

EFFECTIVENESS OF BEHAVIORAL COUNSELING THROUGH COGNITIVE RESTRUCTURING TECHNIQUE FOR OVERCOME SOSIAL BULLYING OF STUDENTS

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Abstract

One of the efforts to follow up on the cash us bullying students are forms implementation of good order to the school and student. Purpose of the paper is to test the effectiveness of behaviolare counseling through cognitive restructuring technique to address the bullying class of IX class students in MTs Islamiyah Blingoh. This research uses quantitative approach. The method used in this research is the True Experiment study with the pretest-posttest control group design design. The sample of research used this study is there as many as 16 students who have medium and high bullying categories. Based on the results of the study, it is known that there is a decrease in bullying behavior after implementing the behaviolance of congestion through cognitive restructuring technique with obtained $DF = 7$ with significant level 0, 05 are 2,365, and obtained $t_{calculate} = 32.829$. Because of $t_{calculate} > t_{table}$, So $(32,829 > 2.365)$, then H_0 is rejected and h_a is acceptable. While the control group with $DF = 7$ with significant level 0, 05 ARE 2,365, and obtained $t_{calculate} = 1.567$. because of $t_{calculate} < t_{table}$, then $(1.567 < 2,365)$, then H_0 accepted and H_0 is rejected. So it can be concluded that by expressing effective Cognitive Restructuring techniques to address the Bullying Class of IX class students in MTS Islamiyah Blingoh.

Keyword: *Bullying, Cognitive Restructuring, Behavioral Counseling*

INTRODUCTION

School is a place where there are individuals who have different personality and play a role in conveying knowledge and skills by doing activities in both pEndless and non-edition education (Haryati, 2020). The learning process can be said as a process of supporting students to learn the work goes well (Fitriani, 2017). The education environment and learning in schools often occur problems or cases. Sometimes learners who face their problems are afraid to express the problems that occur in schools, while the teacher is not understand the state of the learners. The problem that occurred in the school environment usually affect physical and psychology of learners.

In the era of globalization often the negative attitude in the study of the fellow friends are without thinking first. Such behavior

is concerned about other learners. The role of teachers, especially BK teachers should pay attention to learners. The problems that often occur in school are bullying behavior. Cases that are really worried in the school environment. According to Abdussalam Bullying can cause negative attitude of teRoad the culprit and victims (Muhopilah & Tentama, 2019).

According to Coloroso (Zakiyah et al, 2017) Bullying is divided into three types of physical bullying (hit, oppress, insulting, mocking laughter, and dubbing with rough language), bullying verbal (insult, threat, violence, intimidating), bullying plateletin (vapor), cyber bullying (internet, social media). Bullying the MTs student is done Islamiyah Blingoh is a bullying verbal (mocking physical, dubbing, insulting, embarrassing) and physical bullying (hitting, kicking, pushing). Services

used in overcoming bullying behavior are using the behavior counseling services through cognitive restructuring techniques. By using behavioral counseling through cognitive construction engineering is expected to students reduce bullying behavior, so it is not the perseLiquis with other students (Azmi, 2021)

Counseling behavioral is a scientific knowledge of human behavior. According to Corey (Rahayu, 2017), behavioral counseling is counseling that explains the attitude that has a variety of techniques and steps that are rooted on the learning theory. This approach has provided the implementation and basics of learning in changing better behavior. The behavioral counseling goal aim to overcome the behavior of maladaptif and replace it with adaptive behavior or more appropriate behaviour (Ariantje J. A. Sundah, 2018).

Bullying behavior of self-harm and environment so that it is necessary to be handled by the BK teacher for students' participation to achieve with the ability owned. One of the techniques used to change behavior / behaviorology is with the cognitive restructuring used by BK Master. The effectiveness of the technique depends on the condition of student awareness in understanding the negative impact of bullying. Counselor play a role in helping counselors in helping counsel problems by implementing improvement techniques that match the state of the consenserand the goal to be achieved (Kumalasari, 2017).

In this case the cognitive restructuring is applied in the staging of bullying behavior in school. Cognitive Restructuring focuses on changes in the concept of conseal thinking, although in the end the concept of thinking is beerfluenely on the objectives that have been established in the behavior or habit of concerted. In general, the Cognitive Restructuring technique is to change the behavior of the Maaladaptive into a good behavior, so that the mind has engagement of

attitude and behavior taken conscious (Bradley T. Efrog, 2016).

METHOD

Research using a quantitative approach that is planned structured research that is realized since the first research of until Planning analysis concept (S.S. dkk, 2015). The research method used is the experient experiment method with the design pretest posttes control group the sample is taken in a runom (Sugiyono, 2017).

Subject in research all class IX total 68 students, but that is used as a 16 student sample of a particular population, By dividing two groups, the control group and experiment. To get the concrete data in the spans related to the object in this study, the techniques conducted the interview, Kuesinoer, observation and documentation that serves to unite the data will be researched (Dominikus, 2019).

Data analysis use the paired sample test that is the test used to measure the average two samples in pairs, so it can know the difference before and after the treatment is (Nuryadi et al, 2017).

Result and Discussion

Bullying is a situation where students often get negative treatment from students other, when the individual deliberately disrupts that causes discomfort and injure the individual (Aggraeni et al, 2016). Bullying behavior by MTs Islamiyah Blingoh students are burning verbs and physical covering, physical mocking, insulting, embarrassing, dubbing, pushing, kicking and sticking. Sourced from the results in instructions and interviews, obtained percentage of bullying sentement of the students as follows:

Table 1

Percentage of Bullying Social Behavior Learners class IX MTs Islamiyah Blingoh

Cate gory	Screw Range	Σ	Prese ntase%
The high	120 - 160	5	16,67%

No	Student Initials	Pretest results	Criteria
	Mnr	134	The high
	Ro	107	Medium
	CJA	128	The high
	FRM	112	Medium
	Akn	116	Medium
	Dnp	114	Medium
	Nf	102	Medium
	Ar	98	Medium
N = 8		$\Sigma = 911$	High, medium
The average		113,87	
Medium	79 - 119	15	50%
Low	38 - 78	10	33,33%
Total		30	100%

Source of Data: Spread IX MTs Islamiyah Blingoh

Based on the table above It is known that of 68 students of IX classes, 30 students bullying, so that 50% of them often do bullying in school. The study executed a pretest aimed at understanding the initial measurement of bullying student behavior before the cognitive restructuring technique was implemented. Then, implementing posttest aims to know the difference in students related to the implementation of behavioral counseling through cognitive restructuring techniques.

Pretest Behavior of Bullying Learners

Pretest was given to 8 students of IX MTs Islamiyah Blingoh class including experimental

groups. Results value of pretest student class IX MTs Islamiyah Blingoh That is:

The Result of Pretest Behavior of Bullying Student

Based on the above table can be known that there are 2 siswa with a high criterion and the criteria are numbered 6 students. Based on pretest data results there are 2 students in high categories with pretest 128 and 134 results in the category. Then, students it has pretest results between 98-116, although the number of scores is more than 100 but the pretest results are classified. Then researchers provide treatment by implementing behavioral counseling through cognitive restructuring techniques to address bullying behavior.

Results Posttest Behavior of Bullying Learners

In the posttest stage aims to know the difference in students related to the implementation of behavioral counseling through cognitive restructuring technique to address the bullying Class of IX MTs Islamiyah Blingoh. The results of Posttest experimental groups that is:

Table 4. The Posttest Number of Bullying Behavior of The Experimental Group

No	Student Initials	Posttest results	Criteria
1	Mnr	98	High
2	Ro	71	Low
3	CJA	94	High
4	FRM	72	Low
5	Akn	78	Low
6	Dnp	75	Low
7	Nf	71	Low
8	Ar	65	Low
N = 8		$\Sigma = 624$	Low, medium
The average		78	

Based on the above table can be seen there are 8 students who decreased bullying behavior

after the health of council counseling through cognitive restructuring techniques. The results of the above table show that students in the low category and there are 2 children in medium category. In this case the category is under 100, so in this case the students in the medium category are approaching low is not in the category that is close to high. Based on the results of the posttest class experiment class obtained the average value of 78. Then, after doing pretest posttest stage by researchers in implementing the behavior of congestion through cognitive restructuring technique that is:

Counseling Process Experiment Groups

The first meeting, The author begins a good relationship with the counseli and is grateful for being used as a sample in research. Then the researcher explained the goal of counseling. The author explains the time of contract and the format how to implement counseling. After the counseli approved the author has to explain, then the author begins to dig the root of the problem being the cause of the counseli bullying in school. Then the author sets the goal that guides the counseli to overcome the desired destination and view the counseling goals based on acceptable and measured goals.

Then before writing continued the last. The researcher explained some points on the adverse impact when often bullying both perpetrators and victims of bullying. In order for the counselor to understand the behavior done wrongly against his friend at school. The purpose of this stage to help the counselor dig the root of the problem that causes bullying in school. According to the review of the researcher at this stage processed smoothly and the consolidation tells all what which has been done with friends at school. The insecurity considers in the answer to the author of the author and honest will be the behavior of the counseli has done during school.

Second meeting, at this stage after the assessment and the goal setting in the counseling process, the authors perform the implementation of cognitive restructuring techniques to the counseli. Before the author implements the cognitive restructuring technique, the author explains about the cognitive restructuring technique to the counseli. Then the authors dig in the back in contacting with the introduction and settle coping thought mem moves negative thoughts into a more positive mind. Counseli inspired an example of a previously authorized author of the author the same with the case of bullying by the counselor, so the counseli has a picture of applying coping thought in the second stage counseling process.

After the counseli understand coping thought, the counselor is trained to be able to apply with how to make a sentence aimed at helping the counselor not to bullying in school. The counselor is trained to be able to apply what which has been made by their own consolidations and authors give advice to counseli not to do again by remembering what the main purpose the desired counselor for his future is coming. The consolidation is made in a formulation of positive amplifier that became a benchmark of the counselor to realize that what the consequences are done is the wrong thing. The purpose of this stage is to determine the strategy that matches the consequences to realize the desired behavioral change, so the counseli can control his behavior when at school.

The third meeting, In this third stage the counseli should be able to move his negative thoughts into a more positive mind. Daily previously the counselor has been trained in moving negative thoughts to a positive mind that is in troubled thoughts. That this third is a counseli should be able to move negative thoughts into a more positive mind. The author coins the counseli to be able to apply what which has been determined is previously powered. The counselor considers that this author is a friend who is often disturbed, so the counseli in this

stage can control his emotions after being further poorly trained to move the negative thought into a positive mind.

Then after the counseli can control his emotions when assuming that the author is a friend who is often disturbed. Here the author teaches the counseli creates a positive reinforcement for it self. The counselor is taught to make a sentence that can revive himself to always be positive when the school is climbed. Then the counseli is given the home task to practice what has been taught is processed by counseling by writing what is still done and not done for 2 days, so the author can see the changes what her the cognitive restructuring technique is effective in overcoming bullying's behavior in school.

The fourth meeting, the four-step stage of the follow-up and evaluation of the counselor on the attitude is still being done and is not done. That this is the author evaluate the counsel based on the home task that has been counced on. This stage of the authors evaluate the persistent of conservation behavior, the cognitive restructuring technique provided the author at the time of counseling process and success counseling implemented for 4 meeting. Follow-ups that author writers that when the counseling process did not succeed in lowering bullying's behavior, the BK master was willing to help to sama into the bullying becaine in MTs Islamiyah Blingoh.

Based on the steps that researchers have done to address the bullying society, paired sample test preses test It is known that the value of 35 mean.875, Std devicasion 3,091 value, Std error mean 1.093, Lower 33,291, Upper 38,459, value of T 32,829, DF = 7 and Sig (2 tailed) 0.000. In accordance with the terms that have been set when testing the Paired T-Test is comparing the significance value and probability.

The value of significance is obtained by 0.000 shows less than 0.05 and comparing the value of t count (32,829) and T Table values

(2,365). So it can be known the significance value of less than 0.05 and the value of t count is greater than T tables that indicate that zero hypothesis is rejected and alternative hypothesis accepted. Can be concluded the implementation of behaviolance of conteles through effective cognitive effectiveness to address the bullying behavior class IX MTs Islamiyah Blingoh.

Effectiveness of Behavioral Counseling Through Cognitive Restructuring Techniques To overcome the Bullying

This study aims to determine the effectiveness of counseling behavioral through the cognitive restructuring technique to address the bullying student behavior. Individual counseling service activities with the behavioral approach are the theory based on the concept of learning and focus on behavior aimed at helping individuals in solving their problems and change the behavior of maaladaptif (Gani, 2017).

The problems are often done in MTs Islamiyah Blingoh is the bullying behavior on fellow friends at school. The phenomenon of the deposit of one of the problems that can not be eradicated thoroughly. In Cases that often experience usually the victim does not dare to express to whom is due to the threat of the initiating party. The main factor causes the occurrence of bullying behavior of the family, school, mediaof mass, culture, peers (A. M. Dkk, 2018).

The form of bullying that often occurs in MTs Islamiyah Blingoh is the bullying verbal and physical covering, insulting, embarrassing, dubbing, physical mocking, kicking, pushing and bait. Such behavior resulted in that impact negative for the perpetrators and bullying, so disturbingin the popration pro study, interact with others and develop. This causes the students who become the actors are increasingly powerful and strong when in the scope of the school and resulting in the decision of student disciples (Azmi, 2019).

Based on the above range of according to the opinion of the house if the child often gets the highest score but suddenly slumped it is worth suspecting especially by its incoming nature, for example for the perpetrators often deny the parents of administration, often, the inclusion of a good, dishonest and other forth (Harahap & Ika Saputri, 2019).

This can be done by educating early on committed to create a family environment and anti-bullying school, apply a good attitude to yourself, helping children positively respect for itself and others, and fostering positive communication between parents and children by explaining to children danger and bad impacts bullying (A. M. Dkk, 2018)

The use of behavioral counseling through cognitive restructuring techniques is considered effective to address the bullying behavior, because in the cognitive constructing technique includes the application of the basics of learning on mind. Because the cognitive restructuring technique aims to replace the behavior and mind that is not good for create better behavior and mind, so that concussion can replace the behavior of the focus on something that negative (Fadhilah, 2017).

The effectiveness of behavior counseling can be knowledge able of behaviour bullying student IX class before the counseling was conducted and after counseling. By posttest men Incorporating there was a decrease initially high to be low on posttest. So it can be concluded that after the class of IX classes performed the behavior counseling through techniques cognitive restructuring decreased.

In addition, Based on the results of the paired t-test test that it is rated the value of 35.875, the Std Deviation 3.091 value, Std Error Mean 1.093, Lower 33,291, Upper 38,459, the value of T 32,829, DF = 7 and the 1 tailed value of 0.000. In accordance with the terms that have been set when testing the Paired T-Test is comparing the significance value and probability. The value of significance is obtained

by 0.000 shows less than 0.05 and comparing the value of t count (32,829) and T Table values (2,365).

So it can be known the significance value of less than 0.05 and the value of t counts is greater than T tables that indicate that the zero hypothesis is rejected and alternative hypothesis is accepted. So it can be concluded there is a difference before and after implementation of behavioral counseling through cognitive restructuring technique, so effective to overcome the behavior of bullying class IX MTs Islamiyah Blingoh.

Based on the above analysis, the cognitive restructuring technique is effective in overcoming the bullying class of IX MTs class Islamiyah Blingoh, and there is a difference before and after treatment. The results of this study are supported by various theories of relevant experts and research. Behavioral counseling through cognitive restructuring technique is effective to address the bullying behavior. According to Corey in Setuningsih (Setuningsih, 2017) behavioral counseling is counseling that explains the attitude that has a variety of techniques and steps that are rooted on the learning theory. This approach has provided the implementation and basics of learning in changing the more behavior. It is aligned with the purpose of this research is to help individuals change the behavior of the malapah and individuals into positive lazy behavior through act-oriented techniques.

The effort to researchers to address the bullying class IX MTs Islamiyah Blingoh is implementing cognitive restructuring techniques. According to Combokk and Wells-Moran in Efford (Bradley T. erford, 2016). Cognitive effectiveness of the restructuring is the implementation of the basics of learning and mind. The application of the basics of learning and thoughts that are structured to help individuals lead to better behavior by eliminating negative behavior that is often done, to avoid negative behavior. It this also in

harmony with the aim in this study that is changing the negative behavior and mind into positive behavior and thought, as well as the involvement of the attitudes of the courtesianity attitudes and behaviors.

According to the results of the data and discussion that described above can be concluded that in addressing the behavior of bullying of IV class students in MTs Islamiyah Blingoh by implementing individual counseling services with the behavioural approach and implementing effective cognitive restructuring techniques in addressing bullying society, so that the class of IX classes in MTs Islamiyah Blingoh has exhausted bullying behavior.

Conclusion

Bullying Budding Class IX classes in MTs Islamiyah Blingoh after the Behavioral counselor was found through cognitive restructuring stuition techniques quite well, which means the IX class students have reduced bullying behavior. Student IX classes decreased bullying behavior characterized by being able to reduce mocking attitude towards fellow friends, reducing the emotional, insulting, dubbing, pushing and hitting. So it can be concluded that the high and moderate bullying behavior can be reduced by the implementation of behaviolance of conguringly through cognitive restructuring techniques. This is shown from the change of class IX class after being given the behaviol are treatment of behavioral through cognitive effectiveness of the restructuring, so students are able to reduce bullying behavior in school.

For counseling teachers, in order to further improve their professional capabilities in choosing techniques, especially in the implementation of the more cognitive effective restructuring techniques in accordance with the procedures or stages of cognitive restructuring techniques and more coupling guidance teachers are open to students who often experience problems. So the principal is expected to help develop guidance and counseling programs, such as holding seminars, workshops, training,

training and good routine meetings that are named or regional or regional resources as sharedors, exchange, and integrate perceptions in improving and for students, it is expected to participate in more counseling with counseling teachers, while having interrupted problems when learning, especially the issues of bullying behavior. Meanwhile, because this research is the latest study, so for researchers more deepening cognitive restructuring techniques of various sources.

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