

REBT-Based Individual Counseling to Overcome Verbal Bullying Behavior

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Abstract. Mistakes in understanding perception result in gaps in thought patterns and behavior. The aim of this research is to determine the condition of behavior of victims of verbal bullying, to find out the stages of efforts of REBT-based individual counseling services in dealing with students due to verbal violence. This research is a type of qualitative research with a case study approach. Qualitative research is based on primary and secondary data. Primary data was obtained through participatory observation, in-depth interviews with three students who were victims of bullying and one guidance and counseling teacher; documentation in the form of counseling protocols and counseling record cards. This research shows that counseling (REBT) is effective in dealing with students who are victims of verbal bullying. Guidance teachers explore component A (events), component B (beliefs and thoughts), and components C/D/E (feelings, behavior and results). After students internalize REBT, there is a change in attitude and positive perception of the negative impacts they experience. This research found several changes in thought patterns, increased morality, solidarity and increased awareness of the strength of personal mentality due to verbal violence. Aspects of students' mental development become better after individual counseling.

Keyword; BK teacher, participant observation, REBT

1. INTRODUCTION

The Constitution of the Republic of Indonesia Number 20 of 2003 Article 1 paragraph 6 states that guidance and counseling teachers are counselors, counselors are educators. Educators are qualified educational personnel as a teacher, lecturer, facilitator, learning tutor, lecturer, tutor, instructor, facilitator and other designations that are appropriate to their specialty, as well as participating in providing education [1]. Guidance and counseling teachers themselves have an important role in ensuring the success of each student so that they can undergo the educational process at school well. The task of guidance and counseling teachers themselves is to know and understand every student's problems and provide guidance and counseling services to students [2].

Counseling guidance teachers at schools deal with various problems at school, namely sexual violence, online game addiction, truancy and verbal bullying. Verbal bullying is the most frequent and easy action to carry out [3]. This bullying usually begins with other bullying behavior and can be the first step that leads to more violence _ continuing. Examples of verbal

bullying include calling names, blaming, slandering, cruel criticism, insults, statements of sexual harassment, terror, intimidation letters, false accusations, gossip and so on [4].

This case of verbal bullying can be handled in classical guidance services, group guidance, group counseling and individual counseling [5]. The general goal of individual counseling is to help students reorganize problems and become aware of their lifestyles and reduce negative self-assessments and feelings of inferiority [6]. Then it helps in correcting his perception of the environment, so that clients can direct actions according to requests and develop social interest again. Individual counseling is considered more comfortable because it is done only together with the counseling guidance teacher so that students can be calm in conveying problems in the counseling guidance room.

Then there are approaches to the individual counseling service process, one of which is the Rational Emotive Behavior Therapy (REBT) approach. The REBT theory was first developed by Albert Ellis in 1955, known as Rational Therapy. Then he changed it to rational emotive therapy (RET) [7]. REBT-based individual counseling has the main goal of being able to help individuals achieve their goals and objectives in life and make someone productive [8]. REBT is Genre-based psychology _ the assumption that humans are born with the potential, both to think rationally and honestly and to think irrationally and evilly, the tendency to take care of themselves, be happy, think and say, love, join with others, and grow and actualize themselves . However, humans have an overly tendency to do evil [9].

REBT also has a general goal, namely helping clients to free themselves from illogical ideas [10]. To achieve the goal, the first step is to show the client that the problem he is facing is related to his irrational beliefs and show how the client developed his values and attitudes and show cognitively that the client has incorporated many "musts", "shoulds", and "shoulds". Clients must learn separate rational beliefs from his irrational beliefs.

The second step is to bring the client to the stage of awareness by showing that he now maintains his emotional disturbance because he is still active and thinks illogically and with repetitive sentences affecting himself and stress in childhood. To step beyond the client's recognition of irrational thoughts and feelings, the therapist takes a further step, namely trying to consistently correct his thoughts and abandon his irrational ideas. REBT-based individual counseling which was also carried out by [11] was proven to be influential and effective in reducing anxiety in victims of bullying. REBT also made students think logically and were willing to return to school.

Meanwhile, the level of bullying cases continues to increase from year to year. Even the Indonesian Child Protection Commission in 2020 recorded a period of 9 years, from 2011 to in 2019, there were 37,381 complaints of violence against children. For bullying both in education and on social media, the number reached 2,473 reports and the trend continues to increase. Also from the results of an interview with the Chair of the Indonesian Child Protection Commission for the Cirebon Regency Region, it was recorded that in the 2 years from 2021-2022 there had been 11 reports of violence against children. For bullying both in the field of education and social media, there was 1 report, namely a case that occurred with a student with a disability in Bojong Kulon Village, Susukan District, Cirebon Regency.

Apart from that, based on the results of pre-research observations conducted at SMP Negeri 9 Cirebon, it was found that the bullying that often occurs every year is verbal bullying. The impact of verbal bullying that was found was mental and physical health, namely students felt low self-esteem so they didn't want to hang out with friends in class, students also felt uncomfortable in class and there were even students who didn't want to leave class. school because he was afraid of his friends who had bullied him. In handling problems, guidance and counseling teachers use REBT techniques in individual counseling services.

In the process, this counseling technique is suitable for changing irrational thoughts be rational thinking. Moment counseling takes place, the guidance and counseling teacher invites students to interact in changing irrational thoughts and feelings be rational. This counseling technique is also to identify problems together, so that students can provide feedback as necessary to overcome the client's own problems.

By using this technique, students become victims of verbal bullying so that they do not feel anxious or afraid when they find out what behavior they experience and what they do not experience. Afraid of meeting the perpetrator who oppressed him. Additionally, students always be personal think rationally when experiencing unpleasant behavior from other people so that even if they receive bullying, students will be able to intervene in these actions and will not interfere with their learning achievements at school.

Based on the description above , researchers are interested in knowing how the teacher guidance process works? counseling in dealing with students who are victims of verbal bullying at SMP Negeri 9 Cirebon and outlined in research entitled "REBT-Based Individual Counseling Services for Handling Students Victims of Verbal Bullying at SMP Negeri 9 Cirebon".

2. RESEARCH METHODS

This researcher used a qualitative approach with a case study method [12]. Purposive qualitative case study research design to understand in depth the experiences and perspectives of participants [13]. This research was conducted at school Middle _ First State 9 Cirebon. The research subjects were counseling guidance teachers and students. As for the amount students who are made respondents totaling 3 students and one guidance and counseling teacher . This research data collection technique uses observation, interviews and documentation [14]. Then from the data carried out inspection Data validity , namely transferability test, dependability test and testing confirmability . Qualitative data analysis consists of three simultaneous analyses, namely data reduction, data presentation, as well as drawing conclusions and verification [15]. As for design study studies case can depicted on the design study following This :



Figure 1. Case Study Research Design

Results

Study This obtained three students who experience bullying at school experienced by students M , S and D. Counseling individual carried out by the guidance and counseling teacher with use REBT approach with the order ABCDE, follows This table results counseling for students the :

Table 1. Results of Guidance Teacher Counseling Counseling

Initials Student	Activating Experiences component	Component Beliefs	Component Consequences	Component Irrational Thoughts	Component Rational New Faith

	A	B	C	D	E
D	The existence of event D is ridiculed with designation stand up	Student D does not believe self with circumstances his physique	Always D students wearing a mask at school and having difficulty moment will eat at break time	Student D realized that that was done during This No appropriate	The guidance counselor helps student D for start think more positive to his friends and more believe self
m	The event M is called with called " Mirong " and pelted with small stones while in class .	Student M has perception confidence that This is error himself Because own strange name and him _ Bad so that he proper	Student M did self harm , banging head to wall For reduce anxiety . _	Student M realized What is being done when annoyed and anxious do <i>self harm</i> or hit head is hurtful action _ self myself , and that is method vent wrong emotions	Student M was asked For tell problem to Friend or with method write What is _ felt and more love self Alone .
S	There was an incident where S was teased as " smelly "	Student S has perception that himself No needed by his friends his	Student S does not own friends in class , come out from	Student S realized that himself sometimes	Student S was asked For love self , recognize the advantages he has and can _

	by his friends and was ostracized in a way relation with Friend his class	class and student S felt No fun friend . _	group whatsapp in class .	_ guard distance with his friends and time thought For kill self However matter the harm S himself . _	develop it with Good .
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Counseling individual based on the REBT provided to three subjects _ on names D, M, S have good impact _ For they after did it session counseling individual REBT based . The subjects start own increased sense of trust self , knowing what are they do during This No right and possible hurtful self myself , however factor inhibitor session counseling individual REBT based i.e its limitations available time _ For session counseling .

3. DISCUSSION

Cases that often occur at SMP Negeri 9 Cirebon are cases of bullying. No bullying occurs without verbal, physical and relational bullying [16]. Bullying happens every year. This causes teenagers to begin to not understand bullying and hide in it back to the joke . Bullying has a big impact on students' learning conditions while at school [17]. The condition of teenage students who do not yet have strong cognitive abilities makes it easy for victims of bullying to experience anxiety about social interactions when in class, not wanting to go to school, hurting themselves and even causing students to want to end their lives. The impact felt by students D, M, and S.

Guidance and counseling teachers themselves have an important role in the continuity of student learning at school. The guidance and counseling teacher at SMP Negeri 9 Cirebon uses observation assessment techniques to find out students who are victims of bullying. The service used to handle students who are victims of bullying is an individual counseling service so that during the counseling process students feel comfortable telling stories and have more privacy. This is in line with Prayitno's stated opinion that individual counseling is a process of providing

assistance counseling interview by a counselor to moderate the individual experiencing a problem that leads to solving the problem at hand client [18].

The technique used by guidance and counseling teachers to handle students who are victims of bullying is the *Rational Emotive Behavior Therapy* (REBT) technique. The REBT approach emphasizes feelings, behavior and thoughts. This is in accordance with Albert Ellis that thoughts, behavior and thinking are continuous, interact and influence each other [9]. Basically, clients are handled using the REBT approach has similarities as written by Hartono and Boy Soedarnadji (2015) that the counselee in REBT will have a lot of self-verbalization and coercion as well as Enter "should" "should". This self-verbalization is the same as cases involving victims of bullying among students D, M, and S.

This approach focuses on deepening components A and B. Component A is Activating. According to Ellis, A is an incident or occurrence that happens to students. Temporary component B is Belief or belief. What is meant by trust is the student's confidence in seeing the incident. How do students perceive the events that have occurred? Then, after exploring components A and B, the guidance and counseling teacher focuses on component C. Component C is a consequence of the beliefs held by students. As a result, Student D, for example, experienced this. He was not confident because he was gritting his teeth, so he decided to wear a mask. After exploring A/B/C, the guidance and counseling teacher continues with component D, namely Dispute/Support. Guidance and counseling teachers criticize students' irrational self-confidence. Then after that proceed to component E, namely the guidance and counseling teacher providing more new thoughts effective and rational.

In its implementation there are 3 stages, namely the initial stage, middle stage and final stage. In the initial stage, the focus is on building students' bonds and trust in the guidance and counseling teacher. Then the counseling guidance teacher deepens the events or components A and B components. And in the middle stages the counseling guidance teacher deepens the C/D/E components, then after students have internalized the REBT counseling session, it can end marked by a change in attitude or perception of the student's negative impacts.

In the implementation of counseling for student D who has mild bullying criteria, there are 3 stages of counseling, namely beginning, middle and end. In the starting stage, including components A and B is easy to explore because Student D is open to the problem and in the middle stage when exploring component C the student feels very confident in his decision. After that, enter component D with criticism, is deciding to wear a mask the right decision? Is there no additional difficulty when active? Then in the next stage, the guidance and counseling teacher continues with component E, namely a new effective philosophy. Component E is that

the guidance and counseling teacher introduces effective thinking methods. For example, a guidance and counseling teacher gives the argument that no human being is perfect, all human beings have their own shortcomings, so if they are not confident about their body's shortcomings, that is not the right decision. Then at the final stage students already have their own desire to change. This is when the student has internalized REBT and the counseling session ends.

Application of different material to students who were victims of severe category bullying which occurred in student M who had an impact on themselves and hit themselves on the head. In the initial stage (starting stage) the guidance and counseling teacher is more convincing to student M so that they can trust the guidance and counseling teacher and build a special bond first. Then the guidance and counseling teacher deepens the A/B/C components. Because the story was so in-depth about the incident and the perceptions were very strong, the guidance counseling teacher allocated time at the meeting first to only explore and discuss these components. After that, at the second meeting the guidance and counseling teacher focused on components D and E as a rebuttal and introducing new thoughts. After that there is a change in seeing the reality but it still requires monitoring by the guidance and counseling teacher when in class or outside class .

Then students who are victims of bullying are in the S category which is very serious. The counseling stages in dealing with S students have 3 stages, namely the initial, middle and final stages. At the first meeting the focus was on components A and B. This was due to the guidance of the counseling teacher, the need to deepen the incident that happened to student S. With the guidance of the counseling teacher, deepening components A and B could provide an overview and context of the situation which had a negative emotional impact on student S. after At the second meeting, the guidance and counseling teacher repeated components A and B, then continued with components C and D. The guidance and counseling teacher asked about the self-confidence and also questioned the self-confidence of student S who wanted to end his life. Plus, focus components C and D as more understanding in depth about the relationship between thoughts, emotions, and behavior. Then the guidance and counseling teacher moves on to component E, offering more thoughts effective by seeing people who are valuable so that they don't easily give up hope and there is no end to life. And after that, students want to turn over a new leaf with new and disturbing motivation his intention was to end his life.

The implementation of REBT counseling is not free from obstacles. There are obstacles when implementing REBT-based individual counseling is an obstacle for students in accepting new thinking. Students tend to close themselves off from new thoughts and prioritize irrational

decisions because students are used to such behavior and attitudes. The next inhibiting factor is time. In REBT, it takes a long time to explore components A and B because they want to understand them constructively and comprehensively so that guidance and counseling teachers understand the basis of students' self-confidence. So in REBT-based individual counseling requires a follow-up meeting session. However Meeting sessions can vary according to conditions during counseling and changes in students after counseling. There are supporting factors for REBT-based individual counseling working together between guidance and counseling teachers and students. When students are open to new thinking, behavior change has a greater chance. And the strongest supporting factor is student motivation to change for the better. If students' self-motivation changes, then the implementation of counseling will quickly achieve the desired goals.

REBT research results (Rational Emotive Behaviour Therapy) is individual based Counseling to overcome bullying has several practical implications that can be applied in everyday life context from handling bullying cases, that is, helpful victim to identify irrational thoughts That pushing through negative emotions related to bullying, replacing them with more rational and adaptive ones thought and changing reactive behavior into more effective and productive responses. Counseling _ Individual- based REBT can help strengthen the resilience of bullying victims. Victims will learn agreement with difficulty situation in a a more adaptive and rebuilding way that sense of self-worth Possible has been eroded due to bullying . Through individual counseling, victims of bullying can become helps develop the social skills necessary to cope with difficult social interactions. This includes Skills in the communicate effectively, straighten up personal limitation, And building Healthy connection with another.

Individual counseling can be a forum for empowering victims of bullying by providing better outcomes understanding of their rights, helping them take control of their own lives and develop strategies to fight unfair treatment. In addition, the results of this research can help in effective development bullying prevention program at school. By understanding the factors which contributes to bullying and the effectiveness of REBT-based interventions, schools can design more effective strategies prevent and overcome cases of bullying in the environment. By applying these practical implications, then It is hoped that REBT-based individual counseling can be an effective tool in helping victims intimidation to overcome theirs traumatic experience And restore theirs psychological well-being .

4. CONCLUSION

Research findings _ This that there is the counselee is experiencing bullying Good verbally , physically or social . Counselee D experienced verbal bullying , namely _ mocked as tonggo s. Counselee M experienced verbal and physical bullying _ that is called with called " mirong " and pelted with small stones while in class . Meanwhile , counselee S experienced verbal and social bullying that is ridiculed as “ smelly ” by his friends and ostracized in a way relation with Friend his class .

This research shows that Emotive Behavior is Rational Therapeutic Counseling (REBT) is effective in dealing with students who are victims of verbal bullying at SMP Negeri 9 Cirebon. Application of Rational Emotive Behavior Therapeutic Counseling (REBT) has three stages, namely the initial stage, middle stage and stage end. In the initial stages the focus is on building students' bonds and trust in guidance and counseling teacher. Stage First that matter become focus is to explore components A (activating the experience) so that you can understand the event experienced by students. After That, move on component B (belief). In the exploring component B, students tend to open up and argue that their beliefs are correct. Then the guidance and counseling teacher explains Component C (consequences). Component C is consequences of belief. Next is the second stage (middle stage). At this stage guidance and guidance is provided counseling teacher started to explore components D and E. Components D is support For students' irrational thinking so that students realize their mistakes in assessing an event. So The final step is component E. The BK teacher develops new thoughts and beliefs that are more rational and adaptive to replace irrational confidence. After student own internalized REBT, That counseling the session may end, marked by a change in attitude or perception to a more rational one.

Hinder factors in REBT-based individual counseling is student resistance in accepting new things thinking and limited time because guidance and counseling teachers need more time to explore components A and B as basic beliefs that produce negative thoughts and emotions and behavior. Meanwhile, the supporting factor is the establishment of cooperation between BK teachers and students will make it easier for students to open their minds.

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