# MANAGEMENT OF GROUP COUNSELING GUIDANCE IN OVERCOMING BULLYING AT SMAN 1 CIPARAY AND SMK ITIKURIH HIBARNA CIPARAY

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**Abstract**

The formation of children's character and behavior is obtained from education at school. Schools as education providers should provide a safe and comfortable environment for children to learn and develop. However, the phenomenon of bullying in fact also occurs in this educational environment. This fact has a negative impact on children such as psychological pressure such as anxiety, and social problems such as withdrawing from their friends. The purpose of this study is to determine the management of group counseling guidance conducted at SMAN 1 Ciparay and SMK Itikurih Hibarna Ciparay in overcoming bullying. This research uses a qualitative approach with descriptive research methods. Data collection techniques were carried out by observation, interviews, and documentation studies. The collected data were tested for validity by triangulating sources and methods. The results of this study indicate that SMAN 1 Ciparay and SMK Itikurih Hibarna Ciparay have implemented the management of group counseling guidance by counseling guidance teachers with stages: 1) making program planning from the results of the assessment carried out; 2) organizing in counseling guidance; 3) implementing group counseling guidance; and 4) evaluating group counseling guidance programs. Group counseling guidance management is carried out by counseling guidance teachers based on the findings of cases that are happening a lot in the student environment, involving the wakasek student affairs or outside parties in providing direction material to students regarding bullying cases. Handling of bullying cases is adjusted to the level of urgency of the case. Urgent cases are prioritized to be resolved first then cases with lower urgency.

**Keywords: Management, Group Counseling, Bullying**

## Introduction

Education plays an important role in shaping the character and behavior of children. Basically, this is stated in the National Education System Law No. 20 of 2003 which explains that education is a conscious and planned effort to create a learning atmosphere and learning process

so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. To make it happen, it requires the participation of all parties and the use of science and technology so that the personality of students develops optimally.

In practice, there are still major problems that can hinder a safe and comfortable learning experience for children in schools, one of which is the problem of bullying. Schools should provide a safe and comfortable environment where children can learn and develop optimally. This bullying problem may occur in some students who face heavy social pressure and difficult academic tasks. Bullying not only negatively affects the victim, but also causes fear and anxiety among other students. This creates an unsafe atmosphere at school, where fear can erode learning spirit and self-confidence.

Bullying is behavior that hurts, humiliates, or intimidates others physically, verbally, or emotionally by individuals or groups. Bullying behavior includes humiliation, ridicule, social exclusion, threats, or physical violence. This is in line with the opinion of the Directorate of Primary Schools team (2021: 8) which states that bullying is unpleasant behavior either verbally, physically, or socially in the real or virtual world that makes someone feel uncomfortable, hurt and depressed whether carried out by individuals or groups. On the other hand, the National Commission for Child Protection explains that bullying can be long-term physical and psychological violence that can be carried out by a person or group against someone who is unable to defend themselves. A similar opinion is expressed by Budiman (2021: 10) who states that bullying is an act of violence both physically and mentally carried out by individuals or in groups that can cause physical and mental trauma.

The impact of bullying according to Sejiwa is the inhibition of children in actualizing themselves because bullying behavior will not provide a sense of security and comfort, and will make victims of bullying feel afraid and intimidated, inferior, worthless, difficult to concentrate on learning, and unable to socialize with their environment (in Budiman, 2021).

Bullying in Indonesia is indeed quite alarming. Based on data reported by UNICEF in 2020, two out of three girls or boys aged 13 - 17 have experienced at least one type of violence in their lifetime. Three out of four children and adolescents who have experienced one or more types of violence report that the perpetrators were their peers. 41% of 15-year-old students have been bullied at least a few times a month,

The Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), revealed that bullying cases are still a terror for children in the school environment. From the data, it is known that there were 226 cases of bullying in 2022. Then in 2021 there were 53 cases, and in 2020 there were 119 cases. Meanwhile, the types of bullying that are often experienced by victims are physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%). For the level of education, elementary school students are the most victims of bullying (26%), followed by junior high school students (25%), and high school students (18.75%).

The government's effort in tackling bullying cases is by issuing Law No. 35 of 2014 which is an amendment to Law No. 23 of 2002 concerning Child Protection Article 9 Paragraph (1a) which states: Every child has the right to protection in education units from sexual crimes and violence committed by educators, teaching staff, fellow students, and or other parties. Permendikbud No. 82 of 2015 concerning the prevention and handling of violence in the education unit environment. To overcome the problem of bullying in schools, group guidance can be used as a strategy in creating a safe and comfortable learning environment. According to Muftiha (2023), one type of guidance and counseling service that is considered appropriate in helping students to overcome bullying is through group guidance services. The role of all school members, especially guidance and counseling teachers, is very important in helping students optimize developmental tasks and avoid bullying behavior (Myrick, 2011).

Efforts to prevent bullying behavior can be done through basic guidance services in a group setting or group guidance services (Prabowo, 2018). Group counseling guidance is a type of guidance and counseling that is carried out in groups. In this case, a counselor or guidance and counseling expert works with a group of people to help them overcome problems, learn to interact with others, increase their understanding of themselves, and achieve personal or group goals. As stated by Hartanti (2022:12) that group guidance can be interpreted as a guidance effort carried out through group situations, processes and activities. The target of group guidance is individuals in the group so that individuals who are given guidance gain self-understanding, self-acceptance, self-direction and self-realization in the direction of optimal development.

The management process of group counselling involves several important steps ranging from planning, organizing, implementing, to evaluating. With good planning, efficient organization, purposeful implementation, and careful evaluation, group counselling can be an effective tool in helping participants achieve personal goals, develop social skills, and improve psychological well-being. Group counseling management provides a comprehensive and structured approach to address bullying cases in schools. Group counseling programs can help create a safe environment where students feel listened to, understood, and empowered to overcome the social challenges they face. Through guided discussions, role-playing activities, and group counseling techniques, students learn about the negative impact of bullying, learn to manage their emotions in a healthy manner, and develop strong social skills.

Based on preliminary studies conducted by researchers at SMAN 1 Ciparay and SMK Itikurih Hibarna Ciparay, it was found that there were several examples of verbal and physical bullying cases that occurred at school. This has an impact on students who are victims of bullying not confident, anxious to withdraw from their friends. This becomes one of the tasks of the counseling guidance teacher and several teachers involved to overcome this case. Previous studies conducted by Hengki (2014) suggest that Guidance and Counseling Teachers or Counselors have an important role in preventing and overcoming bullying in schools, for this reason efficient and comprehensive services are needed for all students by using various skills and media that can help the performance of counseling teachers in dealing with bullying. Another research conducted by Prabowo (2018) states that group guidance service strategies with sociodrama techniques have

been empirically and scientifically tested in preventing or reducing bullying behavior in schools. Group guidance gives students the opportunity to share their experiences, learn to recognize the experiences of others, and get support from peers.

Based on the description above, the researcher is interested in conducting research with the title Group Counseling Guidance Management in Overcoming Bullying at SMAN 1 Ciparay and SMK Itikurih Hibarna Ciparay.

## Research Methods

This research uses a qualitative approach with a descriptive method. This is in accordance with the research objectives, namely to obtain data on how the management of group guidance and counseling is carried out in the two schools. Qualitative research is a research method based on the philosophy of postpositivism, which is used in conducting research on natural object situations where the key instrument is the researcher himself.

Data collection in this study was carried out by means of observation, interviews, and documentation studies related to the management of group counseling guidance. This research was conducted at SMAN 1 Ciparay and SMK Itikurih Hibarna Ciparay. The process of collecting and processing data in this qualitative research was carried out by following Bungin's concept (2003: 70), namely: data *collection*, *data* reduction, and verification and confirmation of conclusions. The collected data were tested for validity by means of data triangulation, namely (combined observation, interview and documentation) (Sugiyono, 2015).

## Research Results and Discussion

The first research was conducted at SMAN 1 Ciparay obtained from the results of interviews conducted with counseling guidance teachers that the management of group counseling guidance in overcoming bullying begins with planning counseling guidance programs that are specified based on the problems of both individual counseling guidance and group counseling guidance, the first thing is carried out assessments such as psychological tests, direct observation, questionnaires, and adapted to the methods needed according to the circumstances at school. The processing of the assessments carried out using the spiral pattern of the Kemmis and Mc. Taggart model which is one way of targeting group counseling guidance.

The assessment results in the form of questions are compiled and categorized based on the problem. The collected problems were sorted first by priority. Problems that fall into the *urgent* category are placed as the first priority. After that, other problems or cases are sorted according to their level of urgency. The group counseling process is made according to the uniformity of the problems experienced by students, for example in cases of bullying in certain conditions which are the top priority, because this bullying case has a negative impact on students.

At this planning stage the teacher determines the material, methods, materials, media used in counseling guidance from the assessment data such as determining the theme or material given to students, methods used in group counseling guidance such as simulation or role playing methods, discussion methods. As for the media used, it is adjusted to the method applied, because the media used in the role-playing method and the discussion method are different.

The organization of this group counseling guidance starts from the scope of the counseling guidance teacher as the one who has the program authority. However, in this group counseling guidance there is involvement from homeroom teachers, subject teachers, and student affairs. Of course, the coordination of the implementation of this counseling guidance is known by the Principal of SMAN 1 Ciparay. The roles of the parties in the school in conducting group counseling guidance are as follows: 1) The principal has a role in providing policies and coaching activities to teachers, in this case the counseling guidance teacher and evaluating the program; 2) The counseling guidance teacher has the task of planning counseling guidance activities, implementing counseling guidance programs, evaluating students, conducting follow-up, making counseling guidance reports; 3) The homeroom teacher has a role as someone who is in direct contact with students, conducts coaching in collaboration with counseling guidance teachers in dealing with student problems, and is also in direct contact with parents if the problem requires parental involvement.

The implementation of group counseling guidance is one of the implementations of the program that has been determined. The implementation of group counseling guidance can be done in class, in the group counseling guidance room, or in the individual counseling guidance room. The implementation of group counseling guidance is situational and based on the problem. Students who take part in this group counseling guidance are not only from one class, if there are problems that intersect with other classes, they can be combined in the room with other classes. When providing material with adapted methods, at the same time the teacher makes observations of student behavior which will become material for reflection and evaluation of the group counseling guidance program. The scheduling of counseling guidance has been determined, but it can also be flexible according to the priority of problems in the emergency category. Group counseling guidance materials are provided by counseling guidance teachers, subject teachers, or bring in outside experts.

Student participation in group counseling guidance varies with the character of students who are quiet/introverted and extroverted. So that in group counseling guidance for students who are less responsive, in this case children who are affected, teachers need to be shrewd in communicating because this communication occurs in two directions.

Evaluation of counseling guidance includes: 1) evaluation of planning, namely the objectives of the program that has been designed; 2) evaluation of implementation, the implementation of group counseling guidance programs; 3) and evaluation of results, obstacles to program implementation, the impact of programs implemented, and changes in behavior on the students concerned. The evaluation of group counseling guidance is in the form of a follow-up to the reflection of student counseling through observation or observation of student behavior when group counseling guidance is carried out or after counseling guidance is carried out. If the results of the evaluation of the group guidance program are less effective, it will return to the planning of group counseling guidance.

The achievement of counseling guidance teachers in overcoming bullying in schools is seen from the awareness of students in this case the perpetrators that this case has a tremendous

negative impact on its victims. However, changes in the behavior of the bully can occur at that time, tomorrow, the day after tomorrow, or take a long time. And we monitor the change in behavior whether it is temporary or permanent. The case of bullying at SMAN 1 Ciparay is still at a low level just mocking, scoffing, for bullying in the form of physical almost never happens.

School efforts in overcoming bullying at SMAN 1 Ciparay by holding several programs to avoid severe bullying cases. For this reason, the school is more preventive of an incident, rather than curative/healing the victims of bullying.

Furthermore, group counseling guidance at SMK Itikurih Hibarna Ciparay obtained data from interviews with counseling guidance teachers that program planning is carried out jointly with the head of student affairs and remains under the policy or direction of the school principal.

The implementation of group counseling guidance at SMK Itikurih Hibarna Ciparay is carried out in the BK room by summoning the students involved and the counseling guidance teacher as a mediator. Therefore, the school's efforts to overcome bullying by holding preventive activities such as socializing the negative impact of bullying during ceremonies, as well as activities that bring in outside parties in anti-bullying. The participation of students in group counseling guidance is very good, seen from the way bullying cases are resolved, both from the perpetrators and victims. However, bullying cases at SMK Itikurih Hibarna Ciparay are still at a low level. The group counseling guidance method used is the discussion method, either face-to-face or through online media.

The problem of bullying at SMK Itikurih Hibarna Ciparay is still at a low level and is expected not to occur to severe bullying problems. Bullying behavior that occurs in schools such as mocking, which usually when asked to the bullying perpetrators only makes jokes, but still this is included in the category of bullying that needs to be addressed before it becomes a negative impact on victims of bullying.

The obstacles to the implementation of the program are the absence of special hours of counseling guidance so that the implementation of individual / group counseling is less effective, besides that it affects the resolution of problems that occur and approaches to students.

**Summary**

The management of group counseling guidance carried out by SMAN 1 Ciparay and SMK Itikurih Hibarna in overcoming bullying is carried out with a process that is in accordance with the objectives to be achieved such as planning, organizing, implementing, evaluating. Through effective program planning in overcoming bullying, it needs to be designed appropriately so that implementation and evaluation can be achieved in accordance with predetermined goals. This organization is very important so that the task or role in overcoming bullying through group counseling guidance can be achieved with the help of various parties such as the Principal as a policy maker, the vice principal of student affairs assists the principal in directing counseling guidance teachers and jointly developing programs made by subject teachers who assist in program implementation, namely providing material, and also homeroom teachers as parents at school who interact with students directly. The implementation of group counseling guidance is carried out in accordance with the program that has been designed such as the material provided, the methods

used, the media that can assist in delivery from teachers to students. Which then in the implementation of this group counseling guidance program becomes an evaluation material for the counseling guidance teacher. Finally, the evaluation of group counseling guidance can be carried out as a follow-up to the results of the implementation reflection so that at this stage the teacher can conclude that the program that has been implemented is effective or less effective, if it is less or ineffective the teacher evaluates the program.

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