

Research Article

Reality counselling with value judgement techniques to reduce bullying behavior of vocational students

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Abstract

Bullying is a problem that is a scourge in the world of education. In addition to the victim, bullying also impacts the offender. This study aims to determine the effectiveness of reality counseling with judgement of values to reduce bullying behavior of vocational students. Bullying behavior done by students causes students not to be able to fulfill their basic needs. This study uses a single subject research method with A-B-A design. Data collection techniques are done using observations with guidelines that have been developed. The analysis technique used is statistical analysis and clinical analysis techniques. The results showed a significant decrease in student bullying behavior through value judgment techniques at baseline A1, intervention, and baseline A2. School counselors should utilize local cultural values to consider values to evaluate student bullying behavior.



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Introduction

In recent years cases of bullying in schools have been in the spotlight. Bullying is an aggressive act intentionally carried out by a group or individual repeatedly and from time to time against a victim who cannot easily defend himself (Menesini & Salmivalli, 2017). Bullying behavior that occurs in this era is not only limited to verbal, physical bullying but also cyberbullying.

Preliminary studies conducted at SMK N 2 Terbanggi Besar, there were four students, SMK N 3 Terbanggi Besar, as many as eight people, SMK Global Health Madani, as much as one person. Bullying behavior that occurs is physical bullying, verbal bullying, and cyberbullying. Physical bullying is carried out by students, for example, doing physical violence against friends by hitting, kicking, slapping, and pinching. Verbal bullying is done by mocking his friend with dirty words and nicknames that are not polite while the forms of cyberbullying behavior that they display are posting things that are not good or expressions of hatred on social media.

Bullying behavior significantly affects the psychological victim. The results showed that the oppression received during childhood would make the victims later become perpetrators of bullying (Honor, 2018). In addition to harming victims, bullying also hurts perpetrators—the perpetrators of bullying experience a lack of compassion from their environment. Not fulfilling the need for love has a severe effect on the perpetrators. Perpetrators tend to be shunned by their peers so that it results in the emotional instability of the offender. This is consistent with the explanation that bullying also has a detrimental effect on the offender (Zuckerman, 2016). Besides, studies conducted on 47 studies published differently show that bullying perpetrators or victims of bullying are more likely to commit

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suicide or think about committing suicide, these suicide cases are carried out more by perpetrators than victims (Holt et al. 2015).

The individual needs are not fulfilled because this bullying behavior is closely related to reality counseling, which has five basic needs, one of which is love & belonging. Bullying behavior is also not by 3R in the concept of reality counseling namely right, responsibility and reality (Glasser, 1974). Besides bullying behavior is not by the norms that exist in the community (right), in meeting the needs of affection bullying behavior is not responsible behavior because it disturbs others (responsibility), individuals who carry out bullying tend not to accept the consequences that can (reality).

In reality, counseling the counselee needs to assess whether his behavior is by the 3R concept. This assessment process is carried out at the evaluation stage of the Want-Direction and Doing-Evaluation-Planning and Follow Up (WDEP) procedures. In the evaluation process, through the ability to ask counselors to help the counselee assess or check the behavior, actions desire that they do help achieve their desires or needs or not (Wubbolding, 2013). One of the abilities needed to judge whether a behavior is right is to insert values that are applicable in the community. The term that is relevant to this is value judgment (value-judgment). This value judgement helps the counselee see his behavior is currently congruent or contrary to existing values (Sari, 2018).

Value judgement is a technique of judging the truth or error of something, which is based on a set of values or a particular value system, considering benefits in ethics will make us know whether someone meets or fails to meet their fundamental interests (Wedgwood & Griffin, 1998). This assessment connects something with the values contained in a society with everything that is done by someone. So that in reality, counseling the benefits that apply in the community are used as content in evaluating one's behavior or actions.

Some relevant research conducted by Asro shows that reality counseling using Javanese local wisdom can reduce bullying behaviour (Asro, 2018). This shows that the process of value judgments in the evaluation process is very influential in reducing maladaptive behavior of students. In this study, the differentiator is the values included are the values of the local wisdom of the people of Lampung.

Also, research conducted by Madukwe et al. (2016) shows that reality therapy is effective in reducing bullying behavior experienced by adolescents. This is indicated by changes in action based on the results of follow-up is that they can show assertiveness, empathy with school friends, make new friends, and obey school rules.

Problem of Study

From the description in the introduction it can be formulated "are the value judgement techniques effective in reducing bullying behavior in students?"

Methods

Research Model

This research is an experimental research that is single-case experimental design or single-subject research (SSR). The use of this method aims to obtain data by looking at the impact and testing the effectiveness of reality counseling with value judgement techniques to reduce student bullying behavior at Madani Global Health Vocational School.

Participants

The sampling technique used in the study was purposive sampling because only students who carried out bullying were the subjects of the study. Students who bully are characterized by non-verbally bullying such as physical violence towards others and verbal bullying such as engaging in hate speech, ridiculing others and giving negative expressions to others. The subject in this study was an 11th-grade student at SMK Global Madani who had the initials HA, this subject committed physical violence, and gave utterances of hatred to his friends, he also often mocked his friends on social media and this he did every day.

Data Collection Tools

The data collection technique used was the observation, using guidelines developed to look at the bullying behavior of students that emerged. The developed scale is a Likert scale that was developed based on indicators of bullying behavior explained by Rigby namely verbal, physical and psychological bullying (Rigby, 2007). The number of items on this scale before the validity of 48 items, after testing the validity of 20 items with a Cronbach's Alpha reliability value of 0.847.

Data Analysis

The data analysis techniques of student bullying behavior were analyzed using two analysis techniques, namely statistical analysis, and clinical analysis. Statistical analysis was performed by calculating the average, and this average calculation included bullying behavior score data in the baseline and intervention phases. This analysis aims to measure the average percentage change in bullying behavior before and after treatment is given. Clinical analysis techniques in this study are used to determine judgment if there are differences in the calculation results of changes in the subject's behavior if there are differences in the results of statistical calculations. This clinical analysis will measure changes in the subject's behavior observed by significant others in the social environment.

Procedure

The research design used was the A-B-A design. Baseline 1 (A1) was measured with a five-session period to be observed to see the frequency of bullying behavior. Then the child is given an intervention (B). The intervention is carried out until the value judgment process is completed; namely, six to twelve meetings with seven observations carried out each intervention is completed. After the intervention is complete, the researcher measures Baseline 2 (A2) five times by observation; this is done to measure the intensity of student bullying behavior after the intervention is given.

Results

The instrument in this study uses an observation guide that records bullying behavior data from observation activities—at baseline A1, observing the bullying behavior that occurs when the subject is playing with his friends five times. Baseline observation chart (A1) targets observations of bullying behavior that appear during the observation period until it reaches a stable trend, namely high bullying behavior. Next, intervention (B) is given the application of reality counseling with judgement of the values for the seven sessions shown in the fifth to the twelfth session. Behavioral targets taught during the intervention are polite behavior and respect for friends as a step to replace bullying behavior when socializing with friends. After completing one intervention session, the researcher directly observes the behavior of the subjects related to whether or not bullying behavior appears. Each subject succeeded in applying value judgments by showing their positive behavior and not showing bullying behavior to their friends. Hence, the researchers gave reinforcement in the form of praise and small prizes. This is a form of evaluation of reality counseling that has the concept of WDEP on each session. Behavioral data collected in intervention activities is through observation data during the intervention process. While in the baseline (A2), behavior observations were carried out after the intervention was given during four observations from session 13 to session 17.

Table 1.

Baseline Data Assessment Results (A1)

Subject	Baseline Score (A1) for each session					Average Score
	1	2	3	4	5	
HA	25	20	22	21	20	21.6

Table 1 is a table of baseline conditions (A1). Researchers warned of bullying behaviour by observing the subjects for five sessions over five days and recording the frequency of bullying behaviour. On the first day or session one there were 25 bullying behaviours, then on the second or second day it decreased to 20 bullying behaviours, on the third or third session the bullying trend increased to 22, on the fourth day or the fourth session decreased to 21 times did bullying and on the fifth day or session five fell to 20 times doing bullying behaviour.

Table 2.

Results of Intervention Data Assessment (B)

Subject	Intervention Score (B) for each session							Average score
	1	2	3	4	5	6	7	
HA	15	14	12	10	8	8	6	10,4

Then in the intervention condition or (B), the researcher provided reality counselling for seven sessions in 7 days then recorded bullying behaviour in each session with observation. The results can be seen that on the first day of an intervention or at session one, the frequency of bullying behaviour decreased to 15 from the previous one in the baseline A1 phase was 21. Furthermore, in the second session or the second day, the bullying frequency decreased to

14 times. On the third day, the bullying behaviour became 12 times. On the day of the bullying behaviour again became ten times in one session. On the day the action returned to 8 times.

Furthermore, on the sixth day, there was no decrease, namely eight times the bullying behaviour. Finally, in the seventh session, the subject's bullying behaviour decreased two times or was only done six times. In the implementation of the intervention, when bullying occurs in one day, the researcher will provide reinforcement or reinforcement.

Table 3.

Baseline Data Assessment Results (A2)

Subject	Baseline Score (A1) for each session					Average score
	1	2	3	4	5	
HA	7	5	5	4	2	4,6

In phase A2 or baseline 2, it is a condition where the subject has not been given intervention but is still making observations to see how many possibilities bullying behaviour is. On day one, after the intervention, the bullying behaviour increased again one time, namely seven times. Furthermore, the second day or the second session of the bullying behaviour decreased to 5. On the third day, the intensity of the bullying behaviour did not change, namely five times. On the fourth day, the frequency of bullying was four times, and on the fifth day, the frequency of bullying only appeared two times.

The basic observation graph (A1), Intervention (B) and baseline (A2) with targets behaving politely and respectful friends can be seen as follows in Figure 1.

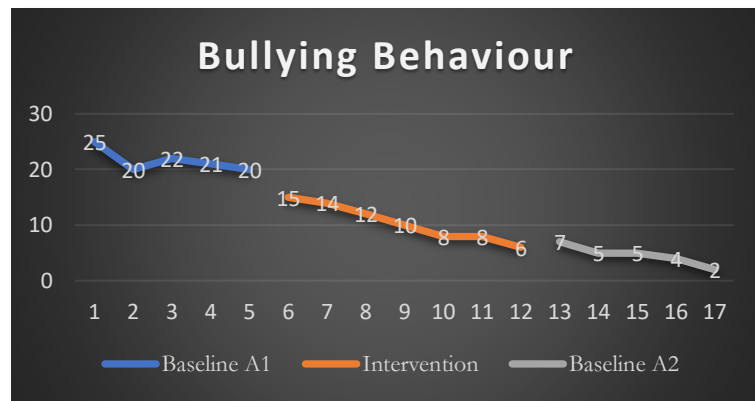


Figure 1.

Bullying Behavior Baseline Graph

The results of visual analysis in the baseline targets (A1), (B), and (A2) shows the high bullying behavior that appears on the Baseline A1 chart, which shows an increase in the second and third observation sessions and then stable on the 4th and 5th observations. Look at the graph decrease in the intervention phase (B) in the 6th session and begin to show the stability of the reduction in bullying behavior in the 11th session until the 12th session during the intervention period. The baseline (A2) stage was then carried out five observation sessions after the intervention. The trend of the graph shows a tendency to decrease, which explains the decrease in bullying behavior carried out by the subjects in the 13th session until the 17th session. There was no change in the results in the intervention phase from the baseline phase (A2). The baseline phase (A1) is horizontal; the level is unstable, with an average of 21.6. The intervention phase (B) has a downward trend, a stable level, and an average of 10.4 while the baseline phase (A2) has a downward trend, a stable level, and an average of 4.5.

Based on these data, it can be seen a change in behavior of 51.8% during the administration of the intervention. Then after the intervention was completed or not given any treatment, the behavior showed a difference of 55.7%. According to Goodwin & Coates (1976), if there is a behavior change of at least 50%, then it can be said that there is a significant behavior change. Based on the results of the analysis on the baseline (A1), intervention (B), and baseline (A2) conditions, it can be seen that reality counseling with effective value judgement techniques reduces the bullying behavior of vocational students.

Discussions and Conclusions

The result of the trend shows that reality therapy with effective value judgement techniques in reducing the bullying behavior of vocational students taught by the bullying behavior graph has decreased. At the intervention stage carried out with the WDEP procedure that is want to explore the desires and needs of students to reduce bullying behavior, then doing what things have been done to achieve the desires and needs of students, at the evaluation stage that uses the value judgment technique students are asked to consider the value -values that exist in the community. Students receive information about these values and internalize these values in themselves and in the last stage that is applying values. The previous step is planning students to plan new actions that are by existing values in the community that have been studied. In this phase, the polite behavior of students begins to appear, and mutual respect begins to emerge, and the behavior of bullying begins to decrease. This is consistent with the results of research showing that effective reality counseling helps reduce bullying behavior in adolescents as indicated by changes in behavior among participants, they declare assertiveness, empathize with school friends, make new friends, more friendly and obedient to school rules and regulations (Madukwe et al. 2016).

Based on observations obtained from teachers, friends, and HA, researchers began to show changes in behavior by showing attitudes that can be accepted by his friends. The most prominent attitude is HA can regulate emotions, HA has also begun to talk with an intonation that is a little lower than usual, and he starts talking politely to classmates. Besides, HA classmates also said that HA friends had begun to invite HA to play or do assignments together. HA is also not picky about friends. According to one of his friends, HA started to feel happy because he got the attention of his friends over the change in attitude that was shown. One of the skills that need to be possessed by individuals who have bullying behavior is the ability to manage emotions, namely the ability to respond adaptively to certain social situations (Utami, Lasan, & Hambali, 2019).

The decrease in bullying behavior indicates a change in individual behavior. The shift in client behavior to be positive makes him feel happy because it can be socially acceptable; this is supported by the results of the clinical analysis conducted by researchers. This is relevant to the research conducted by Hajhosseini et al. (2016) which examines the effectiveness of reality counseling for self-regulation of student behavior whose results show that students have skills in self-regulation to foster a positive self-image, individuals make judgments about their behavior, and if it complies with their standards, they will feel happy (Hajhosseini & Lavasani, 2017).

Bullying is an aggressive action taken in the form of verbal and non-verbal. Decreasing bullying behavior in research subjects indirectly falls the aggressiveness aspects of bullying behavior that have been carried out. Like the research conducted by Pooravari et al. (2016) 'That group reality therapy training can reduce students' aggressive behavior. The research explains that one aspect of reality therapy focuses on responsibility. Reality therapy can be useful in learning responsible behavior and, as a result, prevents aggression (Pooravari, Zandipour, Pooravari, & Salehi, 2016).

This finding is related to the fact that reality therapy teaches bullying perpetrators of various behavioral choices they can choose and the fact that each behavior has consequences. Application of Choice theory from reality counseling makes bullying actors get direction from the counselor to choose socially acceptable behaviours (Parish et al. 2011). So people who choose to be doers must expect other students to dislike them, get little or no support from peers, the love of parents and teachers. It also leads to teenagers' awareness of the long-term consequences of bullying and its benefits. Adaptive behavior such as dialogue and "walking away" in the journey of life. Such awareness might make teens choose to stay away from problems because bullying is considered maladaptive behavior. Besides, students know that without intimidating others, they can still be accessible and good friends. The existence of questions at the stage of judgement of the value of this finding shows the fact that bullying behavior affects the general behavior of the offender, his relationship with others, and their involvement in life activities in the community (Madukwe et al. 2016). Other research shows that prosocial elements or moral values such as the values of kindness, empathy, and cooperation in the community need to be included in interventions given in this school including the practice of preventing bullying behaviour (Smith, Bauman, & Wong, 2019). This shows that the value judgment applied at the evaluation stage is very appropriate by including the values that exist in the community. Incorporating values is also very effective for individuals to evaluate the behavior carried out (Sari & Bulantika, 2019; Sari, Suryawati, & Bulantika, 2020).

Recommendations

So for further research that researchers will reveal the internal motives of perpetrators of bullying in order to be able to solve the bullying problem thoroughly. Based on the analysis and description using visual graphs and the average change in behavior, as well as trends in conclusions and discussions, it can be concluded that reality counseling using value judgement techniques effective reduces the bullying behavior of vocational students. Changes indicate this.

For applicants; Counselors should include local cultural values in counseling that uses value judgement techniques. Whereas for further researchers, it is recommended to use value judgement techniques to reduce other aggressive behaviors, as well as to use different techniques in the process of reality counseling.

Limitations of Research

The limitation of the problem in this research is seeing bullying based on visible behavior, not looking at the internal motives that trigger bullying behavior.

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