



## GROUP GUIDANCE USING RATIONAL EMOTIVE BEHAVIOR THERAPY APPROACH TO REDUCE VERBAL BULLYING

Nur Alfiah<sup>1</sup>, Maskhur<sup>2</sup>, Muhamad Rifa'i Subhi<sup>3</sup>, Moh. Muslih<sup>4</sup>

<sup>1,2,3</sup> Institut Agama Islam Negeri Pekalongan

<sup>4</sup> Universiti Malaya

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#### Penulis Korespondensi:

Nur Alfiah,

Email:

[nuralfiah121516@gmail.com](mailto:nuralfiah121516@gmail.com)

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### ABSTRACT

Having poor problem solving skills may cause someone to experience verbal bullying. Verbal bullying in adolescents can be manifested into several forms, for instance giving nicknames, reproaches, slander, cruel criticism, insults, gossip, ostracism, and so on. Therefore, the purpose of the study was to test the effectiveness of group guidance using the Rational Emotive Behavior Therapy (REBT) approach in reducing students' verbal bullying. The research used the first experimental design in Pre-Experimental Design (non-design), namely One-Group Pretest-Posttest Design, which involved 16 students of MAN 2 Pekalongan. Data were collected using a verbal bullying behavior scale ( $r_1=0.367-0.0650 = 0.807$ ), questionnaires, observations, and interviews. The data was then analysed using Wilcoxon signed ranks test. The results of the study showed that there were differences in their verbal bullying behavior (research subjects) after given the group guidance services, with  $Z = -2,358$  and  $p\text{-value} = 0.018$  ( $p = \text{value} < 0.050$ ). This indicates that group guidance using the REBT approach can reduce students' verbal bullying, so that the group guidance model using the REBT approach can be used to develop students' positive behavior.

**Keyword:** Group guidance; verbal bullying; REBT

### ABSTRAK

Salah satu penyebab bullying verbal adalah individu kurang memiliki keterampilan dalam memecahkan masalah. Secara real, bullying secara verbal pada remaja berupa memberikan nama julukan, celaan, fitnah, kritik kejam, penghinaan, gosip, pengucilan, dan lain sebagainya. Tujuan penelitian untuk menguji efektivitas bimbingan kelompok menggunakan pendekatan *Rational Emotive Behavior Therapy* (REBT) dalam mengurangi bullying verbal siswa. Penelitian menggunakan desain eksperimen yang pertama pada *Pre-Experimental Design (non-design)* yaitu *One-Group Pretest-Posttest Design*, yang melibatkan 16 siswa MAN 2 Kota Pekalongan. Data dikumpulkan menggunakan skala perilaku bullying verbal ( $r_1=0,367-0,0650 \alpha=0,807$ ), angket, observasi, dan wawancara. Teknik analisis data yang digunakan adalah menggunakan uji *wilcoxon signed ranks test*. Hasil uji *wilcoxon signed ranks test* menunjukkan bahwa terdapat perbedaan perilaku bullying verbal siswa (subjek penelitian) antara sebelum dan sesudah pemberian layanan bimbingan kelompok, dengan  $Z = -2,358$  dan  $p\text{-value} = 0,018$  ( $p\text{-value} < 0,050$ ). Hasil penelitian tersebut menunjukkan bahwa bimbingan kelompok menggunakan pendekatan REBT dapat menurunkan bullying verbal

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siswa, sehingga model bimbingan kelompok menggunakan pendekatan REBT dapat digunakan untuk mengembangkan perilaku positif siswa.

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**Kata kunci:** Bimbingan kelompok; *verbal bullying*; REBT

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## INTRODUCTION

Adolescence is a transitional period from childhood to adulthood, where they will experience rapid changes biologically, cognitively and socio-emotionally. Adjusting to a new social environment is not easy for the students, and it may cause them to experience a high risk of juvenile delinquency both as victims and as perpetrators (Suparwi, 2014). This happen because of the delinquency among students, including lack of self-discipline, a fight between schools, motorcycle gangs, drugs, and free sex. Students' aggressive and violent behavior has gone too far until it became a topic of discussion between teachers. The violence they commit is quite horrific, both inside and outside the school. Some even died because of their violence. One of these conditions is caused by their poor spiritual value so that they behave beyond the religions value. Various social interpretations of this phenomenon have been stated by the government, observers, educators and students themselves (Subhi, 2020; Yusuf & Fahrudin, 2012).

The problems that are often faced by teenagers related to peer rejection is bullying which is a form of aggressiveness among peers. Bullying has been known as a social problem which is commonly found among students (Hasibuan & Wulandari, 2015). Bullying is a form of repeated aggressive behavior which causes injury or discomfort to others. Generally defined as disruptive and violent behavior (Yusuf & Fahrudin, 2012). Not long ago, there were bullying against teenagers in South Tangerang in the form of physical violence that went viral on social media (Ma'arif, 2022). The incident received special attention from the local police and the UPTD for the Integrated Service Center for Women and Children Empowerment (P2TP2A).

There are three types of bullying, namely physical, verbal and relational bullying. Physical bullying can take the form of hurtful behavior such as hitting, strangling, punching, elbowing, kicking, biting, pinning, spitting, damaging the victim's clothes and belongings. Verbal bullying involves mainly giving nicknames, censure, slander, cruel criticism, insults, intimidating e-mails, sending short messages or anonymous letters containing threats of violence, gossip, ostracism, and intentionally rejecting the victim. While relational bullying

includes hidden attitudes such as an aggressive attitude, sighing, sneering, mocking laughter, eye glances and rude body language (Hasibuan & Wulandari, 2015).

In contrast to the phenomenon of bullying in the community, bullying in the school environment usually occurs verbally. The results of previous studies show that in the school environment, verbal bullying is more common than other types of bullying (Dewi, 2020; Rahayu & Permana, 2019; Trisnani & Wardani, 2016). For instance, the bullying case that happened in senior high schools in Pekalongan, namely MAN 2 Pekalongan. There are approximately 35% of students who do verbal bullying against their friends. As stated by the guidance and counselling teachers that verbal bullying often occurs in the school. Verbal bullying that has been experienced by students of MAN 2 Pekalongan, for example mocking or insulting the victim's fat body. It caused the victims to feel hurt, inferior, prefer to be alone and so on. Bullying affected negatively on the victims, for instance, they will feel ashamed, inferior, shut down, and some even intend to commit suicide.

In fact, verbal bullying has a negative impact on the development of children and adolescents, including feelings of inferiority, decreased learning achievement, stress, depression and so on (Medcom, 2022; Prasetyo, 2011). Therefore, it is necessary to take special actions in schools, to prevent and reduce verbal bullying behavior in school. For example, by giving guidance and counselling services that are specifically held to prevent, handle or reduce verbal bullying behavior. The results of previous studies indicated that group guidance services are one of the service that can be applied in dealing with bullying behavior (Adit et al., 2019; Kurniawan & Pranowo, 2018; Rizki et al., 2019; Saputri & Zuhdi, 2022; Simarmata & Muhazir, 2021). Group guidance is carried out according to the students' need who are selected to be involved. Group guidance services in schools is aimed at assisting students in solving problems by providing guidance to solve these problems (Satriah, 2014).

Bullying is an act or behavior that hurt other people and cause the victim to feel inferior, even commit suicide. This behavior is based on the lack of trust experienced by victims of bullying. Meanwhile, verbal bullying usually occurs because the perpetrator has been a victim of verbal bullying. So he expresses his emotions by doing the same thing to a friend who he thinks can be a victim of verbal bullying. The approach that can be used in order to change the behavior of verbal bullies is to use the Rational Emotive Behavior Therapy (REBT) approach, which emphasizes the relationship between feelings, behavior,

and thoughts. That way the perpetrator will know his wrong behavior and want to say what he has been doing is harming other people. In other words, verbal bullying behavior can at least be prevented or reduced through group guidance services using the REBT (Rational Emotive Behavior Therapy) approach to change rational beliefs into rational ones, namely by fighting them (disputing), which in this theory is described by sequence A (activating event), B (believe), C (consequences), D (disputing), E (effective), F (new felling) (Corey, 2012; Ahin & Acar, 2019).

The short explanation is, A is described as a problem, B represents a belief system, and C is an accepted consequence. Or, the consequences arise not because of the problem, but the impact of belief in the problem itself. If the belief in the problem is rational, then the consequences are good. However, if the belief in the problem is irrational, then the consequences are bad. If the consequences are bad, then what can be done is to train individuals to be able to dispute (against) these irrational beliefs. Until it finally causes a new effect (belief) that is more rational and in the end the individual is automatically able to use the skills he has to overcome the rest of the problems (Corey, 2012; Şahin & Acar, 2019). It is this irrational belief that has great potential to make an individual have bullying behavior so there needs to be treatment that can form new beliefs about the dangers of bullying behavior.

The results of previous studies consistently showed that the phenomenon of bullying, especially verbal bullying, is a phenomenon that often occurs in the educational institutions, especially in schools. In general, bullying occurs because of an imbalance of power between the perpetrator and the victim. Bullying behavior is formed, among others, caused by factors of family, peers and the school environment. Several previous studies have revealed that there is a terrible impact on victims of bullying, including depression. The victims are 1.5 times more likely to experience depression than those who have never been bullied (Marela, Wahab & Marchira, 2017; Masdin, 2013; Tumon, 2014).

Various efforts have been made to prevent, handle or minimize the perpetrators and victims of bullying. Based on the results of previous research, it was found that there were several efforts, including applying group guidance services with sociodrama techniques, group guidance with role playing techniques, Group Guidance with Transactional Analysis Techniques, Group Guidance with Homeroom Techniques, Group Guidance Using the Sciarra Model and so forth. Most of these efforts deal with verbal bullying in the form of

giving nicknames, criticizing friends sharply, making fun of them, and so on. One of the treatments for this effort is to provide punishment in the form of reading and memorizing the *surah* of the Qur'an (Adit, Hendriana & Rosita, 2019; Budiarti, 2013; Khoir, 2018; Kurniawan & Pranowo, 2018; Rizki, Mega Putri). & Gani, 2019; Saputri & Zuhdi, 2022; Simarmata & Muhazir, 2021).

As described before that efforts in dealing with bullying tend to use group guidance services, but none have specifically used the Rational Emotive Behavior Therapy (REBT) approach. Information obtained from the several previous research shows that if group guidance is carried out using the Rational Emotive Behavior Therapy (REBT) approach, it may give a positive impact on adolescent psychological development, including increasing learning motivation, overcoming students' academic stress, improving their social relations and so on. Moreover, if the service is integrated with Islamic values, it can further optimize the psychological development of the teenager (Hapsyah, Handayani, Marjo & Hanim, 2019; Ikhda, 2017; Konadi, Mudjiran & Karneli, 2017; Mu'afa & Batubara, 2019; Mubarak, Rahman, & Muhyani, 2019).

Based on the explanation above, the urgency of applying group guidance services using the REBT approach, as well as the results of previous studies, it is found that further research is needed to develop group guidance services that specifically use the REBT approach in dealing with verbal bullying behavior in schools. Therefore, this study is emphasized on determining the effectiveness of group guidance services using the REBT approach in reducing students' bullying behavior.

## **METHOD**

This study used a field research with an experimental research design to find the effect of treatment on others under controlled conditions (Sugiyono, 2013). Trials or experiments were carried out using group guidance for 3 meetings which involved 16 students who did the verbally bullying. Firstly, the pre-test examination was carried out to determine the bullying behavior of students; second, giving action or treatment; third, giving a post-test that aims to find out changes in students' bullying behavior. The researcher took the first experimental research on the Pre-Experimental Design (non-design), namely the One-Group Pretest-Posttest Design. Questionnaire, interview, observation, and documentation were used to collect the data. The data was then analysed using the statistical analysis to determine the effectiveness of group guidance using the REBT approach in reducing

students' verbal bullying. The statistical analysis applied was Paired Sample T-Test, which aims to determine whether or not group guidance can prevent students' verbal bullying. This test was carried out with SPSS 17.0

## **RESULTS AND DISCUSSION**

The results of the analysis showed the pretest and posttest scores obtained from students who have participated in group guidance. However, at the third meeting, there were several students who could not participate due to visiting friends who were sick, namely AH, DS, BA, MN and SS. Therefore, the pretest and posttest scores that could be processed were only eleven students or subjects who attended the first, second and third meetings. The pretest and posttest data from each student was then processed using the Wilcoxon signed ranks test method using the SPSS 17.0 program. This was aimed to examine the differences in the values of interrelated variables. By knowing these differences, information can be obtained regarding the increase or decrease in the pretest and posttest scores of each subject. The score of verbal bullying behavior both before (pre-test) and after (post-test) the group guidance service was held, as shown in table 1.

The table above shows that the significance number in the statistical test is 0.018. This number indicates that it is smaller than 0.05 ( $p\text{-value} < 0.05$ ), so the hypothesis is accepted. It also means that there are differences in students' verbal bullying behavior after they were involved in the group guidance services using the REBT (Rational Emotive Behavior Therapy) approach.

The decrease in students' verbal bullying behavior scores can be seen as well in the descriptive statistical table. The table indicates that there is a decrease in the mean score of the pretest and posttest, from 58.64 to 49.64. This finding strengthens that, statistically, group guidance using the REBT (Rational Emotive Behavior Therapy) approach can effectively reduce students' verbal bullying.

This study aims to examine the effectiveness of group guidance using the REBT (Rational Emotive Behavior Therapy) approach in reducing students' verbal bullying. This study is intended to determine whether bullying in students can be reduced through group guidance using the REBT (Rational Emotive Behavior Therapy) approach. The level of students' verbal bullying behavior was determined based on the test results using a verbal bullying behavior scale and the results of the researcher's interaction with the subject during the group guidance process.

**Table 1. Students' Verbal Bullying Behavior Score**

Num	Research Subject	Score	
		<i>Pre-Test</i>	<i>Post-Test</i>
1	FA	57	60
2	AF	54	42
3	NK	62	52
4	KS	74	72
5	TA	47	51
6	SL	55	30
7	LH	82	79
8	AR	64	40
9	PA	47	37
10	LD	47	33
11	ST	56	50

The implementation of group guidance using the REBT (Rational Emotive Behavior Therapy) approach can assist students to improve their psychological, moral and intellectual toughness (Mustaqim, 2017). The concept of REBT (Rational Emotive Behavior Therapy) to change rational beliefs into rational ones is by fighting them (disputing), which in this theory is described in A (activating event), B (believe), C (consequences), D (disputing), E (effective) and F (new felling) (Erismon & Karneli, 2021). A is described as a problem, B is a belief system, and C is an accepted consequence (Hartati & Rahman, 2017).

In other words, consequences arise not because of the problem, but the impact of belief in the problem itself. If the belief in the problem is rational, then the consequences are good. However, if the belief in the problem is irrational, then the consequences are bad. If so, then people should be trained to be able to disput (against) these irrational beliefs. Until it creates a new effect (belief) that is more rational and in the end the individual is automatically able to use the skills he has to overcome the rest of the problems (Fahmi, 2019; Mustaqim, 2017).

The framework or sequence as described in the Rational Emotive Behavior Therapy above facilitates the students of MAN 2 Pekalongan in reducing their verbal bullying behavior. Based on the results of interviews and observations, it is found that the counselee or students who follow the guidance and counselling service experienced conditions as described in the sequence of stages A (activating event), namely the condition of the counselee who has verbal bullying behavior, among others in the form of satire, gossip, calling the name of his friend with a name he does not like, mocks, and so on. One of these behaviors is caused by personal problems, friends and the belief that the victim deserves

this behavior (Marela et al., 2017). The emergence of verbal bullying behavior is also influenced by the assumption from counselees that this behavior is normal and does not have serious consequences for victims (Marela et al., 2017; Tumon, 2014). These beliefs and assumptions in this case are conditions that are included in the sequence of stages B (believe), so that in this kind of condition they have a sense of innocence for bullying their friends that is actually very dangerous for victims of verbal bullying.

The beliefs and assumptions that are included in the sequence of stages B (believe) made them to become perpetrators of verbal bullying as a consequence of their beliefs or what is known as the sequence of stages C (consequences). However, it should be noted that the C (consequences) stage is more of an emotional consequence which as a result or reaction of an individual. In relation to this verbal bullying, the emotional consequences that arise based on the results of observations and interviews are feelings of satisfaction and pleasure of doing verbal bullying (Fahmi, 2019).

All the conditions experienced by the counselees during the session which are included in the sequence of stages A (activating event), B (believe), and the sequence of stages C (consequences) are known as irrational thought conditions in the concept of Rational Emotive Behavior Therapy. If these irrational thoughts are left unchecked, they can have an impact on individual development so that they will grow negative emotions, which in turn lead to maladaptive behavior and can damage the themselves (Hapsyah et al., 2019). On the basis of such conditions, it is necessary to put in more effort through guidance and counselling services which are included in the sequence of stages D (disputing).

Some conditions that must be fought in this case are the irrational beliefs and assumptions of the counselee as previously described, including feelings of satisfaction and pleasure over the verbal bullying behavior. The guidance and counselling services are carried out using a group guidance for 3 (three) meetings, where each meeting is held in the auditorium during active learning hours for approximately 45 minutes (Adit et al., 2019; Kurniawan & Pranowo, 2018). This is carried out by arranging chairs in a circle, which aims to make it easier for counsellors, counselees and observers to interact during the service (Muhammad & Machali, 2016; Sumarni, 2018). The implementation of the group guidance service was started by reciting *basmalah* and reading *Asmaul Husna*, then closed by reading *Al-'Ashr*.



Implementation of the theory and/or Rational Emotive Behavior Therapy approach is applied through the awareness, the convincing and the development stage (Mubarok et al., 2019; Mustaqim, 2017). Through the implementation of group guidance services using the Rational Emotive Behavior Therapy approach, a sequence of stages E (effective) is produced, namely the positive effect after receiving group guidance services to have better conditions and circumstances of each counselee. The condition E (effective) that has been obtained by each individual counselee gives them new understanding and/or thought about verbal bullying behavior, which is included in the conditions or circumstances in the sequence of stages F (new felling).

Some of the counselees who participated in this group guidance stated that so far they made mistakes that had been previously believed. They realized that what they had done to some of their friends was called verbal bullying. Therefore, they consciously declared themselves to start changing their behavior towards their friends after attending this group guidance they knew that there was a very large negative impact on the psychological condition of the victims. In other words, this study shows that group guidance services using the Rational Emotive Behavior Therapy approach have proven to be significantly effective in reducing students' verbal bullying behavior.

## **CONCLUSION**

To sum up, this study shows that group guidance using the REBT approach can significantly reduce students' verbal bullying behavior. In addition, the success of group guidance using the REBT approach in reducing verbal bullying behavior is known from the positive effect after receiving group guidance services that they experience better conditions and circumstances of each counselee (student). This condition allow them to understand new insight about verbal bullying behavior. In other words, this study reveals that group guidance services using the Rational Emotive Behavior Therapy approach have actually proven to be significantly effective in reducing students' verbal bullying behavior, so that the results of the research can be used as a basis for developing guidance and counselling services, especially as an alternative in dealing with bullying behavior.

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