

The effectiveness of solution-focused brief counseling in reducing bullying behavior

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ABSTRACT

Bullying is a problem that until now requires intensive handling from several parties, one of which is the implementation of Guidance and Counseling services. The problem with bullying is that verbal, Physique, cyber, and relations are urgent. A strategy counselors can use to deal with the issue of bullying is brief, solution-focused counseling. This study aims to determine the effectiveness of concise counseling focused on solutions to reduce bullying behaviour in students. This type of research is an experiment with a Pre-Experimental Design using the One Group Pretest Posttest Design model. The instrument used to determine student bullying is a bullying scale with good reliability (0.820 with the Cronbach alpha) and validity (>0,3). Determination of the subject using the technique of Nonprobability Sampling Design by using Purposive Sampling. The subjects of this study were five students of class VII SMP Muhammadiyah 1 Prambanan, with very high categories of bullying behaviour. Based on the study results, there is a difference between the level of student bullying behaviour before and after being given a concise solution-focused counseling service. A school counselor can apply solution-focused counseling services to reduce bullying in four types.

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1. Introduction

The development of a child is determined by the continuous interaction between heredity and the environment, which makes child development vary depending on how each family raises it (Hopwood & Bleidorn, 2018; Rothe, 2017). Child development includes physical aspects, skills, knowledge, attitudes, and social behaviour. Today explains the story of adolescents in the search for identity (Albarelo et al., 2018; Crocetti, 2017; Pfeifer & Berkman, 2018). Adolescence is a transitional period between childhood and adulthood, or what we are more familiar with as puberty. Adolescence is a transition period from childhood to adulthood, including mental, emotional, social, and physical maturity (Fuhrmann et al., 2015; Hurlock, 2013).

Adolescents usually experience many physical and psychological changes that affect their decision-making ability (Defoe et al., 2015). One form of change that occurs in adolescence is behaviour change. Adolescent behaviours include seeking attention, being challenged with new things, and taking actions beyond their capabilities regardless of the risks. Another factor that influences changes in teenage behaviour is the environment. The environment can significantly affect changes in adolescent behaviour, so parents must control their children's social interactions. The behaviour is no longer positive but a hostile, aggressive one. Problems arise from teenage behaviour, such as violence, threats, and intimidation (Fikkers et al., 2017; Garthe et al., 2017;

Taquette & Monteiro, 2019). Continuous acts of threatening and intimidating violence are known as bullying (Hellström et al., 2015; Holt et al., 2017; Kljakovic & Hunt, 2016).

The reality in today's educational environment is much negative behaviour. Negative behaviour that often occurs is bullying behaviour. This behaviour is a fairly complex problem that occurs in adolescents. This condition can decrease students' mental health, such as lazy learning, lack of focus on studying at school, reduced levels of interest and achievement, and even students can do other negative things (Luo et al., 2022; Verkuil et al., 2015). Bullying behaviour is an act of violence or suppression of a person permanently to one person continuously carried out by one person or a group of people who usually aim to hurt. Olweus said bullying could be defined as a systematic and repeated behaviour against an individual who cannot defend himself. Analysts say children and young people are bullied from 10% to 30% in various European countries and the United States (Kvarme et al., 2013). Children/adolescents/students should be able to organise themselves to live peacefully and free from bullying. Live in peace side by side to respect each other as human beings.

Bullying is aggressive behaviour intended to hurt and make others feel pressured, which is done repeatedly and occurs in an imbalance of power between the bully and the victim. (Triantoro & Astrid, 2014). Victims of bullying usually have more difficulty making friends, have poorer relationships with classmates, and often experience greater feelings of loneliness (Kvarme et al., 2013). Victims of bullying behaviour also suffer several negative consequences, including poor social and academic adjustment, depression, and anxiety (Evans et al., 2014). Bullying behaviour is a significant act that must be reduced, and one way to help people who do bullying is to change the aggressive and social behaviour that underlies bullying.

Based on previous research, bullying is a social phenomenon. About 30% of schoolchildren are involved in bullying as victims or bullies. Victims of bullying behaviour suffer several negative consequences, such as social adjustment (Jenkins et al., 2016), poor academic performance (Samara et al., 2021), depression (Loerbroks et al., 2015), and anxiety (Midgett & Dumas, 2019). The overall findings from anti-bullying program evaluations are mixed. Out of 22 controlled trials of bullying, 11 attempts (50%) reported a significant program effect on bullying behaviour, and one reported mixed results. Of the 27 studies assessing victims, 18 (67%) reported a significant impact, and one reported mixed results. This condition is strong enough to show that bullying interventions can be effective (Evans et al., 2014).

Based on observations and interviews conducted by the author with guidance and counselling teachers at SMP Muhammadiyah 1 Prambanan, some information was obtained about bullying behaviour toward students. The opposite sex carries out bullying behaviour. This bullying usually starts with ridiculing his friend, calling and vilifying the names of other students' parents. Some students bully the opposite sex, both male and female students. He does verbal bullying, for example, satire, reproach, giving nicknames, mocking, threatening, and using bad words to hurt others. This effort is done not only in front of students who are victims of bullying but in the classroom, field, and the environment around the school. Bullies themselves have characteristics such as aggression, violence, dominating others, little empathy, anxiety and insecurity, crime, and alcohol abuse. (Olweus, 1994).

Understanding bullying behaviour is vital to help students reduce behaviour by guidance and counselling teachers—preliminary studies conducted on class VII students at SMP Muhammadiyah 1 Prambanan show that there is bullying behaviour. The results obtained from 105 students regarding bullying behaviour showed that three students (2.86%) were in the low category, 96 students (91.43%) were in the medium category, and six students (5.71%) were in the high class. The preliminary study was carried out using a questionnaire instrument on forms of bullying developed by Siti Alfina Dewi in her thesis to achieve a bachelor's degree (S1) at Ahmad Dahlan University in 2018. The results above indicate that the role of the counseling teacher is needed to reduce bullying behaviour at school.

Based on the facts, researchers are interested in helping students reduce and stop bullying behaviour in schools. The hope is that a positive school environment can explore students' potential. Individual counseling services can be provided to bullies. Individual counseling is a meeting between the counselor and the counselee, where there is a counseling relationship with a nuanced report. The counselor seeks to assist the counselee's self-development, and the counselee can

anticipate the problems faced (Willis, 2017). Providing individual counseling services uses a postmodern counseling approach, namely concise counseling focused on solutions. Solution-focused brief counseling is based on the optimistic assumption that people are capable and competent and can build solutions that can change their lives (Corey, 2016).

Solution-focused concise counseling is a counseling approach based on the view that truth and reality are not absolute, but reality and truth can be built. (Sumarwiyah et al., 2015). A solution-focused concise counseling approach can provide sustainable change and improve students' attitudes towards a more positive and solutive one. Solution-focused concise counseling is an approach that has the potential to effectively and efficiently help counselees find solutions to their problems through the stages of concise solution-focused counseling. The stages of brief counseling focus on solutions, including establishing rapport, identifying a solvable complaint, establishing goals, designing and implementing solutions, and finally, evaluation and termination.

The reason for using short solution-focused counseling is that this solution-focused brief counseling has been successfully used to solve problems that are in line with bullying behavior. Related research, namely concise group counseling, focuses on practical solutions to reduce the aggressive behaviour of high school students (Wiretna & Saputra, 2020). Solution-focused straightforward counseling believes everyone has the ability and competence to build solutions that can change their lives. A solution-focused brief counseling approach is also a goal-oriented, future-focused approach to brief therapy. Using a concise method, school counsellors focus on solutions implemented in group counseling as a form of change in instilling positive and solutive attitudes in-group members to reduce bullying.

There are several studies directly related to bullying behaviour. The first research shows that brief, solution-focused counseling can reduce bullying behaviour (Lestari, 2013). The second result of research on bullying is the need for high-priority school-based bullying prevention and intervention programs to minimise student losses due to adolescent bullying. (Lester et al., 2013). Based on the problems described above, the authors are interested in researching the "Effectiveness of Solution-Focused Brief Counseling to Reduce Student Bullying Behavior," which contributes to alleviating and reducing bullying behaviour.

2. Method

2.1. Research design

This study used a quantitative research approach with an experimental research design to see the effectiveness of short, solution-focused counseling services to reduce bullying behaviour in class VII students of SMP Muhammadiyah 1 Prambanan. The research design used is a pre-experimental design using the one-group pretest-posttest model.

2.2. Participants

The level of student bullying behaviour was measured in class VII SMP Muhammadiyah 1 Prambanan. Students with low bullying behaviour became participants in this study with purposive sampling. A total of 5 students with a level of bullying behaviour received treatment in the form of concise counseling focused on solutions to obtain data on changes in bullying levels before and after treatment from all populations.

2.3. Data collection tools

This study used 2 (two) instruments: the bullying behaviour scale and observation guidelines. The bullying behaviour scale consists of 21 validated statements. With the Cronbach alpha coefficient value in this study being 0.820, it can be concluded that it is included in the high-reliability category. This research uses a bullying behaviour scale that has been tested for its validity and reliability. Then the scale of bullying behaviour was distributed to class VII students of SMP Muhammadiyah 1 Prambanan. Observation guidelines are used after the implementation of the treatment and posttest has been completed. Observation guide sheets were also made according to indicators of bullying behaviour. Table 1 presents a blueprint for the bullying behaviour scale.

Table 1. Blueprint of the bullying behaviour scale

Variable	Indicator	Item number	
		Favourable	Unfavorable
Bullying behaviour	Non-Empathy	1, 2, 3, 4	11
	Have Power	12, 13, 14	5, 6, 7, 8
	Temperamental Attitude	9, 10	15

2.4. Research procedure

This research aims to identify the effectiveness of solution-focused brief counseling in reducing bullying through several procedures. First, we measured the level of student bullying using the bullying behaviour scale instrument. Furthermore, we carried out a solution-focused brief counseling intervention process following the treatment procedures that had been prepared previously. In the next stage, we again measure the bullying behaviour level with the same instrument: the bullying behaviour scale. Re-measurement of bullying behaviour aims to identify changes between before and after treatment. Finally, we analyse the data that has been collected. The analysis describes changes in bullying behaviour before and after treatment.

2.5. Data analysis

Researchers in this study must have relevant data describing the students' pretest and posttest levels regarding bullying behaviour in SMP Muhammadiyah 1 Prambanan class VII students. The data collected is quantitative (numbers) and then analysed using the statistical formula above. This statistical analysis uses the t-test formula with the help of the SPSS series 20 program computing facilities (Statistical Package for Social Science).

3. Results and Discussion

The results of this study explain two parts, namely the decrease in scores from the distribution of the bullying behaviour scale between the pretest to the posttest and the results of the significance test using the t-test formula. The pretest and posttest data about bullying behaviour that has been collected are then processed using the Microsoft Excel program. The results of the pretest and posttest of the bullying behaviour scale of class VII students at SMP Muhammadiyah 1 Prambanan are as follows:

Table 2. Description of student bullying behaviour score

No	Subjek	Scores and categories				Gain (d)
		Pretest		Posttest		
1	NSS	43	High	38	Average	5
2	NAA	42	High	35	Low	7
3	OE	54	Very high	45	High	9
4	AITF	52	Very high	45	High	7
5	YP	51	Very high	50	High	1
Total	N=5	244		213		$\sum d=29$
	Mean	48,5		42,6		5,8

The table above shows decreased student bullying behaviour from the very high category to the high, medium, and low categories. Initially, before treatment was given, the average student bullying behaviour was 48.5, while after being given treatment, the average score for bullying behaviour in class VII SMP Muhammadiyah 1 Prambanan was 42.6. The results showed that the most significant reduction in student bullying behaviour was for subjects with the initials OE by 9 points. In contrast, the most minor decrease in bullying behaviour scores was for subjects with the initials YP by 1 end. Visually, the reduction in bullying behaviour of class VII students at SMP Muhammadiyah 1 Prambanan can be seen in the following figure:

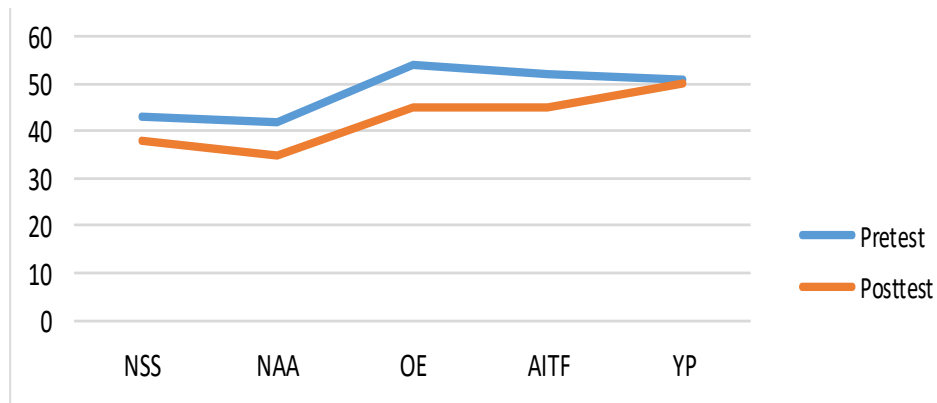


Fig. 1. Changes in student bullying behaviour scores

Based on the graph above, it can be seen that there has been a decrease in student bullying behaviour after participating in a brief solution-focused counseling service. This condition can be seen from the red posttest graph, which is lower than the blue pretest graph. Based on these graphs, it can be concluded that there is a decrease in the score of bullying behaviour after implementing a concise solution-focused counseling service. At degrees of freedom (db) = $n - 1 = 5 - 1 = 4$ with a significance level (α) = 5% t table = 2.131 so H_0 is rejected if t count > t table (2.131) and H_0 is accepted if t count \leq 2.131. The following table shows the results of calculating the t value using SPSS.

Table 3. Results of the T-count Assessment

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETEST - POSTTEST	5.80000	3.03315	1.35647	2.03385	9.56615	4.276	4	.013

Based on the calculation above, the value of t count = 4.276 > 2.131 (t table) at a significance level (α) = 5% so that H_0 is rejected, which indicates that there is a significant decrease in student bullying behaviour after being given brief counseling focused on solutions to class VII junior high school students Muhammadiyah 1 Prambanan. Therefore, the research hypothesis, "concise counseling focused on effective solutions to reduce bullying behaviour in class VII students of SMP Muhammadiyah 1 Prambanan," has been proven true.

This study concluded that concise counseling services focused on practical solutions and could be used as alternative assistance to reduce student bullying behaviour. Solution-focused brief counseling is one of the interventions that can be used by counseling teachers to reduce bullying behaviour. Solution-focused brief counseling is based on the optimistic assumption that people are competent and can build solutions that change their lives. (Capuzzi & Stauffer, 2016; Corey, 2016). However, this is sometimes only realised by some individuals, so they feel distrustful of their ability to solve their problems, which makes them always trapped in their problems.

Solution-focused concise counseling also believes that each individual has a solution to their problem. Still, sometimes they must remember their competence because they are too focused on the issue and only dwell on it (Corey, 2016). This counseling follows the circumstances of individuals who have bullying behaviour, where they think bullying behaviour is a natural thing that does not have any impact. Finally, they reasoned not to try to find a solution. Solution-focused concise counseling services are given to students because this concept is seen as the most effective, and they believe in sustainable behaviour change to reduce bullying behaviour (Fröschle Hicks et al., 2016).

Previous research also proves concise counseling focuses on practical solutions to reduce bullying behaviour (Lestari, 2013). The results of this study can be concluded that there is a decrease in verbal bullying behaviour in students through a brief counseling approach focused on solutions and treatment settings using group counseling services (Lestari, 2013). However, the treatment setting uses group counseling, while the difference in research conducted by researchers is using individual counseling services because individual counseling is more effective in the counseling process, so there is an increase in reducing bullying.

Other studies that are in line state that concise, solution-focused counseling can be given to people who are being bullied (Kvarme et al., 2013). The results of this study can be concluded that this study shows a sample consisting of 19 children in schools aged 12-13 years, three of whom were bullied. Six individual interviews were conducted with bullied children, and three focus group interviews were conducted with support groups. The bullied children reported that the bullying stopped after they received help from a support group, and improvement continued after three months (Kvarme et al., 2013). The difference in research conducted by researchers is in providing treatment. However, the study above services is provided to people who are being bullied, while those carried out by researchers are services given to bullies.

As for research that is in line with bullying behaviour provided by services with different approaches, the results can be concluded that social cognitive theory shows that interventions that focus on mental and social functioning are essential for breaking the cycle of bullying involvement (Swearer et al., 2014). The research above has something in common, namely, examining bullying. The study above uses social cognitive theory, while the research conducted by researchers uses a brief counseling approach focused on solutions to reduce bullying behaviour.

Other research that supports this research concludes that developing counseling services with a concise solution-focused approach combined with creative art or CSFCM (Creative Solution Focused Counseling Models) is a feasible strategy for developing Student Self-Regulated Learning. (Saputra et al., 2018). In contrast to researchers, they use concise counseling that focuses on solutions independently without being combined with creative art. Another difference is the focus developed, namely bullying behaviour unrelated to self-regulated learning. Based on some of the results of previous studies, it was stated that it had succeeded in proving the effectiveness of using concise, solution-focused counseling to overcome various problems in individual and group settings. This study also established that brief, solution-focused counseling has proven effective in reducing bullying behaviour. However, it is limited to five students and needs to be tested at a broader student level with more than one school. The implementation of concise counseling focused on solutions can be used by counselors through counseling media to reduce bullying behavior (Alhadi et al., 2016).

4. Conclusion

The results of the research and observation processes that researchers have carried out show that there is a decrease in bullying behavior after being given treatment. Therefore, it can be concluded that concise counseling focused on practical solutions can be used to reduce bullying behavior in students.

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