

The Implementation of Self Instruction and Thought Stopping Group Counseling Techniques to Improve Victim Bullying Self Esteem

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Article Info

History Articles

Received:
March 2018
Accepted:
April 2018
Published:
June 2018

Keywords:

*group counseling,
self instruction technique,
thought stopping technique,
victim bullying self esteem*

Abstract

The aim of the study is to test the effectiveness of group counseling by using self instruction and thought stopping techniques to improve self esteem of victim bullying students in the class VII of MTs Al Hikmah Proto Kedungwuni Pekalongan. The research method was experiment with randomized pretest-posttest control group design by involving 21 subjects purposively. The results showed that self instruction and thought stopping techniques were effective to improve self esteem of victim bullying students with different levels of group counseling effectiveness of self instruction technique was higher than thought stopping technique. Group counseling by using self instruction and thought stopping technique are effective to improve the self esteem of victim bullying students of MTs Al Hikmah Proto Kedungwuni Pekalongan.

DOI

<https://doi.org/10.15294/jubk.v7i1.22439>

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INTRODUCTION

According to Guindon (2010) self-esteem is an attitude, self-evaluative component, affective judgment placed on self-concept consisting of valuable feelings and acceptance developed and maintained as a consequence of awareness of competence and feedback from the outside world.

Self-esteem is very important to someone. Especially for teenagers who experience as the victims of bullying. It is said so because as they get bullied, they will experience psychological pressure which may influence to their habits. In fact, bullying is strongly related to self-esteem.

Liow, et al. (2009) reveal that there is a significant relationship between self-esteem and the victims of bullying. They state that if one's self-esteem is high then the possibility of getting bullied is low and if the self-esteem is low then the possibility of getting bullied is high. Therefore, the victims of bullying need to be given assistance in raising their self-esteem.

One effort that can be done is to provide group counseling services with self-instruction and thought stopping techniques. Self-instruction (SI) is a technique that helps the individual to adjust his behavior by giving positive verbal instructions to his cognition (Corey, 2012).

A study by Susilo, et al (2015) on the use of self-instruction strategy apparently prove that self-instruction can replace the negative views of individuals to be positive. In addition, self-instruction technique can lead individuals to change their condition in order to obtain effective consequences of the environment. The individuals are not only invited to change their views, but also directed to change behavior to be more effective.

Yurike, et al (2018) happened to investigate self-instruction and reframing techniques. The results of her study show that self-instruction technique is more effective to increase the self-confidence of the students of class X SMK N (State Vocational High School) 4 Jember. Moreover, good self-confidence belongs to individual characteristics with a high level of self-esteem (Guindon, 2010). Unlike Yurike's

opinion, the use of self-instruction technique is less effective or has no effect when students are reading, counting and learning (Burnett, 1999).

The second technique used to improve the self-esteem of bullying victims is thought stopping (TS). This is a technique used to help one's inability to control thoughts and images of oneself by suppressing or eliminating negative awareness (Nursalim, 2014).

The result of Setyawati's study (2015) states that thought stopping technique is proved effective in improving the low self-esteem in students class VIII-E of SMPN (State Junior High School) 4 Pasuruan. On the other hand, Selvia et al (2017) in the results of their study mention that although the techniques used are equally effective, cognitive restructuring technique is more effective to reduce bullying behavior than thought stopping technique.

With the difference of the results of the study about the techniques of self-instruction and thought stopping, therefore the researchers intended to compare both techniques in terms of the way they increase the self-esteem of bullying victims.

Low self-esteem is a negative trigger that can obstruct students in socializing, and have an impact on their learning achievement in school. Accordingly, the use of group counseling services with self-instruction technique to change behavior by providing positive verbal instructions to their cognition and the use of thought stopping technique are intended to help counsees who are too fixated by their past unchanging events. Also, thought stopping technique is perfect for counsees who have self-defeating thoughts.

METHODS

This study applied randomized pretest-posttest comparison group design (pre and post treatment) by involving three groups, namely experimental group A in the form of group counseling with self-instruction technique, experimental group B in the form of group counseling with thought stopping technique, and group C in the form of group counseling with the combination of self-instruction and thought

stopping techniques. Further, the researchers used purposive sampling technique to select students who had low and medium self-esteem score. There were as many as 21 students obtained through this sampling technique. After that, random assignment was done for the placement of subjects as many as 7 people in each group. Moreover, the stages of this research can be seen in Figure 1 as follows.

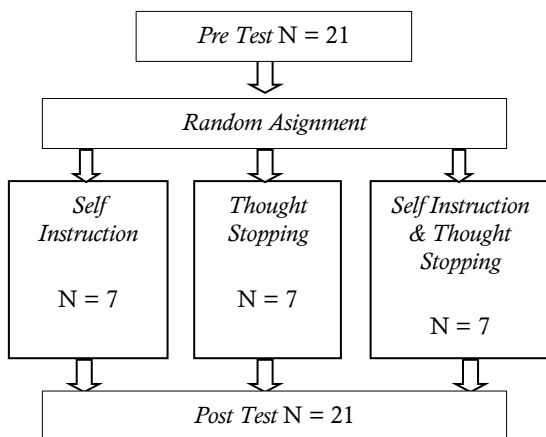


Figure 1. Research Stages

The instrument used in data collection was self-esteem scale adopted from Coopersmith Self Esteem Inventory CSEI, Coopersmith, 1976) consisting of 58 items.

RESULTS AND DISCUSSION

Based on the results of self-esteem scale filling, the majority of students had a tendency of self-esteem in the level of medium and low. This showed that that some students have not reached the optimum level of development. Further, the results of the self-esteem scale filling are presented in table 1 below.

Table 1. Charging The Self Esteem Scale

Score interval	Category	Frequency	%
161 – 190	Low	34	42
191 – 220	Medium	39	48
221 – 250	High	8	10
Total		81	100

The information obtained from table 1 is that students who became the victims of bullying had different levels of self-esteem. Students with low and medium self-esteem were much higher compared to students who had high self-esteem scores.

Paired sample t test that has been done in both experimental groups showed that the results of the self-esteem level of the victims of bullying in group A (group counselling with self-instruction technique) in posttest implementation (MM = 211.71 SD = 13.31) was significantly higher compared to the pretest (M = 186.29, SD = 18.32; t (6) = - 5.87, p < 0.05). Meanwhile, group B result (group counselling with thought stopping technique) at the time of posttest implementation (M = 210.00 SD = 16.63) was significantly higher compared to the pretest (M = 191.29, SD = 18.78; t (6) = - 4.46, p < 0.05). The last, group C result (group counselling with the combination of self-instruction and thought stopping techniques) during posttest implementation (M = 229.14 SD = 13.33) was significantly higher compared to the pretest (M = 187.57, SD = 16.40; t (6) = - 9.03, p < 0.05). This findings are in line with hypothesis predictions which suggested that self-instruction and thought stopping techniques are effective in increasing the self-esteem of bullying victims in MTs (Islamic Junior High School) Al Hikmah Proto Kedungwuni Pekalongan.

Table 2. The Results of The Effectiveness of Self Instruction and Thought Stopping Group Counseling Techniques to Improve Victim Bullying Self Esteem

Groups	N	Pretest		Posttest		t	Gain score		F
		M	SD	M	SD		M	SD	
Group A (SI)	7	186.29	18.32	211.71	13.31	-5.87	25.43	11.43	7.20
Group B (TS)	7	191.29	18.78	210.00	16.63	-4.46	18.71	11.01	
Group C (SI + TS)	7	187.57	16.40	229.14	13.33	-9.03	41.57	12.17	

Based on the results of table 2, it was known that group counselling with the combination of self-instruction and thought

stopping techniques was effective in improving the self-esteem of the victims of bullying. This was supported by the results of research

conducted by Selvia, et al. (2017) which state that thought stopping technique technically and statistically is effective to reduce bullying behavior, but this technique still has some empirical and logical weaknesses.

In contrast to the application of self-instruction technique, thought stopping technique was easier to do by students because each student basically has the ability to verbalize with themselves respectively. Although the results of study conducted by Singh and Kaur (2018) state that the technique of self-instruction has not yet had significant impact in cognitive improvement and only able to increase the understanding and interests of students, but the interests and understanding can improve students' self-confidence. Self-confidence is one of the characteristics of individuals with high level or good self-esteem. In line with the above findings are the results of study conducted by Liow, et al. (2007) which show that students who have done bullying, both as suspects, victims, and both have a correlation with low self-esteem. The higher the bullying behavior will make low self-esteem increasingly found. Alternatively, the results of this study also reported that subjects involved in bullying had lower self-esteem scores than children who did not experience bullying. In addition, low self-esteem was mostly found in the victim group, suspects-victims, then suspects, respectively.

Based on the above explanation, it is important for school counselors to reconsider the use of thought stopping technique to improve the self-esteem of bullying victims. If this technique is to be done to the victims of bullying, then it should be only for the bullying victims who have the ability to control their mind and eliminate negative awareness of the past without hearing the words of others who actually make them feel helpless. Meanwhile, self-instruction technique is more recommended to school counselors who want improve the self-esteem of bullying victims because each student has the potential for self-verbalization although their cognitive improvement has not yet reached the level of perfection.

CONCLUSION

The results of this study showed that the group counseling with the combination of self-instruction and thought stopping techniques is more effective in improving the self-esteem of the victims of bullying. Furthermore, it is important for counselor to understand the concept of group counseling implementation with self-instruction and thought stopping techniques to improve the self-esteem of bullying victims. Furthermore, further researchers are expected to examine the effectiveness of group counseling with thought-stopping technique with other techniques as well as focusing on the type of bullying experienced by the subjects and looking at the sex of the subject to be studied. This is because the level of self-esteem of the victims of bullying in both men and women can be different according to the bullying act they received (Liow, et al. 2009).

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