

Contribution Analysis of Cognitive Behavior Theraphy Approach in Group Guidance to Student Bullying Behavior

Fahriza Amelia¹, Gusman Lesmana²

^{1,2}Guidance and Counseling Department, Universitas Muhammadiyah Sumatera Utara, Indonesia

ABSTRACT

This study uses a quantitative approach with a quasi-experimental type by looking at changes in research data between before and after being given treatment. The population in this study was 40 students of class XII then the sampling technique used purposive random sampling. The results of the reliability test of the bullying behavior character instrument were 0.911. The research data were analyzed using the Wilcoxon test. The research findings show that the correlation obtained from the SPSS output model summary 26.00 shows the magnitude of the results of the hypothesis test with the Wilcoxon test, the output is 2.807b with the value of Asymp.Sig. = 0.005 (2-tailed) is less than < 0.005 , then H_a is accepted. Here there are 10 positive data (N) which means that 10 students experienced a decrease in bullying behavior from the Pre-Test value to the Post Test value. The mean rank or average increase is 5.50, while the number of positive rankings or the sum of Ranks is 55.00. Thus, it can be concluded that the application of the cognitive behavior therapy approach in group guidance can have an influence on the decline in bullying behavior of students at SMK Persatuan Amal Bakti 3 Medan TA. 2021/2022.

Keyword: *Group Conseling; Cognitive Behavior Therapy; Bullying Behavior*

Corresponding Author:

Gusman Lesmana, S.Pd., M.Pd.,
University of Muhammadiyah Sumatera Utara,
Jl. Kapten Muktar Basri No 3 Medan 20238, Indonesia
Email: gusmanlesmana@umsu.ac.id



1. INTRODUCTION

National Education System Law No. 20 of 2003 article 3 states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become a democratic and responsible citizen. So based on the school as an institution that organizes formal education, it has an important role in efforts to mature children and make them useful people.

One of the efforts in realizing education is through learning the knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training or research. To realize this, harmony is needed between every aspect of the parties involved in realizing the ideals of the Indonesian nation, one of which is to educate the nation's life and prosper the Indonesian people. Therefore, schools must synergize to maximize their role in developing the competence and character of students.

The phenomenon of bullying has long been a part of school dynamics. Generally, people are more familiar with terms such as bullying, exclusion, delinquency and others. The term bullying itself has a broader meaning, including various forms of using power or force to hurt others. Bullying that occurs in the school environment can be defined as beating students, such as senior students to junior students or physical violence carried out by harassing, and humiliating students who are weaker than the bullies.

In general, in schools there are still many students who do not achieve optimal development. One of the phenomena that attracts attention in education is violence (bullying) in schools. This study uses behavioristic theory to define learning as a process of behavior change, but it is used in this study because it is a reference for teachers in overcoming bullying behavior. In overcoming bullying behavior, of course the teacher applies various strategies to overcome it. The process of handling and anticipating is carried out through the role of guidance and counseling teachers who have a relationship as an educator in relation to students, as

a discipline regulator, and as a substitute for parents. A teacher is functioned to control, lead and direct teaching time.

Guidance and counseling is a special service that is organized and integrated into school programs for the development of students and helps them adjust and carry out activities optimally according to the basic abilities of each student. Guidance and counseling teachers must be proactive in providing guidance to students about values, especially to foster students' reasoning and healthy lives, so that students have the ability to overcome the effects of bullying behavior. This study uses the behavioristic theory of B.F Skinner (1988) defines learning as a process of behavior change. Changes in behavior that are achieved as a result of learning through the process of strengthening new behaviors that appear, namely operant conditioning (operant conditioning). This is done by utilizing one of the guidance and counseling services combined with a cognitive behavior therapy approach.

CBT (cognitive behavior therapy) is directed at modifying the function of thinking, feeling, and acting by emphasizing the role of the brain in analyzing, deciding, asking, acting, and deciding again. Through thinking, humans decide their actions, because thinking is a human cognitive function (Lesmana, 2021). Corey, G (2012) states that, Behavioral therapy is the application of various techniques and procedures rooted in various theories about learning. Behavioral group guidance is one of the techniques used in solving behavioral problems caused by internal urges and encouragement to meet the needs of life through a learning process so that people can act and behave more effectively and efficiently. This activity is called learning.

Group guidance is intended to prevent problems from arising in students and develop student potential, in general it can be said that as a guidance technique, group guidance has the same principles, activities, and goals as guidance. The difference lies only in the management, namely in group situations. One of the group guidance techniques that can be given is group guidance using Cognitive Behavior Therapy techniques. The counseling process by understanding the counselee is based on aberrant cognitive restructuring, the counselee's belief to bring about emotional changes and behavioral strategies for the better. Therefore, cognitive behavior therapy (CBT) is one of the more integrative approaches in counseling. (Alfred & Beck, 1997). From this phenomenon that has occurred among adolescents, researchers have carried out testing of Group Guidance Services with a cognitive behavior therapy approach to reducing bullying behavior in adolescents.

Table 1. Research design

| No. | Research design | | |
|-----|-----------------|-----------|-----------|
| | Pre test | Treatment | Post test |
| 1 | O1 | X1 | O2 |
| 2 | O3 | X2 | O4 |

Information: X1: Application of CBT technical group guidance services

X2: Without service

2. RESULTS AND DISCUSSION

The hypothesis proposed in this study is "There is a positive and significant influence on the character of students' bullying attitudes in the experimental group before and after being given treatment with group guidance services with cognitive behavior therapy. This hypothesis testing was carried out using the Wilcoxon Signed Ranks Test data analysis technique through the SPSS version 20.0 program. Judging from the probability numbers Asymp. Sig. (2-tailed) self-disclosure of students in the experimental group was 0.005 or the probability was below alpha 0.05 ($0.005 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the hypothesis tested in this study can be accepted, namely "There is a positive and significant contribution to the treatment of group guidance services with cognitive behavior therapy techniques on the character of students' bullying attitudes in the experimental group before and after being given treatment.

Test Statistics^a

| | Posttest - Pretest |
|------------------------|---------------------|
| Z | -2.807 ^b |
| Asymp. Sig. (2-tailed) | .005 |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

| | N | Mean Rank | Sum of Ranks |
|----------------|-----------------|-----------|--------------|
| Negative Ranks | 0 ^a | .00 | .00 |
| Positive Ranks | 10 ^b | 5.50 | 55.00 |
| Ties | 0 ^c | | |
| Total | 10 | | |

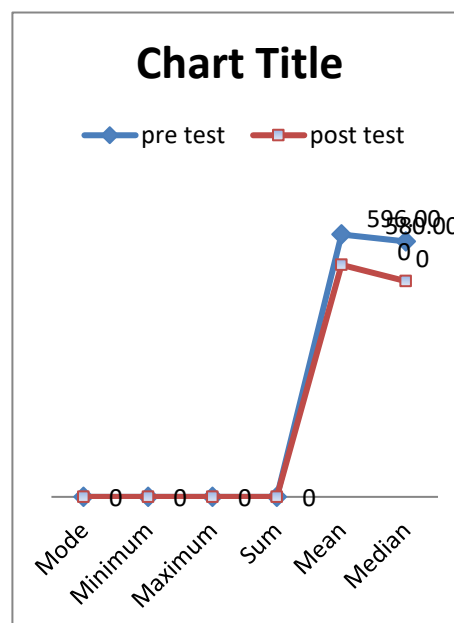
Fig 3. Research Results (Wilcoxon Test)

Several factors are believed to be the cause of bullying behavior in schools, including the factors of peer groups and school climate. Peer groups have an influence on the growth of bullying behavior in schools. According to Benitez and Justicia (2006) peer groups who have problems at school will have a negative impact on schools such as violence, truancy behavior, low respect for fellow friends and teachers. Friends in the school environment ideally act as "partners" for students in the process of achieving educational programs.

Herbert (Lee, 2004) defines bullying as a terrible and cruel thing that is done by someone to a child or group of children. Bullying can happen once or repeatedly. Victims of bullying will feel ashamed, hurt or humiliated and threatened. As for the bully, they may not realize it.

| | | Pretest | Posttest |
|---------|---------|---------|--------------------|
| N | Valid | 10 | 10 |
| | Missing | 0 | 0 |
| Mean | | 59.6000 | 52.7000 |
| Median | | 58.0000 | 49.0000 |
| Mode | | 58.00 | 48.00 ^a |
| Minimum | | 55.00 | 46.00 |
| Maximum | | 67.00 | 62.00 |
| Sum | | 596.00 | 527.00 |

a. Multiple modes exist. The smallest value is shown



. Fig 3. Result

Meanwhile, Hazler (Carney & Merrell, 2001) defines bullying as a behavior that is done repeatedly to hurt others. This behavior can be done by attacking physically or verbally and isolating the victim. Olweus (McEachern et al, 2005) that bullying is a negative act committed by one or more students and repeated every time. Bullying occurs because of an imbalance in power/power. This means that students who are victims of bullying are powerless in dealing with bullies. There are various kinds of inequalities in this power/power, including victims who are physically and mentally weaker than the perpetrators, the number of bullies is more than the victims of bullying.

Based on the definitions of bullying above, it can be concluded that bullying is a desire to injure both physically and mentally that is carried out by a person or group of people to other people repeatedly, there is an imbalance of power between the perpetrator and the victim and creates satisfaction from the perpetrator in do this behavior.

In testing the hypothesis using the second SPSS output, namely the "Test Statistics" output. However, before we enter into the analysis of the results above, we first need to know the basis for decision making used in the Wilcoxon test for us to use as a guide or guide. Basis for decision making in the Wilcoxon Test. If the value of Asymp.Sig. (2-tailed) is less than < 0.005 , then H_a is accepted. Conversely, if the value of Asymp.Sig. (2-tailed) is greater than > 0.05 , then H_a is rejected.

From the analysis of the data, it has been proven that the character of bullying attitudes in low-income students has decreased significantly. This is indicated by the correlation obtained from the Wilcoxon hypothesis test output display of 2.807b with the Asymp.Sig value. = 0.005 (2-tailed) is less than < 0.005 , then H_a is accepted.

3. CONCLUSION

Based on the results of the research that the authors carried out regarding the significant positive influence between group guidance services, cognitive behavior therapy techniques, the character of bullying attitudes of students with low economics on students of SMK PAB 3 Medan, Academic Year 2021/2022. So the writer will put forward several conclusions, namely the bullying behavior of students contributes a lot and has a lot of influence on low-income students in increasing bullying in their lives.

The bullying attitude of low-income students in the level of ups and downs can be influenced by group guidance services for cognitive behavior therapy techniques. Daily association is a student activity that is the cause and which is the driving force or driving force of a person to carry out any behavior in life, always taking positive and negative actions that are obtained from influences in the association, with the hope and aim of getting good recognition from the community. a group of bullying attitude characters who get along together which makes the ups and downs of bullying attitudes of low-income students.

From the data analysis, it has been proven that there is a significant relationship between group guidance services and cognitive behavior therapy on the bullying attitude of low-income students in SMK PAB 3 Medan students in the 2021/2022 academic year. This is indicated by the correlation obtained from the Wilcoxon validity test output display from the Wilcoxon hypothesis test output display of 2.807b with the Asymp.Sig value. = 0.005 (2-tailed) is less than < 0.005 , then H_a is accepted.

REFERENCES

- Alford, B. A., Beck, A. T., & Jones Jr, J. V. (1997). The integrative power of cognitive therapy.
- Astuti, P. R. (2008). *Meredam Bullying (3 Cara Efektif Mengatasi Kekerasan pada Anak)*. Jakarta: Grasindo.
- Benitez, J. L., & Justicia, F. (2006). Bullying: Description and analysis of the phenomenon. *Electronic Journal of Research in Educational Psychology*, 4 (9), 151-170.
- Lee, C. (2004). *Preventing bullying in schools: A guide for teachers and other professionals*. Sage.
- Lesmana, G. (2021). *Teori dan Pendekatan Konseling*. umsu press.
- Maryam, S., & Fatmawati, F. (2018). Kematangan emosi remaja pelaku bullying. *Jurnal Kajian Bimbingan dan Konseling*, 3(2), 69-74.
- Skinner, B. F. (1988). *The selection of behavior: The operant behaviorism of BF Skinner: Comments and consequences*. CUP Archive.
- Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.
- Carney, A. G., & Merrell, K. W. (2001). Bullying in schools: Perspectives on understanding and preventing an international problem. *School Psychology International*, 22(3), 364–382. <https://doi.org/10.1177/0143034301223011>
- A.J McEachern, William. 2001. Pengantar Ekonomi Mikro. Jakarta: PT. Salemba Empat.
- Rahayu, E. R. (2022). The Effect of Language Content-Based Cooperative Learning Against Public Speaking Skills. *Indonesian Journal Education*, 1(1), 35-40.
- Lesmana, G., & Deliaty, D. (2022). Parenting Patterns Based on Character Education Against Early Childhood Discipline. *Indonesian Journal Education*, 1(1), 18–24. <https://doi.org/10.56495/ije.v1i1.176>