

The Effectiveness of Rational-Emotive Behavior Group Counseling Cognitive Restructuring and Role-Playing Techniques to Reduce Bullying Behavior

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Abstract

Bullying is a harmful behavior that intimidates and hurts other people. This research attempted to test the effectiveness of rational-emotive behavior group counseling with cognitive restructuring and role-playing techniques to reduce bullying behavior at one of the State Vocational Schools or SMK Negeri in Sampit. Experimental research with a two-factor Pre-test-Multiple post-test control design was employed in this investigation. Three groups were involved in the sampling process, each consisting of 8 tenth graders indicated to have high levels of bullying behavior. Students' bullying behavior was measured using a bullying behavior scale based on Dupper's (2013) theory, consisting of 30 items measuring six bullying behaviors and being analyzed using the repeated mix ANOVA test. According to the findings, applying cognitive restructuring and role-playing techniques effectively reduced bullying behavior in students. It is recommended that counselors apply rational-emotive behavior group counseling with cognitive restructuring techniques and role-playing techniques to cope with students' bullying behavior.

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INTRODUCTION

Bullying is an abusive situation where power or authority owned by a person or group is channeled to adverse actions, such as hurting other people mentally or physically, until it lasts for a long time, causing someone to feel uncomfortable or hurt. Wiertsema et al (2023) Explain that bullies are becoming more common but are more likely to be ignored and socially unacceptable.

According to Hunde Tarafa et al., (2022) Bullying among adolescents is a common problem that has immediate and long-term effects. Adolescent boys and men who report bullying should be given treatment to prevent bullying. Implementation of anti-bullying policies in schools is essential to educate teachers, parents, and students about bullying. In addition, Yordan Gunawan (2021) State one way to reduce and prevent violence among students is to use a human rights-friendly school program that instills human rights values from an early age.

Hikmat, Suryani, and Yosep (2024) Various activities are planned to support teachers, students, parents, doctors, and other staff who need help combating bullying. Active participation is necessary for students to reduce bullying in schools. The safety and well-being of students should also be considered when facilitating the intervention process. The development of empathy and assertiveness is essential for students to avoid bullying and prevent conflicts that may arise.

Sukarti et al. (2018) Counseling services with a behavioral contact technique have been effective in reducing

verbal bullying in students. Similarly, Syaiful Haq Alfaruqia (2022) I have confirmed that group counseling with a Rational-Emotive Behavior technique effectively overcame bullying behavior in class VIII students at SMP N 11 Yogyakarta in the 2017/2018 academic year. Then, a study by Ratna Juwita Wulandari (2021) Providing individual counseling services through the Rational-Emotive Behavior approach effectively reduces bullying among school students.

Erismon Erismon and Yeni Karneli (2021) I argue that conventional counseling C in a group setting without Rational-Emotive Behavior can reduce student bullying, but it works better when Rational-Emotive Behavior is added. Purnaningrum, Purwanto & Ja'far (2017) Explain (1) the condition of bullying behavior for class VIII B students at SMP Negeri 41 Semarang was at a high level, and (2) there was a reduction in bullying behavior after receiving group counseling. Their research has confirmed that group counseling using a role-playing technique can instill empathetic values to form students' negative attitudes toward bullying behavior.

Related to the results of initial observations and interviews conducted on Wednesday, 10 May 2023, the SMK Negeri Sampit school counselors argued that 11 children were bullying, such as mocking, laughing, distancing, and cursing. Dirty. Besides there were also reports of physical violence at the school. In this case, the influence of bullying at school was excessive.

Selvya, Sugiharto & Samsudi (2017) Found that cognitive restructuring and thought-stopping group counseling techniques effectively reduce student bullying behavior. Meanwhile, Rahmadi Tarmizi (2019) Shows that self-management, cognitive restructuring, and a combination of self-management and cognitive restructuring techniques effectively reduce aggressive behavior among SMK LPI Semarang students. Lastly et al. (2012) Cognitive restructuring techniques are used to explain the group counseling model and increase students' self-confidence.

Other previous research by Ozer and Escartín (2023) Have assured that the reasons and consequences of many negative behaviors (bullying, abusive supervision, incivility) are primarily based on loss of resources, which leads to self-control dysfunction. For more, Whitted & Dupper (2005) Describe the classification of bullying in schools and the extent and impact of bullying on perpetrators, victims, and the school community. It is essential to offer practical measures against bullying that target different levels of bullying (individual, class, school), but schools should establish best practice guidelines for anti-bullying programs.

Angela et al., (2023) Mention that outstanding students have the same risk of becoming bullies or victims as non-outstanding ones. Meanwhile, Jacinto et al., (2023) Explain the relationship between lower self-esteem, empathy, and social skills and increased participation in combined roles of personal and ethnocultural bullying.

Tarafa et al. (2022) consider that victims of bullying are pretty common among teenagers and have short-term and long-term consequences. Bullying prevention treatment should focus on adolescent boys and those who report being bullied. Anti-bullying policies in schools are critical to educating teachers, parents, and students about bullying. Kallman et al., (2021) Shows that bullying is a widespread phenomenon that affects one-third of children worldwide and can occur in a variety of places, including in classrooms and online. While bullying is often thought of as a childhood ritual, it has long-term negative impacts on mental health and well-being. Therefore, we must recognize and respond to the consequences of bullying and design strategies to address this issue in health centers, schools, and communities.

Egeni et al. (2021) It was determined that rational-emotional behavioral therapy was effective in treating. Behavioral anxiety was significantly reduced in counseling education, psychology, and sociology students at posttest and follow-up assessments. Further, Martijn et al. (2021) Research shows that I-CR and cognitive restructuring are more successful than AC in reducing hostile beliefs, aggressive tendencies, and anger. I-CR was more effective and lasting than cognitive restructuring or AC in reducing hostile beliefs and aggressive tendencies. Cognitive restructuring is the most effective way of structuring interactions in the Socratic method (following a stylistic approach similar to Ellis' argumentative reasoning), and it

warrants relevant application in therapy. (Pardo-Cebrian et al., 2021).

Regarding previous research findings, the present research strived to explore the effectiveness of group counseling with cognitive restructuring and role-playing techniques to reduce bullying behavior in students. Hopefully, this research will be helpful for guidance and counseling teachers in implementing rational-emotive behavior group counseling with cognitive restructuring and role-playing techniques to deal with students' bullying behavior.

METHODS

This research was conducted at one of SMK Negeri in Sampit in grade X. It divided the students into three groups: A (cognitive restructuring technique), B (role-playing technique), and C (control class). Each group consisted of 8 students, with a total of 24 students selected by proportional sampling based on criteria indicating high levels of bullying behavior.

In collecting the data, the researchers developed and used a bullying behavior scale based on Dupper's theory (2013). There are 30 items consisting of six indicators of bullying behavior, namely (4 items) physical bullying, (4 items) verbal bullying, (4 items) relational/indirect bullying, (10 items) cyberbullying, (4 items) sexual bullying, and (4 items) bias bullying. All 30 items on the bullying behavior scale were valid, with a total

item correlation range between 0.304 and 0.624. For reliability, the scale obtained an Alphe coefficient of 0.821.

This research was a quantitative experimental study with a two-factor Pre-test-Multiple post-test control design. It involved a group counseling intervention implemented in six stages (pre/before counseling, initial/starting stage, transition stage, work stage, final/termination stage, and work evaluation), four treatments, and a once-a-week meeting (2x45 minutes). Each group was given a pre-test, treatment, post-test, and follow-up to maintain consistency in the research results. Finally, the data analysis technique used was a repeated mix ANOVA test.

RESULTS AND DISCUSSION

Based on Table 4.1, it is known that the level of bullying before the group counseling treatment was given the experimental group A (cognitive restructuring technique) had the mean of bullying of 85.75 (SD= 4.773), group B (role-playing technique) had the mean of bullying of 87.63 (SD= 2.615), and group C (control) had the mean of bullying of 86.38 (SD= 4.596). In short, most of the subjects had a high level of bullying behavior.

Table 4. 1 Mean Effect of Pre-Test, Post-Test, and Follow-Up Results

	Group	M	SD	N
Pretest	CR	85.75	4.773	8
	RP	87.63	2.615	8
	Control	86.38	4.596	8
	Total	86.58	4.010	24
Posttest	CR	77.50	3.817	8
	RP	75.00	3.071	8
	Control	87.50	4.243	8
	Total	80.00	6.574	24
FollowUp	CR	70.75	3.882	8
	RP	63.25	3.955	8
	Control	86.75	4.743	8
	Total	73.58	10.790	24

Description: *Cognitive Restructuring (CR), Role Playing (RP)*

Of the repeated mix ANOVA analysis conducted and presented in Table 4.2, commonly, there was an effect of time on reducing the level of bullying behavior in students ($F(2, 42) = 250.29$, $p < 0.01$). Meanwhile, table 4.3 shows differences in the level of effect of measurement time on reducing bullying behavior in the cognitive restructuring technique experimental group (T1-T2 ($MD = 8.250$, $p < 0.01$), and T1-T3 ($MD = 15.000$, $p < 0.01$) and T2-T3 ($MD = 6.750$, $p < 0.01$) and role-playing (T1-T2 ($MD = 12.625$, $p < 0.01$), and T1-T3 ($MD = 24.375$, $p < 0.01$) and T2-T3

($MD = 11.750$, $p < 0.01$). Unfortunately, there was no effect of measurement time on reducing bullying behavior (T1-T2 ($MD = -1.125$, $p > 0.05$), and T1-T3 ($MD = -0.375$, $P > 0.05$) and T2-T3 ($MD = 0.750$, $p > 0.05$) in the control group.

Table 4.2 Differences in Levels of Effectiveness, Measurement Time Effect, Group and Group Time Interaction Effect

Effect	Df	F	P
Time	2,42	250.29	<0.01
Kelompok	2,21	21.73	<0.01
Time*Kelompok	4,42	77.61	<0.01

Table 4.3 Pairwise comparison results (time)

Time	CR		RP		Control	
	MD	p	MD	p	MD	p
T1-T2	8.250	<0.01	12.625	<0.01	-1.125	>0.05
T1-T3	15.000	<0.01	24.375	<0.01	-0.375	>0.05
T1-T3	6.750	<0.01	11.750	<0.01	0.750	>0.05

About the analyses, it was known that the groups that received group counseling treatment with cognitive restructuring and role-playing techniques gained better reduction in bullying behavior by ($F(2, 21) = 21.73$, $p < 0.01$). Following the effectiveness comparison in Table 4.4, there was no difference in

group effects between group interventions on reducing levels of bullying ($MD = 2.708$, $SE = 1.838$, $p > 0.05$). In detail, the CR group gained a more effective reduction in the level of bullying than the control group ($MD = -8.875$, $SE = 1.838 < 0.01$), and so did the

RP group (MD=-11.538, SE=1.838<0.01).

Table 4.4 Pairwise Comparisons (Group)

Comparison	MD	SE	P
CR VS RP	2.708	1.838	>0.05
CR VS control	-8.875*	1.838	<0.01
RP VS control	-11.583*	1.838	<0.01

Description: *Cognitive Restructuring (CR), Role Playing (RP)*

The results of the mixed ANOVA analysis have confirmed that there was an interaction effect between time and group on reducing bullying behavior ($F(4, 42) = 77.61, p < 0.01$). As presented in Figure 1, the rational-emotive behavior group counseling with cognitive restructuring and role-playing techniques was effective in reducing students' bullying behavior, but the control group did not. Besides, the role-playing technique was more effective in reducing bullying behavior than the cognitive restructuring technique. This implies that student's behavior in the school environment was good, and stable changes were seen in each group's decreasing graphs.

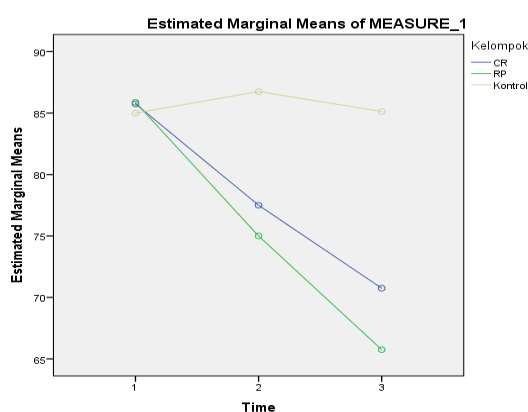


Figure 1. Line describing the decline of bullying behavior in students in each group

The findings of this research are in line with the one by Thornberg et al., (2023) Who suggests that all students can

benefit from bullying prevention and intervention to increase awareness and support cognitive restructuring. Also, Aliero et al., (2023) A significant difference was observed in the effectiveness of cognitive restructuring counseling techniques in reducing bullying behavior between the experimental and control groups. Nonetheless, their study did not show significant gender differences in the impact of cognitive restructuring counseling techniques on bullying behavior(s).

Another finding of this research is that the role-playing technique effectively reduced bullying behavior. It is similar to that of Muhammad Asro, Sugiharto, and Awalya (2021) The implementation of group counseling with a role-playing technique can successfully reduce students' bullying behavior in an experimental group from high to low and even deficient category. Moreover, research by Xiang Gu et al., (2023) In conclusion, role-playing enables students to develop better opinions regarding intimidating morals, empathy, willingness to intimidate, not to mention a commitment to stop intimidating others.

In terms of the cognitive restructuring technique, the findings of this research are supported by Mimin Saminah, Muhamad Ikhsan (2024) Show that group counseling services using cognitive restructuring techniques are effective in reducing cyberbullying. I Ketut Gading Nuraeni et al., (2024) Show that the application of cognitive-behavioral group counseling with cognitive restructuring techniques can

effectively reduce students' social anxiety regarding cyberbullying.

CONCLUSION

The findings led to several conclusions. First, rational-emotive group counseling with cognitive restructuring and role-playing techniques is effective in reducing students' bullying behavior. Second, the level of bullying behavior reduction by the time of the intervention in terms of effectiveness, time of measurement, and time-effect interaction in this SMK Negeri Sampit students changes.

It is suggested that counselors use rational-emotive behavior group counseling with cognitive restructuring and role-playing techniques to treat students with bullying symptoms. Meanwhile, future researchers should refer to this research regarding implementing rational-emotive behavior group counseling with cognitive restructuring and role-playing techniques to reduce bullying behavior.

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