Treating Verbal Bullying Among Students Between Cognitive Behavioral Counseling and Group Counseling with Discussion

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Abstract

Although verbal bullying has no impact on physical health, it hurts mental health. The effectiveness of counseling to address these issues varies, and requires testing. This study aims to compare the effectiveness of cognitive behavior counseling with reframing and group counseling with discussion techniques for students who are victims of verbal bullying. This research method is an experimental study with 80 senior high school students as subjects, 40 students are in the experimental group (cognitive behavior counseling with reframing), and 40 students are in the control group (group counseling with discussion). This study showed that the experimental group was superior in helping students do forgiveness to the control group. The involvement of cognitive-behavior elements in counseling has proven to help evoke forgiveness in students who are victims of verbal bullying. This research is then used as a reference for handling victims of verbal bullying effectively with forgiveness in cognitive-behavior counseling. This research contributes to counseling science in implementing appropriate counseling strategies.

Keywords: Bullying, Counseling, Cognitive-behavior, Vorgiveness, and Victim.

Introduction

Bullying have emerged as powerful issue for educational world, this issue is a complex and acute matter that makes many communities worried (Georgiou et al., 2013; Gerlinger & Wo, 2014; Rigby, 2019). From 2011 to 2019, 37,381 complaints were submitted to the Indonesian Child Protection Commission in the last nine years. Of this number, reports of cases of bullying or bullying in the world of education and social media reached 2,473 reports (Dwi, 2020). The phenomenon of bullying also occurs in all age groups, from children, teenagers, to adult (Fifi Khoirul Fitriyah, 2017, 2019; Kurniasih et al., 2020; Purwoko & Fitriyah, 2017; Rahayu & Fitriyah, 2020). This situation causes intervention for verbal bullying victims, primarily adolescents, to increase (Ansary et al., 2015). These adolescents are bullied by other people that are bullied by other people (Jordan & Austin, 2012). Bullying victims, behaviorally, psychologically, and academically have greater risks than the bullies (Catone et al., 2017; and Galand & Hospel, 2013). Recently, there has been renewed interest in bullying on worrying risks. Recent studies confirm that bullying causes clinical depression (Ford et al., 2017), and victims commit suicide (Lardier et al., 2016)we examined the influence of school bullying on SI, through a constellation of risks, which include depressive and anxiety symptoms, family conflict, and alcohol, tobacco, and other drug (ATOD. These findings frighten educators and education practitioners. Educators struggle to think about the negative impacts of verbal bullying on psychological wellbeing and the learners' health at schools. They also think about how to overcome this matter so they can prevent bullying.

Preventions for bullying should also involve education, explanation, and specific intervention to facilitate the victims. Bullying victims experience many problems, such as stress, depression, anxiety, loneliness, rejection, and self-confidence crisis (Catone et al., 2017). The researchers found limited numbers of interventions for senior high school learners exclusively (Hidayah et al., 2022). The intervention to improve forgiveness is the cognitive behavior counseling approach with the reframing technique. This approach offers restructured cognition to lose the anger, resentment, feud, and revenge toward bullies (Watson et al., 2017).

Verbal Bullying Victims

Various bullying, and verbal bullying frequently occur in real life. This bullying is direct bullying without a medium

or any assisted device. Verbal bullying may take the form of rude speeches, ridicules, humiliations, threats, intimidations, insinuations, remarks, and many more (Catone et al., 2017; Jordan & Austin, 2012). Studies show that verbal bullying is adolescents' most committed victimization (Jordan & Austin, 2012).

Verbal bullying victims are correlated with internalization problems, such as depression, anxiety, low self-concept, interpersonal difficulty, lack of social awareness, lack of friends, harmful friendship, lack of proportional behavior, and interpersonal problems (Menesini & Salmivalli, 2017)bullying is one of the most common expressions of violence in the peer context. Research on bullying started more than forty years ago, when the phenomenon was defined as 'aggressive, intentional acts carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him- or herself'. Three criteria are relevant in order to define aggressive behaviour as bullying: (1. Verbal bullying victims show internal and external problems. They also experience social function deficits and academic difficulties (Watson et al., 2017). The complex problems verbal bullying victims encounter require experts to develop various approaches to manage the problems. For example, the socio-cognitive approach can focus on conviction script and observational learning (Fitriyah et al., 2021; Ma et al., 2009; Ngussa et al., 2021).

This approach perceives verbal bullying victims to develop consistent thinking patterns based on the severity level of bullying behaviors. The victims probably had the experience of being bullying targets that made them angry and feel adverse, so they used convection script to bully. After receiving the social cognition approach and behavioral pattern, their behaviors became stable (Huesmann, L. R., & Reynolds, 2001).

Many studies about intervention toward bullying victims changed the victims' cognitions via social-sign interpreting lessons. The lesson was done accurately with the proportional behavioral script. This exercise is known as Aggression Replacement Training/ART, a training to substitute aggression. ART program uses anger management and moral education to develop proportional behaviors. ART effectively manages aggressive behaviors and bullying (Brannstrom et al., 2016).A therapeutic approach with socio-cognitive nature provides forgiveness and excellent uses. The therapeutic approach has a socio-cognitive dimension to managing aggression and anger due to past victimization. This approach prepares learners with social and anger sign interpreting skills (Enright & Fitzgibbons, 2004). Thus, they can change their maladaptive behaviors toward bullying victims. This reason made researchers apply cognitive-behavioral counseling to improve the forgiveness of verbal bullying victims. In this case, they were senior high school learners. Generally, anger, disappointment, and resentment toward bullies encourage the victims to commit the same action. The victims do it because of

cognitive distortion. Bullying victims have cognitive distortion and social perception bias about the environment. Thus, they do negative behaviors to handle the threats. Cognitive distortion of the victims can be managed with cognitive behavior counseling to improve the forgiveness of the learners toward verbal bullies (Merrell et al., 2008).

Cognitive Behavior Counseling for Forgiving

Forgiveness is an individual's decision to respond to others' behaviors that commit something unfair toward the current individual (Song et al., 2020). People that forgive verbal bullies can develop positive attitudes (Enright & Fitzgibbons, 2004; Hidayah et al., 2021). Studies with cognitive behavior counseling showed the counseling learners' effectiveness in adjusting risky and clinical psychology of learners. This counseling can lower depression, lose anger, and lose disappointment in learners (Baskin et al., 2015). Cognitive behavior counseling has a uniqueness. In this research, researchers used identity in the form of reframing techniques. With this technique, the victims' cognitive distortions were changed and rearranged. Thus, they could interpret their behaviors positively or neutrally. This interpreting skill can occur since the reframing technique facilitates individuals to develop ways to manage their perceptions of a phenomenon, behavior, and interpretation of something (Weeks & D'Aniello, 2017). The uniqueness of the reframing technique in cognitive behavior counseling is effective in explaining the correlation among cognitive, occurrence, and psychomotor aspects of the counselee (Hanafi et al., 2022; Hidayah et al., 2017, 2018). Thus, they can reframe the events and participants during the event. This technique is also applicable widely and holistically. It is also resolutive (MacGill, 2018).

Besides the education and counseling approach, verbal bullying eradication also involves an anti-bullying approach, anti-body program, preventive program, and intervention for intimidation at schools (Ansary et al., 2015). The education approach in counseling is more effective than other approaches from various approaches. This approach has multiple effects if done intensively and continuously (Menesini & Salmivalli, 2017).

Current Research

This study aims to compare the effectiveness of cognitive behavior counseling with reframing and group counseling with discussion techniques for students who are victims of verbal bullying. The applied interventions at senior high schools explored the importance of forgiving problems with cognitive-behavioral counseling and reframing technique. The applied indicators in this research are compassion quality, affection toward verbal bullies, generosity toward verbal bullies, and positive cognition toward verbal bullies. The researchers chose forgiveness due to some reasons: (1) forgiveness could solve

victimization problems as the cause of unforgiveness; (2) the forgiving process involves a conscious element; (3) forgiveness is effective in solving psychological, cognitive, and behavioral problems of verbal bullying victims; and (4) forgiveness is relevant with senior high schools (Enright et al., 1989).

METHOD

According to the purpose of this research, the researchers used the quantitative method of non-experimental design. The research design is a comparative study to compare two variables using statistical analysis. The variables compared are student forgiveness as the effect of group counseling with reframing techniques and group counseling with discussion techniques.

Participants

The population of this research was Senior High School in Tanah Datar District, West Sumatra, Indonesia. The participants are 80 students selected using multi-stage random sampling. The participants' selection used five stages: (1) the randomized 15% of 14 districts. (2) The selection then focused on randomized two schools from each district, and the results are Senior High School 1 Sungai Tarab and Senior High School 1 Salimpaung. (3) The next stage of the selection process focused on randomizing the participants, which are 40 students divided into four learning groups from each school. (5) The final stage was randomized the participant in each school to be two groups of intervention and two groups of group counseling with discussion techniques.

Data Collection Tools

The instrument used in this research is the high school students' forgiveness questionnaire (in Indonesia entitled Inventory Permaafan Siswa SMA (IPSS). The questionnaire adopts the Enright Forgiveness Inventory (EFI) developed (Enright et al., 1989). The EFI is constructed based on three forms of forgiveness (Affection, Behavior, and Cognition) to measure the forgiveness level of the students. The 75 items of EFI used a Likert scale with a 5 ratings scale of suitability. The reports of EFI had adequate psychometric natures in the previous studies. EFI had internal alpha consistency of 0.98 (Bugay, 2014; Orathinkal et al., 2007)SD = 9.4.

Data Collection Process

The process of collecting student forgiveness data was carried out before and after the intervention was given as pretest and posttest. The participants filled out the IPSS 1 week before the intervention was given. Furthermore, the intervention in the experimental group was given for seven sessions according to the cognitive-behavioral group counseling procedure with the reframing technique. The seven stages are (1) Initial Stage;

(2) Perception Identification; (3) Identification of Alternative Perceptions; (4) Perception Modification; (5) Perception Modification (section b); (6) Discussing Homework; and (7) Commitment to the implementation of results. The same procedure was also given to the control group through 7 group counseling sessions with discussion techniques. The seven stages of the control group intervention are (1) Initial stage; (2) Transition; (3) Disclosure and Determination of Problems; (4) Exportation and Formulation of the first problem-solving solution; (5) Exportation and formulation of the second problem-solving solutions; (6) Exportation and formulation of third problem-solving solutions; and (7) Evaluation and follow-up. The participants, both the experimental group and the control group, then filled out the second EFI/IPSS as a form of posttest 14 days after the last intervention was given.

Data Analysis

This study uses three stages of analysis. The first stage of analysis focuses on descriptive statistical analysis, which presents and describes data through the mean, median, gain, and standard deviation of each data. The analysis in the next stage is an analysis of the parametric statistical prerequisite tests, namely: the normality test and homogeneity test. The main analysis in this study was to use Levene Statistical Test to measure the significance of the differences between the pretest and post-test as evidence of the effectiveness of the intervention.

FINDINGS

The researchers used SPSS version 23 to analyze the data. Before analyzing the data, the researchers conducted normality and homogeneity tests for the data. Normality Test with Shapiro-Wilk, The researchers used the Shapiro-Wilk normality test for cognitive behavior counseling and verbal bullying data. The pretest data shows a score of 0.981 with a probability score of 0.295. On the other hand, the posttest score is 0.975 with a probability of 0.105. The normality test of cognitive counseling with reframing technique and verbal bullying toward pretest-posttest score is normal (see Table 1).

The researchers used Levene Test to test the data homogeneity. The applied criterion is that the residuals are homogeneous if the probability score is higher than the significance level (5%). The homogeneity test of the data residuals in pretest and posttest is 1.364 with a probability of 0.260. The Levene Statistic posttest data is 2.479, with a probability of 0.068. Thus, the homogeneity test for pretest and posttest data shows data homogeneity (see Table 2).

Table 1: *Shapiro-Wilk* Normality Test of Pretest and Posttest Data

	Pretest	Posttest
Shapiro-Wilk	0.981	0.974
Probability	0.295	0.105

After testing the normality and homogeneity, the researchers generalized the findings to find the influences of cognitive behavior counseling with reframing technique, discussion technique, forgiveness, and severe and moderate verbal bullying (pretest and posttest). The researchers examined the interaction among reframing techniques, discussion techniques, forgiveness, and verbal bullying with an F-univariate statistic test. The results are in Table 3.

The difference test shows the interaction between counseling techniques, both reframing and discussion, and verbal bullying toward the pretest score of forgiveness. The result is an F-test statistic value of 2.008 with a probability score of 0.161. The scores indicate no significant interaction differences between counseling techniques and verbal bullying toward forgiveness score. The average score of learners' forgiveness with severe verbal bullying is higher than that of learners' forgiveness with moderate verbal bullying.

The pretest score for the forgiveness of intervention group with reframing technique and severe verbal bullying is higher than the pretest score of the control group with discussion technique and moderate verbal bullying. On the other hand, the test of interaction difference for counseling techniques and verbal bullying toward the posttest score of forgiveness shows an F-statistic test of 0.425 with a probability value of 0.516. It indicates the probability score is higher than the alpha's value, 5%. Thus, the result shows an insignificant difference in the counseling techniques, reframing and discussion, and verbal bullying toward the posttest score of forgiveness.

Based on the ANOVA test and some adjustments, the average score of learners' forgiveness is higher for the intervention group than for the control group. Thus, the result proved the positive effect of cognitive behavior counseling with reframing techniques toward forgiveness. However, it did not

occur in verbal bullying. The researchers assumed the duration of the technique, the limited follow-up, and the counseling session led to the observed result.

Discussion

The results showed cognitive behavior counseling intervention with reframing technique could improve the Senior High School Students' forgiveness. However, it could not improve the learners' understanding of verbal bullying in Indonesia and other states. Some studies about cognitive behavior counseling with reframing techniques and forgiveness were done. However, no studies focused on Senior High School Students and forgiveness. Therefore, this finding could explain two variables, forgiveness of the Senior High School Students and cognitive behavior counseling with reframing techniques to overcome verbal bullying.

A study about aggressive behaviors of parents toward children with counseling and reframing techniques showed the applied model could improve the parents' skills to identify and minimize their aggressive behaviors and lose the children's anxiety Karpetis, (2016). Bensimon (2020) found fifteen music therapists that provided counseling with reframing techniques for children. They found reframing techniques with music could create a joyful feeling so they could minimize children's fears. It happened because of the combination of reframing techniques and music. The combination allowed the counselee to experience the negative feelings in a joyful, controlled, and unstressed manner. The negative feeling is put in an imagination space to make it lighter and happy.

Previous research found that implementing behavioral counseling and reframing techniques could lose negative thoughts toward training and social life (Hanafi et al., 2022; MacGill, 2018). The reframing technique could improve the cognitive bias of the intervention group than the control group. The result is different from the other research (Weeks & D'Aniello, 2017). The author found that combined reframing techniques with other techniques had low outcomes. The author even found a negative and significant correlation in

Table 2: The *Levene Statistic* Test for Pretest and Posttest Data

	Pretest	Posttest
Levene Statistic	1.364	2.479
Probability	0.260	0.068

Table 3: The Interaction Difference Test among Re-framing Technique, Discussion Technique, and Verbal Bullying toward Forgiveness

A test	Interaction of Counseling Technique and Verbal Bullying	Average Forgiveness	F-statistic	Probability
Pretest	Moderate Reframing	185.800	2.008	0.161
	Severe Reframing	223.300		
	Moderate Discussion	158.150		
	Severe Discussion	213.150		
Posttest	Moderate Reframing	262.900	0.425	0.516
	Severe Reframing	280.850		
	Moderate Discussion	234.450		
	Severe Discussion	268.000		

an aspect. It was probably caused by the condition and the number of counseling members. The other causal possibility was due to individual and group counseling techniques. If in individual counseling, the person is invited to think about a hurting event, a painful situation, or an awful incident that may cause anxiety. It is different if the counseling is done in group counseling. Every group member is invited to speak and guided by the counselor. Every group thinks about an event or a situation together. Thus, the group members will be more facilitated and accept reality positively without worries and depression.

Although the average score of learners' forgiveness is higher for the intervention group than for the control group, the difference is not statistically significant. The F-test result is 0.425 with a probability score of 0.516. It indicates no significant interaction between control and intervention groups seen in the post-test results. However, the post-test score of intervention group learners is higher than the control group.

The counseling success is determined by the therapeutic strength of the alliance of counselee and counselors. A strong collaboration, especially with the adolescent counselee, is essential to help them improve the counseling outcomes. The therapeutic alliance becomes the requirement or facilitator of change and intensity. In cognitive behavior counseling, the coalition is conceptualized at the beginning as the context for the treatments (Alfaiz et al., 2019; Lee & Shin, 2017; Walters, 2021).The differences and the findings of forgiveness are caused by differences in the participants, instruments for collecting data, and cultures. Besides that, the improved forgiveness of learners required further understanding of the uses of forgiveness physically, psychologically, religiously, and culturally. Counseling is not only for verbal bullying victims but also for bullies. Thus, they will have collective awareness and seize their bullying. The strength of this research consisted of principal adherence to the random clinical test, controllability, random allocation, and research location concealment.

This research is the first to examine the effectiveness of cognitive-behavioral counseling intervention with reframing techniques to improve the Senior High School Students' forgiveness. This research is instrumental in supporting character education strengthening programs in Indonesia (Fitriyah et al., 2022; Samani & Hariyanto, 2017). Reducing bullying in schools means creating a peaceful atmosphere. Further research can discuss cultural elements in counseling, especially cognitive behavior with reframing techniques. Increasing forgiveness can also be influenced by cultural factors, both national culture and religious teachings (Fitriyah & Djazilan, 2020). Another research suggestion, teenagers who have excess energy to channel their energy to positive things such as sports (Lestari et al., 2021).

Conclusion

The results revealed cognitive behavior counseling with reframing was effective in improving the learners' forgiveness because the improvement was useful both physically, psychologically, academically, and socially. The researchers recommended implementing the cognitive behavior counseling approach as a dynamic intervention to improve the learners' forgiveness, especially for Senior High School students.

Suggestion

It is necessary to socialize the use of Cognitive Behavioral Counseling with Reframing to counselors in senior high school so that it can be implemented to students, especially victims of verbal bullying.

Limitation

Experimental research is difficult to generalize in everyday life. This is due to the very controlled conditions of experimental research, so the situation is not like in everyday life (artificiality of experiments).

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