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IMPLEMENTATION OF GROUP GUIDANCE COGNITIVE BEHAVIOR THERAPY APPROACH TO DEAL WITH BULLYING BEHAVIOR AT SMP IT DARUL MA'ARIF

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ABSTRACT

This thesis discusses the implementation of a group guidance cognitive behaviour therapy approach to deal with bullying behaviour in SMP IT Darul Ma'arif, where there are class students who commit bullying behaviours such as calling their friends inappropriately, bullying their friends inside and outside the classroom; mocking other students' physiques; hitting each other; and And students often mock the names of their friends' parents. This study aimed to determine the impact of bullying on students at SMP IT Darul Ma'arif and the implementation of group guidance on the Cognitive Behavior Therapy (CBT) approach to dealing with bullying behaviour at SMP IT Darul Ma'arif. This study uses qualitative research with phenomenological research, which aims to understand and describe a profound phenomenon that obtains the essence of participants' life experiences with the phenomenon. The data used are primary and secondary. Data collection tools are observation methods, interviews, and documentation. Meanwhile, the steps used in data processing and analysis are data reduction, data presentation, and conclusions. Based on the results of the study, it is known that group guidance services for the Cognitive Behavior Therapy (CBT) approach to dealing with bullying behaviour at SMP IT Darul Ma'arif have decreased bullying behaviour. Group guidance services The Cognitive Behavior Therapy (CBT) approach is effective in dealing with bullying behaviour at SMP IT Darul Ma'arif, as evidenced by the presence of students who no longer bully their friends.

Introduction

In the process of worldly life, education has always been an essential thing to do for everyone. According to H. Horne, education is a continuous (eternal) higher adjustment for physically and spiritually developed people who are free and aware of God as manifested in intellectual, emotional, and human nature (Erlidawati, 2021). Education has a significant impact on the process socially and environmentally. Because education can develop and change individual skills, attitudes, and behaviours, socialising improves (Arifin, 2015) (Harapan, Ahmad, & MM, 2022). Education must develop its opportunities by achieving personal qualities. As a formal educational institution, the school gives students a rather heavy task and a tutor to develop their potential optimally.

The definition of Bullying is the desire to hurt, which is in the form of actions that cause someone to suffer; it can also be summarised as bullying, which is the aggressive behaviour of a person or group of people. This happens many times and happens from time to time. Thus causing dangerous and deadly effects for its victims, both physically, psychologically, and socially. If not treated immediately, it will hinder the development

of optimal self-empowerment, making it difficult for children to interact with their social environment in the future (Fontina, Budiarti, & Adrian, 2023) (Marasaoly, 2022).

Indonesia is a country that surpasses the ASEAN level for school bullying by 84%, followed by Nepal and Vietnam by 79%, Cambodia by 73%, and Pakistan by 43% (KPAI, 2017). Based on the KPAI report, 26,000 child protection cases were received in the period 2011-2017, 34% of which were bullying. In contrast, education sector data in the KPAI report (2018) mentions 161 cases in detail: there are 23 cases of children who are victims of fighting. H. 14.3%, there were 31 cases of children who committed brawls. 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 of political victims (blackmail, expulsion from school, expulsion from exams and school) in 30 cases, ie. H.18.7%, it was. The biggest problem with children was bullying at school, with 77 cases or 47.9%. Based on the KPAI report (2019), there were 153 complaints, including children who were victims of politics and children who were victims of physical violence and bullying.

Guidance and counselling are some services offered in schools that help students get information and solve their problems (Chasanah, Nazidah, & Zahari, 2022) (Sriyono, 2021). Guidance and counselling are two educational activities that help achieve educational goals. High expectations are placed on school guidance and counselling service providers (counsellors). With the help of guidance and counselling, students can overcome adolescent problems. To achieve this, group tutoring services can be offered to improve students' daily lives effectively (Rahmi, 2021) (Guru & Pati, 2018). Group guidance is a form of support to individuals in group situations that is preventive, curative, and aimed at encouraging their development and growth (Aqib, 2020) (HARTANTI, 2022).

Salahuddin (2012: 96) suggests the use of group guidance to help students solve problems they face in group activities (Ma’rufah & Fauziah, 2022) (Dewi, 2017). Discussion is a group management technique used to address social problems. The CBT technique is counselling that focuses on restructuring or revamping cognitive deviations due to events that harm him both physically and psychologically and looks more to the future than to the past. The cognitive aspects of CBT include changing ways of thinking, beliefs, attitudes, assumptions, and fantasies, as well as helping counsellors identify and change defects in cognitive aspects (Zuraidah, 2023). Cognitive Behavior Therapy assumes that most people know their thoughts, abilities, and behaviours and can change them positively. Experiences shape a person's thinking, and those thoughts often influence behaviour (Manaf & Khotimah, 2023).

The previous research was conducted by Pepen Ardiansyah (2022), who examined the "The Effect of Group Guidance Services to Reduce Bullying Behavior of Class X-GPA Students in Private Aliyah Madrasah (MAS) Plus Padang Ganting for the 2021/2022 Academic Year". The results obtained from this study are the results of the author's research showing a significant influence between the variables of group guidance services on bullying behaviour. This is evidenced by a calculated value greater than stable, which

means that the alternative hypothesis (Ha), which states the significant influence of group guidance services on bullying behaviour, is accepted. The null hypothesis (H0), which states the absence of significant influence of group guidance services on bullying behaviour, is rejected. Group tutoring services had a significant effect on bullying behaviour at a significant rate of 5%. The overall significant decrease was in the medium category, the indicators of physical bullying behaviour were in the medium category, the indicators of verbal bullying behaviour were in the medium category, and the relational bullying indicators were in the medium category (ARDIANSYAH, 2022). The similarities between this study and the research examined bullying behaviour acts with the same service. At the same time, the difference lies in the approach used and the research method used in this study with the research being conducted.

This study aims to investigate and provide answers to the problems posed. First, the aim is to identify and describe the impact of bullying on SMP IT Darul Ma'arif students. Through this analysis, it is hoped that it can be thoroughly understood how bullying affects the well-being of students in the environment. Furthermore, this study aims to evaluate and describe the implementation of group guidance with a Cognitive Behavior Therapy (CBT) approach as a strategy to overcome bullying behaviour in SMP IT DARUL MA'ARIF. Thus, it is hoped that this research can provide deeper insights into the effectiveness of this approach in dealing with bullying problems in schools and contribute concrete solutions to improve student welfare.

Research Methods

Research Approach

This research uses a qualitative approach. According to Sugiyono, qualitative research methods are research methods based on the philosophy of post-positivism, used to examine natural object conditions (as opposed to experiments) where researchers are the key instrument, sampling of data sources is carried out purposively and snowball collection techniques by triangulation (combined), data analysis is inductive or qualitative. The results of this study emphasise meaning rather than meaning generalisation.

Types of research

The type of research used in this study is the Phenomenological research method. According to Alase (2017), phenomenology is a qualitative methodology that allows researchers to apply their subjectivity and interpersonal abilities in the exploratory research process.

Research design

The research design used in this study is a qualitative descriptive research design because researchers want to find facts and interpret "Implementation of Group Guidance on Cognitive Behavior Therapy (CBT) Techniques to Deal with Bullying Behavior in SMP IT DARUL MA'ARIF" to write clearly about the problems of bullying that occur in schools.

Data Collection

Data collection in this study was carried out through three main methods, namely observation, interviews, and documentation. Observations were made on implementing Group Guidance in dealing with student bullying behaviour at SMP IT Darul Ma'arif. This method involves researchers conducting direct observation to collect evidence that supports and complements the research results at SMP IT Darul Ma'arif. Interviews were conducted with BK teachers and students who experienced bullying, aiming to understand the implementation of Group Guidance in dealing with the problem more deeply. Meanwhile, documentation includes counselling data, RPL (Service et al.), and documentation of the implementation of Group Guidance as sources of information that enrich research analysis. Through the combination of these three methods, this study aims to provide a comprehensive picture of the effectiveness of Group Guidance in dealing with student bullying behaviour at SMP IT Darul Ma'arif.

Data analysis

Data analysis is crucial in qualitative research, conducted from the beginning of field data collection to its end. The primary purpose of data analysis is to give meaning to the collected information and to understand the patterns and dimensions of the data to conclude. This analysis relies on data collected through open studies, including different data types, such as field notes and research comments. In this study, the data analysis procedure involved three main stages. First, the data is reduced to facilitate grouping and inferring results. Data reduction includes selection, simplification, abstraction, and transformation of raw data. Second, the analysis results are presented through brief descriptions, diagrams, class relationships, flowcharts, and descriptive text as data presentation. Finally, conclusions are drawn from qualitative data analysis, which involves writing or narrating understandable results from the research problem. The conclusion has a relatively broad and deep weight according to the complexity of the problem under investigation.

Results and Discussion

Research Results

This research was conducted at SMP IT Darul Ma'arif, Plered District, Cirebon Regency, Cirebon Regency, from March 29 to May 31, 2023, with an agreed schedule with the research subjects. The data research results were obtained through observation, interviews, and documentation about bullying behaviour.

Implementing group guidance services for the Cognitive Behavior Therapy (CBT) approach at SMP IT Darul Ma'arif is critical to preventing bullying behaviour in the school environment. With group guidance services, the Cognitive Behavior therapy (CBT) approach to dealing with bullying behaviour can reduce bullying behaviour in schools. It can help understand and know the effects of bullying behaviour for Koban.

Group guidance services at SMP IT Darul Ma'arif are carried out according to student needs carried out by BK teachers. As for Cognitive Behavior therapy (CBT) to train students' ways of thinking and behaviour so that they can be used according to their

needs, the use of this service is estimated to be very appropriate to provide understanding to students about the impact of bullying behaviour.

The implementation of the Cognitive Behavior therapy (CBT) approach group guidance service to deal with bullying behaviour will be carried out on May 20, 2023, according to the proper procedure, and involves several components, namely students who bully their friends in the form of student behaviour that calls their friends' names inappropriate, students who bully their friends inside and outside the classroom, students whom physically mock other students, some male students beat each other, students often mock the names of their friends' parents. BK teachers provide group guidance services with material containing the impact of bullying behaviour.

Based on the formulation of the problem, in this case, the researcher is looking for answers related to the Implementation of the Group Guidance Cognitive Behavior therapy (CBT) Approach to Deal with Bullying Behavior at SMP IT DARUL MA'ARIF through interviews with several resource persons, including BK teachers and students who are subjects. The results of the study will be described as follows.

Impact of Bullying on Students of SMP IT Darul Ma'arif

1. Form of development at SMP IT DARUL MA'ARIF

BK teachers have made various efforts so students no longer bully their friends. However, BK teachers cannot work alone; BK teachers also need the help of homeroom teachers, as well as teachers in other subject areas, to help alleviate bullying problems that have become a trend among these students.

The BK teacher also explained that the school environment and student residences located in the suburbs greatly influenced the mindset and behaviour of these students. Moreover, parental supervision is very lacking because most parents of students do not care about the development of their children's behaviour. The parents of these students still think that the school is required to improve the morale of the students, in addition to providing a place to study, so parents are hands-off in the development of these students.

Treatment such as mocking, insulting, and even hitting students against their friends is not standard. Actions like this can have dire consequences for the victims of bullying themselves. Deep trauma, even to the point that there are students who are reluctant to go to school because they are afraid of their friends. Because the bullying often makes him feel humiliated.

The bullying behaviour carried out by students towards their friends is different. Some students bully by simply insulting their appearance or mocking their physique, such as mocking the words fat, skinny, and others. However, the student's treatment does not end there; hitting is also usually done against his friend, who is considered weak. Mocking, insulting, and hitting one's friends is what bullying students do, or students who are large or feel strong in their school. This bullying student thinks that mocking, insulting, and hitting one's friends is normal. They consider it a form of expected behaviour at school or home.

Based on the results of an interview with Teacher BK on May 12, 2023, the underlying reasons for these students to bully vary. Some are just following other friends,

some are because they have been bullied before, and some because they feel powerful in the class or at school. However, most of those who bully are usually just for laughs. Students who bully just because they follow their friends are usually students who are only afraid of being victims of bullying by their groupmates; he is afraid that if they do not participate in bullying, they are considered weak. This kind of perception is wrong.

In addition, maybe the lack of attention at home is the initial reason they want to get their friends' attention by bullying them. Although the act of getting attention is wrong, it can harm others. Therefore, school BK teachers always continue to prevent further bullying behaviour.

Students who like to bully tend to choose friends with strength because they seem to have the same thing in common as bullying other friends. Students who bully will feel happy even though they have feelings of regret because the victim of bullying will look sad.

The bullying student said she felt good when she bullied her friend because by bullying, she made many friends, and she felt she was not ostracised or shunned. The feeling of pleasure students feel when bullying is also a picture of the student wanting revenge. Some of these students said that they had also been victims of bullying, and when the student has strength and courage, he also bullies. One of the students also said that he felt normal when bullying his friend; this may be because the student was used to bullying. So that there is no longer a feeling of regret in him.

When other students as victims were asked how they acted or felt when they were victims of bullying, the answer from the students was that some retaliated against the person who bullied them, and some kept silent because they thought this was normal. Students who are victims of bullying even cry, and the student seems to have trauma when meeting the student who bullied them. Because victims of bullying are afraid that they will become bullies and students who bully them. Victims of bullying have no power to retaliate.

Students as victims of bullying also say that if they resist, there will be physical violence committed by students who bully students as victims of bullying. Therefore, most victims of bullying choose to remain silent and, as much as possible, avoid bullying students.

Students who bully usually choose the victim they want to bully; just like there are particular criteria for choosing the victim, they will be bullying. The bullying student initially sees another friend bullying, and the student sees another student bullying their victim. The students who looked around him just laughed happily. From there, he joined in bullying his friends.

2. Impact of bullying on students of SMP IT Darul Ma'arif

Various effects of bullying on victims, ranging from their psychic hurt to their physical as well. Moreover, it can cause the child to become traumatised. The impact caused by other students' lucky victims, one of whom was the victim of luck, was reluctant to make friends and wanted to stay away from the bully so as not to become his victim again because he felt ashamed if he had to be bullied continuously.

Based on the results of interviews with BK teachers, the impact of bullying behaviour is that there are students who do not want to enter. As for other students who chose to be silent, they chose not to report to the school because, according to the student, his efforts would be futile, and the perpetrator would bully him even more.

Implementation of Group Guidance Cognitive Behavior Therapy Approach to dealing with bullying

The results of the interview that the researcher conducted with Mr M.Eko Sartika, a BK Teacher at SMP IT Darul Ma'arif, can explain that the implementation of counselling services is carried out according to the needs of students at school because the school does not provide class hours for BK. The Cognitive Behavior Therapy (CBT) approach to bullying has never been implemented. The method is lectures and brainstorming, and sometimes, BK teachers insert material about bullying after finishing learning.

BK teachers have carried out various bullying and prevention measures at school. They start from initial handling, such as providing information, to handling the case directly. Through group guidance services, the Cognitive Behavior Therapy (CBT) approach to dealing with bullying BK teachers provides an understanding of the impact on victims of bullying themselves.

The application of cognitive behavior therapy (CBT) to students who often bully is carried out by BK teachers at school. Cognitive Behavior Therapy (CBT) is based on changing negative thoughts and behaviours that strongly affect emotions. Through Cognitive Behavior therapy (CBT), students engage in activities and participate in decision-making and self-reinforcement.

The Cognitive Behavior Therapy (CBT) approach group guidance will be implemented on May 20, 2023, at schools located in empty classrooms. On this occasion, bullies and victims of bullying were given group guidance services with the theme Stop bullying. BK teachers opened the service by encouraging the students, then continued with prayer reading, explaining the service's theme, stating the service's purpose, and explaining the process of implementing group guidance.

The next stage is carried out by providing interlude activities in the form of games and questioning the readiness of the students to follow the service to completion. After the students answered about their readiness, the BK Teacher made a time contract that would be used on that occasion; then, the BK Teacher displayed PPT slides to the students in the form of material to be given.

Students who attended the service initially had no in-depth response about the service when the BK teacher asked questions about bullying. However, over time, there began to be students who revealed that she often received bullying in the form of ridicule and physical violence against her in the form of blows to the arms, legs, and head. From the student's expression, finally, other female students also said the same thing, that she also received treatment in the form of ridicule and beatings.

The schoolgirl who received treatment in the form of ridicule until the beating began to describe the events she would receive. BK teachers provide advanced knowledge

about bullying factors, various forms of bullying, and the impact of bullying, whose effects can significantly affect a person's personality and reduce the level of self-confidence of someone who experiences bullying.

After the group guidance service, BK teachers provide a sheet in the form of an evaluation of the results of group guidance that must be filled in by students who take part in the service to completion. Each student answers the questions listed on the evaluation result sheet about the services that have been carried out.

Group tutoring services A Cognitive Behavior Therapy (CBT) approach to dealing with bullying behaviour is provided to students as a preventive measure. Various kinds of student responses when providing services in class range from happy and enthusiastic to ordinary. BK teachers also said that students already understand the impact of the bullying behaviour but have not been able to control their self-bearing so as not to disturb their friends.

According to Teacher BK, the provision of cognitive behaviour therapy (CBT) is very good when given to students who behave badly. Cognitive Behavior Therapy (CBT) itself is an application that focuses on the act of thinking first before doing something.

By thinking before acting, it is hoped that students can prevent when they want to bully their friends. Think about whether the thing to do is good or not for him, so it is hoped that there will be no more victims of bullying after the student understands Cognitive Behavior therapy (CBT) itself, both for him and others.

Through the Cognitive Behavior Therapy (CBT) approach, students are trained to rethink the actions they will take. Thinking back to whether the actions he will do are good or bad, by training students to think again before taking action, it is hoped that the problem of student behaviour that likes to bully his friends can be solved because students are trained to do positive actions and not harm themselves, especially others. Cognitive Behavior Therapy (CBT) emphasises learning to change behaviour, calm the mind and body so that they feel better, think more clearly, and help make the right decisions.

Students who have received the application of cognitive behaviour therapy (CBT) understand that taking action must be thought out before acting. That way, we can select the actions or behaviours we will do both for ourselves and others.

BK teachers said that cognitive behaviour therapy (CBT) had been maximised in giving to students at the school, which can be seen from the lack of bullying behaviour even though they must be given more supervision regarding bullying at school.

After being provided with services, students remain monitored again. So that he does not carry out protective behaviour again, the school BK teacher also asked for help from the homeroom teacher and the subject teacher to monitor this student jointly so as not to engage in bullying behaviour. By providing direct services to students who have problems, it is hoped that these students can change and will no longer bully their friends at school.

Research Discussion

The results of research on students of SMP IT Darul Ma'arif have presented several research findings related to the application in group guidance services of the Cognitive Behavior Therapy (CBT) approach to deal with bullying behaviour as follows:

Impact of bullying on students of SMP IT Darul Ma'arif

Based on the results of interviews with BK teachers about the impact of bullying at SMP IT Darul Ma'arif, some students do not want to go to school. This is to the theory presented by the National Youth Center Sanders (2003) in Psychologymania (2012), which shows that bullying can make students feel anxious and fearful, affect learning concentration at school, and lead them to avoid school.

Based on the results of research that has been carried out, it shows that bullying behaviour that occurs at SMP IT Darul Ma'arif has decreased because students who are given services understand all the processes carried out and conveyed by BK teachers so that these students do not bully their friends again.

Implementation of Group Guidance Cognitive Behavior Therapy Approach to dealing with bullying

Based on the results of interviews and observations obtained and the implementation of group guidance services for the Cognitive Behavior Therapy approach to dealing with bullying, it can be seen that there is a decrease in bullying that occurs at school; this is evidenced by the presence of students who bully their friends no longer do the bullying they usually did before.

After being given the Cognitive Behavior Therapy Approach Group Guidance service to deal with bullying and from the results of interviews with students who experienced bullying behaviour, as many as 2 meetings for interviews, students understand and understand the topics discussed so that students can change bad habits of bullying their friends.

Group guidance services, it is generally carried out in groups, namely face-to-face between BK teachers and students who participate in the service. In this study, researchers conducted two meetings. The first meeting focused more on building good relationships between students and researchers with students and forming good cooperation, then conveying the goals to be achieved regarding bullying behaviour and its impact. The second meeting discussed the forms of bullying behaviour and what factors cause bullying behaviour. Researchers also encourage students not to engage in bullying behaviour and invite students to be better at socialising.

Based on the description above, it can be concluded that the group guidance cognitive behaviour therapy approach is effective in dealing with bullying that occurs in students at SMP IT Darul Ma'arif.

Conclusion

The conclusion of this study shows two important aspects. First, the impact of bullying at SMP IT Darul Ma'arif is evident in the results of the study, where some students showed an inability or unwillingness to go to school due to the negative influence of bullying. Second, through the application of Cognitive Behavior Therapy (CBT) approach group guidance, this study concluded that this approach is effective in dealing with student bullying behaviour at SMP IT Darul Ma'arif, Plered District, Cirebon Regency. The results of interviews with Guidance Counseling Teachers and students show that assisting with CBT group guidance services can result in a decrease in bullying behaviour. However, it is important to note that these services need to be provided regularly to students who experience bullying to address this behavioural problem thoroughly in the school environment.

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