

The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students



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ABSTRACT: Bullying is still being a phenomenon in Indonesia. Victims of bullying is not just passive actors in bullying situations. In 2021 the data of Junior High School in Cirebon City, bullying cases reached to 83 cases. One of the efforts to increase self-efficacy for victims of bullying is by providing counseling services using counseling group strategies. The purpose of this research is to determine the effect of counseling group towards self-efficacy at victim bullying students. This research used analytical method, quasi experimental design with pretest and posttest group design. The sample of this research was 42 victim bullying students who have been recorded in the counseling section and meet the inclusion criteria. The data collecting of this research was using questionnaires and analyzed with independent sample t tests and paired tests. The results of this research showed that the characteristics of students who were victims of bullying were mostly women (57.1%) with an average age of 13.86 years. The average self-efficacy before the intervention was 27.9 points and after the intervention was 38.3 points. There is a correlation between gender characteristics and self-efficacy for victim bullying students, but there is no difference in age with self-efficacy for victim bullying students. There is an effect of counseling group towards self-efficacy at victim bullying students of Junior High School in Cirebon City with p value of 0.000. The school is expected to be able to take an action to prevent bullying case with health education providers and increase self-efficiency at victim bullying students using counseling group.

KEYWORDS: Counseling Group; Self-Efficacy; Bullying.

INTRODUCTION

Teenage life is a stage of development from children to adult (Abdurakhman et al., 2022). Teenagers also generally have positive behavior that could be showed, but their tendency towards other negative behavior (Endresen & Olweus, 2001) such as threatening, hitting, bullying, and other act towards other people (Ando et al., 2005). Teenagers may be able to do these acts, both individually or in a group moreover repeatedly. We called this action as bullying (Hamburger et al., 2011).

Bullying case is not only problem in Indonesia but also in worldwide as an act that able to harm a child's mental and physical condition. The prevalence of victim bullying cases has not been officially recorded, however from several survey conducted among 4,800 teenagers in schools and colleges in the UK, it was found that teenagers in the age range of 13 – 20 years were dragged into bullying cases (The Annual Bullying Survey [TABS], 2015). In 2016, Indonesia has 36.94% physical bullying, 28.2% verbal bullying, 18.7% relational bullying, 17.88% indirect bullying, and 12.88% do cyberbullying (Syamita, 2016)

According to the data obtained from Cirebon Public Health Office (2021), there was obtained information that bullying cases were quite high. Public Health Office data showed that there were 264 bullying cases out of 369 of juvenile delinquency such as violence towards male and female teenagers were 94 cases, 2 cases of brawls, 8 cases of stealing, and 1 case of motorcycle gangs. Most of these cases occurred in Junior High School Students.

Victim bullying is not only being inactive actor from the consequences of bullying, there was a role player in perpetuate bullying situation with their silence. The victim bullying never complaining this situation to their parents or teachers in school.

Due to the many negative impacts cause of bullying, it is necessary to make preventive efforts and develop the ability of teenagers to deal with bullying, among others by increasing good self-efficacy and collaboration involving the roles of parents and teachers so that this case can be prevented or limited as soon as possible. Self-efficacy is very important for one's psychology (Fatimah et al., 2022; Hidayat & Perdana, 2019; Pratomo & Kuswati, 2022). Self-efficacy is a treatment for victim bullying (Andreou, 2004). Self-efficacy gives the victim bullying confidence to deal with bullying situations both verbally and non-verbally so that the victim bullying can reduce the negative impact of bullying and able to foster their self-confidence.

The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students

A various effort to increase the self-efficacy of victim bullying with the intervention such as protection, self-care, psycho-education, CBT, and counseling group. Providing counseling group is an effort given by a counselor to someone but in a group (Schmidt, 1999). Counseling group service can be providing information or group activities discussing educational, work, personal and social issues (Atici, 2014). The purpose of counseling group is to help students who are having problems through group procedures to develop social skills, and to help students knowing themselves in relationship with others. Social skills are needed for student development (Rochmat et al., 2022). Through counseling can motivate students (Kustinah et al., 2022).

According to data from Junior High School in Cirebon City academic year 2021/2022 with the number of students are 914, which are spread in seventh grade as many as 322 students, in eighth grade as many as 291 students and ninth grade as many as 301 students. Based on a preliminary study survey at Junior High Schools in Cirebon City to gain information about victim bullying, it was found that there were 65 cases of students who were victim bullying in 2020 (63.1%), while for 2021 there were 83 cases of bullying (79.0%). The January – February period reached 42 cases (48.2%), most of which occurred in eighth grade such as experiencing unpleasant and traumatic experiences when having to speak in front of public. The students become embarrassed, cry and even isolate themselves. Other students are laughed at and made fun of their friends when they are unable to complete assignments, meanwhile, since being introduced to an activity at school, they have not done so because they are embarrassed and afraid of being able to speak in front of public. This indicates that cases of bullying occur in Junior High School students. According to the information from the counseling teacher, this happens because of they are cynical and receive accusations.

Looking at this phenomenon as an effort to increase self-efficacy, it is necessary to carry out counseling group. This is based on the process of counseling group which is carried out with assistance direct to teenagers, focusing on their moods, providing responses or feedback and conducting collaboration and atmosphere of togetherness. Based on this description, the researcher interested in conducting research on the effect of counseling group towards self-efficacy at victim bullying students.

METHOD

This research used quantitative with analytic methods with a Quasi Experimental design (Perdana et al., 2021; Suteja & Setiawan, 2022). This method used non-equivalent control group design approach (Kasmad et al., 2022). This research was conducted in Cirebon City with 9 Junior High School, in April 2022. The data collection took into several things, such as a public school in Cirebon, this school was cooperative and accepted to do this research, and had a high case of bullying than the other schools. The population of this study was students at seventh grade and eighth grade academic year 2021 – 2022 and recorded in the counseling section book at SMP 9 Negeri Cirebon. Population 341 students, and the sample of this study was 42 victim bullying students. The sample take which obtained using a purposive sampling technique (Nasir et al., 2022; R Nur Abdurakhman et al., 2022). The data collecting of this study was obtained directly from respondents to assess self-efficacy following several stages, using questionnaire and Interview. The questionnaire used in this study was made by the researcher themselves referring to theoretical principles which consist of two parts, such as characteristics and self-efficacy, which the questionnaire has been tested for validity and reliability. Furthermore, the data is processed by the stages of Editing Data, Scoring Data, Tabulating Data, Data Entry, then tested using the paired test and independent sample t test.

RESULTS

1. Characteristic of victim bullying students
 - a. Gender

Table 1. Distribution frequency characteristic of students' gender

Gender	Frequency (n)	Percentage (%)
Male	18	42.9
Female	24	57.1
Total	42	100

Based on the data in table 1, it shows that the characteristic of the respondents based on gender were mostly female, as many as 24 students (57.1%) and male as many as 18 students (42.9%).

- b. Age

Table 2 Distribution frequency characteristic of students' age

	N	Min	Max	Average	Std. Deviation
Age	42	13	15	13.86	0.751

The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students

Based on the data in table 2, it shows that the characteristics of the respondents based on age, it found that the youngest age is 13 years and the oldest is 15 years, the average age is 13.86 years with a standard deviation of 0.751.

2. Description of self-efficacy at victim bullying students

Table 3. Statistic descriptive of self-efficacy at victim bullying students

Self-efficacy	N	Min	Max	Average	Std. Deviation
Pre-test	42	18.00	35.00	27.90	3.83
Post-test	42	30.00	44.00	38.3	3.07

Based on the data in table 3, it shows that the self-efficacy scores of respondents before counseling group treatment was carried out, the lowest score is 18 points, the highest is 35 points with an average value of 27.9 points and a standard deviation is 3.83 points. Furthermore, after counseling group treatment, the respondents' self-efficacy score increased, the lowest is 30 points, the highest is 44 points and the average score is 38 points with a standard deviation is 3.07 points.

3. Self-efficacy before and after counseling group treatment at victim bullying students

Table 4. The effect of counseling group towards self-efficacy at victim bullying students

Self-efficacy	Mean	Gap	t	P value
Pre-test	27.90	10.45238	24.156	0,000
Post-test	38.35			

Based on the data in table 4, it shows that the self-efficacy score at victim bullying students before counseling group treatment is 27.90 points, while after counseling group treatment is 38.35 points. So, there is an increase of 10.45 points. The statistical test results using the paired test obtained p value of 0.000. it means that there is an effect of counseling group towards self-efficacy at victim bullying students of Junior High School in Cirebon City.

4. The correlation between characteristics (gender, age) and self-efficacy at victim bullying students independent t test

a. Gender and self-efficacy

Table 5. Correlation between characteristic (gender) and self-efficacy at victim bullying students

Gender	N	Mean	St. Dev	Std. Error Mean	P value
Male	18	40.89	1.530	0.361	0,000
Female	24	36.46	2.519	0.514	

Based on the data in table 5 above, it shows that the self-efficacy score for male students are 40.89 points, while for female students are 36.46 points, so there is a difference or gap as many as 4.43 points. The statistical test results with using independent sample t test obtained p value 0.000, it means that there is difference of self-efficacy in students between male and female.

b. Age and self-efficacy

Table 6 Correlation between characteristic (age) and self-efficacy at victim bullying students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.463	8.956		4.741	.000
	Age	-.296	.645	-.072	-.459	.649

a. Dependent Variable: Self efficacy Post-test

Based on the data in table 6 above, it shows that the probability value between age and self-efficacy is 0.649, far greater than 0.05, so it can be said that there is no correlation or relationship between age and self-efficacy in victim bullying students at Junior High School in Cirebon City.

DISCUSSION

1. Characteristic of victim bullying students

a. Gender

The result of this research found that victim bullying more common in female, as many as 24 people (57.1%) and male as many as 18 people (42.9%). Based on the data of this research illustrate that both male or female have the opportunity to become victim bullying, but in this research, most of the victim bullying are female.

The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students

Gender of victim bullying found that most of the victim bullying are female (Underwood & Rosen, 2010). This condition caused female can become objects of bullying from both male or female friends themselves. Female students are more often bullied than male students with a percentage of 40% verbal bullying, 30% physical bullying, and the remaining 30% psychological bullying.

Another research about bullying at Elementary Schools in Jambi by Octavia, et al. (2021) showed that the school environment and bullying had a significant correlation with $p\text{-value}=0.001<0.05$ (Ali et al., 2022). Another research by Gonçalves et al. (2016) reported that gender of bullying is an issue in the school environment and female students are the focal point of verbal bullying by male colleagues; female students become victim bullying against body posture.

The low self-efficacy of victim bullying is an illustration of the victim's lack of confidence in coping (Wachs et al., 2018), this self-confidence can be continuously experienced if there is no response or stimulus from oneself or from individual outside. Separate analyzes for male and female provide a more precise picture of the relationship between gender and self-efficacy. The results of the categorical approach, regarding gender differences, show that victim is a different group from bullies, that male abilities are superior in terms of limiting the lack of belief in human nature.

Based on these descriptions above, it can be stated that victim bullying can occur in both male or female, it means that every Junior High School student can become a victim bullying from peers, both of the same gender or the opposite gender.

b. Age of respondent

The result of research regarding the characteristic of age found that the youngest age is 13 years and the oldest is 15 years, the average age of the respondent is 13.86 years. At the range age of 13 – 15 years, teenagers really need friend and spend less time with their families. In social relation, the pressure/intimidation from the circle of friend will be even greater. Likewise with his identity in a friendship, but they still consider adults have greater strength. This makes themselves following the rules and principle in their home.

2. The description of self-efficacy at victim bullying students

The results of this research found that the average self-efficacy score of respondents before counseling group treatment is 27.9 pounds and after counseling group treatment is 38 points. The increasing in self-efficacy for victim bullying cannot be separated from counseling group. Researcher provide assistance, direct guidance, focus on moods, provide directions, responses and feedback in dealing with bullying so that respondents are more confident and do not care about insults, ridicule or shouting, their nicknames from bullies.

The students who have high self-efficacy for aggression are associated with intimidation and victimization (Doll et al., 2004), while high self-efficacy for affirmation and for intervening in bully/victim situations is associated with lower scores on physical victimization for male and female respectively; Higher scores on positive interactions with peers are associated with lower scores on victimization and higher scores on pro-bullying attitudes are associated with scores on bullying and victimization.

Based on this description, it can be stated that victim bullying students experience an increase in their ability to deal with bullying. When respondents are faced with stressful situations, respondents who consider themselves capable and efficient show more effort to overcome problems, whereas those who consider themselves incapable and inefficient submit easily, feel pressured, anxious, and hopeless and tend to use dysfunctional coping.

3. Self-efficacy before and after counseling group treatment at victim bullying students

The result of this research found that the self-efficacy scores of victims bullying students before counseling group experienced a significant increase. The result of the statistical test using the paired test found that there was an effect of counseling group towards self-efficacy at victim bullying students of Junior High School in Cirebon City.

This is because of counseling group assists students to carried out in group situations. According to (Hartinah, 2016) the purpose is to help students who are having problems through group procedures to develop social skill, and to help students recognize themselves in dealing with other people.

The result research in accordance with research conducted by Indra (2020) in his research which found that the alternative hypothesis (H_a) was accepted. This means that counseling group treatment have a significant effect on the self-efficacy of victim bullying students at SMPN 1 Padang Ganting with significance level of 1%. It can be seen that counseling group treatment is very influential on the self-efficacy of victim bullying students to increasing their confidence. Widaryati (2013) in her research found that data to gain scores for the experimental and control classes met the prerequisite test, normal and homogeneous, then an independent t test was carried out. The results of the independent t test gain test for self-efficacy scores show a p-value of 0.000, which means it is smaller than the significance level (0.01). Based on these results it can be concluded that there is a very significant effect of counseling group towards self-efficacy at tenth students of SMAN 1 Pengasih Kulon Progo.

The application of Cognitive Behavioral Therapy (CBT) to 8 victim bullying students during 5 intervention sessions (research group) (Shafie et al., 2018). Peer Aggression Coping Self-Efficacy Scale (PACSES) and Rathus Assertiveness Schedule (RAS) were utilized to measure levels of self-efficacy and assertiveness among research group respondents for both pre and post-tests, respectively.

The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students

Based on these descriptions above, it can be stated that there is an effect of counseling group towards victim bullying students to deal with bullying. Students' self-efficacy increases significantly after being given counseling group treatment. In this case, students have self-confidence to be able to modify emotional through cognitive or knowledge provided by researcher. Looking at these data, it can be argued that students who have given counseling group have an increasing ability to deal with bullying.

4. The correlation between characteristics (gender, age) and self-efficacy at victim bullying students

a. Gender

The result of this study found that the self-efficacy score for male is higher than the self-efficacy score for female. The result of statistical test using the independent sample t test found that there are differences in self-efficacy among students between male and female.

This result is in line with the results of Bandura's theory in (Rahmawati & Purwandari, 2015) which said that there is difference in the development of abilities and competencies of male and female. In certain fields of work, male can have higher self-efficacy than female.

b. Correlation age and self-efficacy

This research states that there is no significant relationship between career self-efficacy at the age of the respondents. Both belong to the high category. The result of this research is different from Bandura's statement (1997) which said that as a person gets older, more experience is gained, thus causing a person's self-efficacy to increase as well. Bandura (1997) said that the more experiences and problems one can overcome, one's self-efficacy will further develop.

The gender differences also affect to self-efficacy. Female have higher efficiency in managing their roles (Muñoz-Silva et al., 2007). Female who do work besides working at home as well as being breadwinners outside the home generally have better self-efficacy when compared to male who have jobs.

Cao and Yang (2018) found that higher self-efficacy indicates a higher probability of falling into a group with relatively fewer negative effects from bullying at school. Gender, living arrangements, and quality of relationship with parents are associated with the pattern of problematic behavior of victim bullying. Comorbidity between and within childhood externalizing and internalizing behaviors and the association of self-efficacy with different problem behavior pattern.

Based on these descriptions above, it can be stated that male respondents are better able to deal with bullying because of their role and social support and their ability to change emotions. Then in terms of age, self-efficacy of teenagers aged 13 – 15 years in this research have no relationship or differences. Looking at these data, it can be argued that the self-efficacy of male is higher than female.

CONCLUSIONS

The characteristic of victim bullying students are mostly female in average age 13.86 years. Self-efficacy at victim bullying students has increased after counseling group treatment. There is a correlation between gender characteristic and self-efficacy at victim bullying students with a p value of 0.000. There is an effect of counseling group towards self-efficacy at victim bullying students of Junior High School in Cirebon City.

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The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students

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The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students

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