical impacts. The stage of implementing group guidance using a cognitive behavior therapy approach is the first stage of formation , namely group members get to know each other, are actively involved, and enter group life. The second stage, the transition stage, is a transition phase that connects the formation stage and the activity stage in group guidance. The third stage, namely the activity stage, is the core of implementing group guidance. And next is the final stage in group guidance.

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