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The effectiveness of group guidance services using the Gestalt Counseling Approach with projection techniques in preventing bullying among students

Kiki Elfi Lestari[1], Firman[1]

[1]Universitas Negeri Padang
*Corresponding author, e-mail: kikielfi@gmail.com

Abstract

Bullying behavior is an act that violates the power and power that is hurting someone who is weaker verbally, physically, or psychologically so that the victim feels under pressure and tends to be powerless. Factors that influence the occurrence of bullying behavior are the influence of the school environment, peer groups, social environmental conditions and television shows and social media. So that efforts are needed to prevent bullying behavior among students. One way that can be done to prevent bullying behavior among students is to provide group guidance services using the Gestalt approach with projection techniques. The sample of this study was 26 students who were divided into two groups, namely 13 students in the experimental group and 13 students in the control group. The instrument used in this research is a non-test instrument, namely a questionnaire. This study aims to test the effectiveness of group guidance services using the Gestalt approach with projection techniques in preventing bullying among students. The findings of this study are: (1) there are significant differences in bullying behavior in the experimental group before and after attending group guidance services using the Gestalt approach with projection techniques (2) there are significant differences in bullying behavior in the control group before and after being given group guidance services about bullying behavior. without special treatment, (3) There are differences in bullying behavior of experimental group students who are given treatment with group guidance services using the Gestalt approach with projection techniques with the control group who are given group guidance services about bullying behavior without special treatment, this can be seen in the posttest average score the experimental group dropped higher than the mean posttest score of the control group.

Keywords: Bullying, Projection Techniques, Group Guidance

Introduction

Various problems occur in the world of education. One of them that is quite rampant is the case of bullying between fellow students. Bullying of students is a problem that is a serious concern in the world of education. Bullying of students must be prevented because it can have a negative impact on students. The results showed that one in three children worldwide had experienced bullying (Priyatna, 2013). Based on data from the Organization for Economic Co-operation and Development Indonesia, 41.1% of bullying cases were in the fifth highest position after Morocco (Jayani, 2019).

The phenomenon of bullying behavior is part of juvenile delinquency and is known to most often occur in adolescence (Putri et al., 2015). Nauli, Jumaini & Elita (2016) explained that adolescents aged 15-17 have high bullying behavior (50.6%). Komisi perlindungan Anak Indonesia (KPAI) noted that in 2013 there were 159 cases of bullying, in 2014 there were 226 cases of bullying, in 2015 there were 247 cases of bullying, in 2016 there were 174 cases (KPAI, 2016). Furthermore, in 2017 there were 117 cases of bullying, in 2018 there were 107 cases. During 2019 the Indonesian Child Protection Commission (KPAI) re-released the results of monitoring cases of children in the field of education showing 153 cases of bullying occurred (Listyarti, 2019). The data illustrates that bullying cases continue to occur among students and even increase every year.

Bullying in schools carried out by students does not only occur at the national level, but also occurs at the level of the province of West Sumatra. This is in accordance with data from the Padang Police during 2014 to 2015 the number of reports of bullying cases in schools is quite high both at the elementary, junior high, high school levels, namely as many as 72 cases of bullying reported in the form of acts of persecution, bullying, harassment and unpleasant acts (Hermalinda et al., 2017). Furthermore, based on data from the Padang Police in January-July 2016, 16 cases of bullying were reported and in January-May 2017 as many as 44 cases of bullying. Based on data from the Online Information System for the Protection of Women and Children (SIMFONI PPA), the number of bullying in West Sumatra increased, in 2018 there were 39 cases and from 2019 to June there were 43 cases (PPA, 2019). Bullying in Padang city schools is ranked first with 6 cases out of 19 cases (Putra, 2020).

Factors causing bullying behavior are: (a) class differences (seniority), economy, religion, gender, ethnicity or racism, (b) seniority traditions, (c) seniority, (d) families who do not get along, (e) poor school situations. not harmonious or discriminatory, (f) individual/group character, such as: to increase the popularity of the perpetrator among his peers (peers), and (g) the wrong perception of value for the behavior of the victim (Astuti, 2008). Furthermore, the most dominant causal factors are school and community factors, followed by family factors, peers, and the media. Not only that, other factors that cause bullying are personality and cultural factors (Lestari et al., 2018).

Bullying is an act that is done by someone intentionally to make others afraid or threatened (Elliot, 2005). In line with that Colorosa (2007) suggests that bullying as an oppression. Bullying will always involve an imbalance of power, a desire to harm, and threats of aggression. Furthermore, Sejiwa (2008) stated that bullying is a situation in which the abuse of power or power is carried out by a person or group, physically strong and mentally strong.

Bullying can be classified in three forms, namely physical, verbal and psychological. Furthermore, Sejiwa (2008) explained, (1) physical bullying such as slapping, hitting, stepping on the foot, tripping, spitting, yelling, throwing things, punishing with push ups. (2), verbal or non-physical bullying such as swearing, insulting, labelling, shouting, humiliating in public, accusing, shouting, spreading gossip, slandering. (3) mental or psychological bullying such as looking cynically, looking full of threats, silence, terrorizing through short messages, looking down on people who are demeaning, glaring and sneering. Bullying can damage the psychology and mentality of the perpetrators and victims themselves if not taken seriously, so that it is not only damaging in the short term but also can damage their mentality in the long term such as they are not confident in front of many people, feel inferior and are always in the shadow of treatment. that they have received in the past and can cause deep trauma for the victims themselves (Sari & Yendi, 2019).

Based on the opinions above, it can be concluded that bullying is a negative behavior carried out by someone who has power, is stronger to others who are weaker, both verbally, physically and psychologically and this behavior occurs repeatedly, causing the person to in a state of discomfort, pain and stress. Efforts that can be made by counselors to prevent bullying behavior is to provide group guidance services. Through group guidance services, students feel free to express their opinions, can develop feelings, thoughts, perceptions, insights, and attitudes that support behavior for self-control, tolerance, and giving advice to fellow group members (Nengsih, Firman & Mega Iswari, 2015). Bimbimbingan kelompok dimaksudkan untuk mencegah berkembangnya masalah atau kesulitan pada diri konseli serta mengembangkan pemahaman diri dan pemahaman mengenai orang lain. Pelaksanaan bimbingan kelompok agar lebih menarik, konselor dapat menggunakan berbagai pendekatan ataupun teknik sesuai kebutuhan siswa (Natawidjaja, 2009).

Various problems felt by students at school counselors provide services that are in accordance with student behavior that occurs at school. Based on this phenomenon, the researchers used the Gestalt approach as an alternative to implementing group guidance in preventing bullying behavior among junior high school students. Through the Gestalt approach, clients can feel what they feel, think and do when they interact with others (Corey, 2015). The Gestalt approach emphasizes the individual that he has the ability to take personal responsibility and live fully as an integrated person (Jones, 2011). The basic concept of the Gestalt approach is for clients to reach awareness of what they feel and do and learn to be responsible for their own feelings, thoughts and actions (Komalasari et al., 2011).

Furthermore, by using the Gestalt approach, the researcher chose the projection playing technique. The projection playing technique is a method that is carried out consciously by playing a character in order to overcome the problems faced by the individual who plays the character (Kamaruzzaman, 2016). Furthermore, in the projection playing technique, the counselor asks the counselee to try or do things that are projected to others (Kholifah, 2016). For example, the counselor asks the client to "try out" certain statements addressed to others in the group (Corey, 2010).

The practice of playing projection is aimed at showing how often a person sees clearly the qualities or traits of others that they do not want to see and accept in themselves. Through making statements directly to everyone in a group setting, then applying the statement to yourself. Trying this exercise of projection implies that everything one person says to another

is something that cannot necessarily be said to oneself. When someone plays what has been projected on others, he will gain awareness of himself (Corey, 2010).

Based on this explanation, the Gestalt approach with projection techniques is an approach that emphasizes self-awareness. If an individual can be aware of themselves and their environment, then they have an effective way of life. So it becomes very important to apply the Gestalt approach by using projection techniques in group guidance as an effort to prevent bullying among students.

Method

This study uses quantitative methods with the research design used is True Experiments with The Randomized Pretest-Posttest Control Group Design. So that in the study there was an experimental group and a control group who were given a pretest and posttest. The population of this study was 267 students of class VII and VIII SMP Hamka II Padang and sampling using proportional stratified random sampling technique, obtained 72 students as research samples. Furthermore, pretest was given to see bullying behavior that occurred among students, which would then be divided into experimental and control groups. The research instrument used a non-test instrument in the form of a questionnaire which was assessed by 3 validators. The number of Statement Instruments that will be distributed to students is 33 statements, 33 statement items are many items that are valid after being assessed. The reliability value of Cronbach's Alpha is a measuring tool in conducting research with a value of 0.60 to 0.70 is the lowest acceptable value (Iskandar, 2009). In the bullying behavior instrument, the calculated r is 0.909. Thus, it can be concluded that the calculated r value is greater than 0.70 so it can be said that the bullying behavior research instrument is "Trusted". This study uses a Likert scale model with data analysis using the Wilcoxon Signed Ranks Test and the Kolmogorov-Smirnov Two Independent Samples with the help of SPSS version 20.

Results and Discussion

The results of the research that was carried out at SMP Hamka II Padang were divided into experimental groups and control groups. Specifically, this study was to determine the effectiveness of group guidance services using the Gestalt approach with projection techniques in preventing bullying behavior among students. The data obtained are the results of the pretest and posttest related to bullying behavior. Descriptive data were carried out in each research group (control group and experimental group). In the following, the researchers present the results of research on the effectiveness of group guidance services using the Gestalt approach with projection techniques in preventing bullying behavior among students.

Based on the table above, it is known that before being given treatment in the form of group guidance services using the Gestalt approach with projection techniques, in the experimental group there were 15.38% of students in the high category of bullying behavior and 84.62% of students in the medium category. Then after being given group guidance services using the Gestalt approach with projection techniques, it is known that students are in the moderate bullying category of 15.38%, students are in the low bullying category of 30.77% and there are students in the very low bullying category of 53.85%. In the control group, before the group

guidance was carried out, it was known that students in the high bullying category were 7.69% and students in the low bullying category were 92.31%.

Table 1. Results of Pretest and Posttest Bullying Behavior in Experiment Group and Control Group

Score	Category	Experiment				Control			
		Pretest		*Posttest*		*Pretest*		*Posttest*	
		F	%	F	%	F	%	F	%
140-165	Very high	0	0,00	0	0,00	0	0,00	0	0,00
114-139	Tall	2	15,38	0	0,00	1	7,69	0	0,00
88-113	Currently	11	84,62	2	15,38	12	92,31	8	61,53
62-81	Low	0	0,00	4	30,77	0	0,00	5	38,47
≤61	Very low	0	0,00	7	53,85	0	0,00	0	0,00
Amount		13	100	13	100	13	100	13	100

Furthermore, in the control group, after being given group guidance without using the Gestalt approach with projection techniques, it can be seen that students are in the moderate bullying category 61.53% and students are in the low bullying category 38.47% but no students are in the very low bullying category. This proves that group guidance services using the Gestalt approach with projection techniques are effective in preventing student bullying behavior. This effectiveness can be seen from the total number of analyzes carried out where the score of the experimental group's bullying behavior decreased higher than the control group.

Table 2. Analysis of Kolmogorov Smirnov 2 Independent Samples of Bullying Behavior in Experimental and Control Groups

Posttest of Bullying Behavior	
Kolmogorov Smirnov Z	3.181
Asymp. Sig. (2-tailed)	.001

Table 2 can be seen the probability number Sig. (2-tailed) bullying behavior in the experimental group and the control group was 0.001, or the probability was below 0.05 (0.001 < 0.05). From these results, Ho is rejected and HI is accepted. Thus, the third hypothesis tested in this study can be accepted, namely "there is a significant difference in the level of student bullying behavior between the experimental group who were given group guidance services using the Gestalt approach with projection techniques and the control group who was given group guidance services using a structured approach. normal.

In the data description section, it can be seen that the average of the experimental group is higher than the control group. The difference occurred because the experimental group was given treatment in the form of group guidance services using the Gestalt approach with projection techniques, while the control group was given group guidance services on bullying behavior without special treatment. So it can be concluded that group guidance services use the Gestalt approach with projection techniques that are effective in preventing student bullying behavior.

Conclusion

Based on the research results obtained and analyzed with statistics and tested the hypothesis, it can be concluded in general that group guidance services are effective in preventing student bullying behavior. It can be seen that in particular there is a decrease in the average pretest score and the average posttest score for bullying behavior in the experimental group, this occurs because students are active and challenged in participating in the implementation of group guidance services using the Gestalt approach with projection techniques, so there needs to be an effort to implement group guidance services using the Gestalt approach with projection techniques.

There is a difference in bullying behavior in the experimental group that is given treatment with group counseling services using group guidance services using the Gestalt approach with projection techniques with the control group being given group guidance services about bullying behavior without special treatment, this is because in the experimental group students feel challenged to follow the steps. the stage in the Gestalt approach with the projection technique is seen in the posttest average score of the experimental group dropping higher than the average posttest score of the control group.

Based on the hypothesis in this study, it proves that group guidance services using the Gestalt approach with projection techniques are effective in preventing bullying behavior. This is evident from the decrease in scores obtained by the experimental group with group guidance using the Gestalt approach with a projection technique that is higher than the control group which is only given group guidance services on bullying behavior without special treatment.

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