



The influence of counseling guidance in minimizing bullying behavior in students of class VII-1 uptd state junior high school 3 BP Mandode subdistrict. BP. Mandoge Asahan Regency

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ABSTRACT

Students who are victims of bullying by their friends at school will potentially feel threatened and have no self-confidence. Schools are obliged to be aware of every incident that occurs in their school environment by involving all students at school and guidance and counseling teachers. The aim of this research was to find out whether class VII-1 experienced bullying incidents. This research uses a qualitative research approach with descriptive methods taken from the perspectives of various students. The respondents of this research were class VII-1 students from SMP Negeri 3 BP. Mandode District. BP. Mandoge Asahan District with a total of 10 students. Based on the results obtained, class VII-1 had many victims of verbal and psychological bullying.

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1. INTRODUCTION

It is not uncommon for bullying to occur in the classroom which is based on a sense of joking which ends in a fight or fight between friends (Besag, 2006). School is a means for students to obtain learning knowledge embedded in the curriculum, but the learning process cannot be carried out well in the classroom if bullying behavior occurs in the classroom (Grossman, 2003). This happens because victims who experience bullying incidents have the potential to feel threatened and lack self-confidence (Maliki et al., 2009).

In creating a conducive, active and enjoyable learning atmosphere for students (Dzulfahmi & Aimmah, 2023). The education system in Indonesia gives a mandate to everyone who has an active role in the world of education through Law Number 20 of 2003 concerning the National Education System which states "Education is a conscious and planned effort to create an atmosphere of learning and learning so that students can actively develop their potential. To have spiritual, religious strength, self-control, personality, intelligence, noble morals and skills needed by oneself, society, nation and state" (Rohana, 2018).

Bullying is a person's aggressive negative behavior that is carried out repeatedly with the mindset that he or she has stronger power than the victim (Roberts Jr, 2005). Bullying has the aim of

hurting the victim and having a bad impact on the victim. According to (Rahman et al., 2019), it is said that there are four types of roles in bullying, namely (1) Cheering, usually done by people who support bullying. (2) involved as a perpetrator of bullying, of course in an act of bullying there is a bully who carries out the bullying act. (3) watching passively, usually when bullying is happening there are friends who just watch it. (4) carry out interventions that can be interpreted as the same as the perpetrator of the bullying act.

With this, there needs to be an effort to reduce bullying behavior in schools, one of which is by maximizing guidance and counseling services, one of which is group guidance services (Bauman, 2008). Through group guidance services, children can understand bullying, the impacts they will feel both as perpetrators and victims, the dangers of bullying behavior and how to prevent bullying if an act occurs. Group guidance is a form of providing assistance carried out in a group atmosphere (Abdurrahman et al., 2021). With this group guidance, it is hoped that guidance and counseling teachers will provide assistance to students regarding bullying behavior using the group method, so that students can understand and reduce bullying behavior that occurs at SMP Negeri 3 BP. Mandode District. BP. Mandoge, Asahan District.

In interviews with 10 students of class VII-1 SMP Negeri 3 BP. Mandode District. BP. Mandoge Asahan District found that the majority of students had experienced bullying. With this it can be said that group guidance can reduce bullying behavior (Amelia & Lesmana, 2022). Thus, the researcher wants to research with the title the effect of group guidance to reduce bullying behavior in class VII-1 SMP Negeri 3 BP. Mandode District. BP. Mandoge, Asahan District.

2. RESEARCH METHOD

According to Moleong, L. J (2012) data collected in the form of words or images from sources is qualitative research (Jannah, n.d.). Therefore, in this research, a qualitative research approach was used with descriptive methods taken from the perspectives of various students (Ezer & Aksüt, 2021). The respondents of this research were class VII-1 students from SMP Negeri 3 BP. Mandode District. BP. Mandoge Asahan District with a total of 10 students. The data that will be obtained is in the form of respondents' explanations that will be discussed are the answers that have the largest number of related main ideas or the same core problem (Curran, 2016). These results will be inventoried, reduced again and classified based on the most dominant answer (McCracken et al., 1999).

3. RESULTS AND DISCUSSIONS

3.1 Results

This research is descriptive in nature, namely research that places more emphasis on revealing facts (Risca Pramudia Trisnani, 2016). Where the data is obtained from actual conditions. From the results of interviews with respondents, it was found that in class VII-1 there were students who experienced bullying.

3.2 Discussion

Bullying according to Olweus in (Rumanah, 2022) is a psychosocial problem which can take the form of insulting and humiliating other people which is usually done repeatedly so that it can have a bad or negative impact on the perpetrator and also the victim of bullying. There are three types of bullying behavior that unknowingly occur in Indonesia, namely as follows.

1. Physical bullying is an act of bullying carried out by the perpetrator in the form of violence against the victim such as hitting, kicking, biting, scratching, spitting at the child being bullied, choking, elbowing, punching, tying, whipping, as well as various painful bullying positions.
2. Verbal bullying is an act of bullying carried out by the perpetrator in verbal and written form, such as insults, cruel criticism (comments), insults, questions that lead to sexual harassment, intimidating chats, anonymous letters (threats of violence, baseless accusations), gossip, nicknames, and calling parents' names to call their own team (Ganjar Nugraha Adit, Heris Hendriana, 2019).

3. Psychological bullying is an act of bullying carried out by the perpetrator in the form of pressure on the victim's feelings or psychology, such as silencing the victim, humiliating the victim, frightening the victim, belittling the victim, provoking hostility, avoiding the victim, and so on (Yalisma, 2018: 50).

A student can be said to be the perpetrator of bullying if the student is seen excluding other students from friendship (the victim looks isolated and isolated from other friends), there are various gossips/rumors about the victim, giving nicknames with the intention of mocking, humiliating, threatening/intimidating the victim, crossed out the victim's book, physically injured the victim (grabbing, hitting, pinching, etc.), and defrauding the victim of both tasks and pocket money (Ganjar Nugraha Adit, Heris Hendriana, 2019: 215-216). With this, there is a need for treatment to reduce bullying behavior, one of which is group guidance services.

4. CONCLUSION

Based on the explanation above, the conclusions from this journal are first: bullying is negative behavior from someone who is aggressive and carried out repeatedly with the mindset that he or she has stronger power than the victim. Second, bullying consists of 3 types, namely physical bullying, verbal bullying, and psychological bullying. Third, students often get bullied by classmates because they don't follow up because of the thought of joking between peers. Fourth, one of the service techniques for dealing with bullying that occurs at school is by using group and personal guidance. It is hoped that at SMP Negeri 3 BP. Mandode District. BP. Mandoge, Asahan District, which is where we teach and where we do research during PPG, can be an example in the school's efforts to minimize bullying at school. We hope that teachers as our collaborators who always help us overcome bullying at school will continue to be involved. To class VII-1 students who are willing to join the class to provide services and interviews, we hope that this collaboration can help other students who experience bullying, and for students who often bully their friends to be willing to receive further guidance.

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