

## The Effect of Individual Counseling through Rationale Emotive Behavior Therapy (REBT) approach on the Bullied Students' Resilience

Zuraida Lubis<sup>1(\*)</sup> and Nurul Novia

<sup>1</sup>Universitas Negeri Medan, Medan, Indonesia,

(\*)✉ (e-mail) [zuraidalubis@unimed.ac.id](mailto:zuraidalubis@unimed.ac.id)

### Abstract

This study aims to determine the effect of individual counseling with the REBT approach to the resilience of students who are victims of bullying in the Amir Hamzah Medan private middle school of academic year 2018/2019. It was a quantitative study with Quasi Experimental design type One Group Pre-test and Post-test design. The population in this study was all seventh grade students (n=26), and the samples were bullying victims (4 students) determined by purposive sampling technique with the characteristics of students who had problems with resilience of bullying victims who were low from the results of questionnaire analysis. The data of this study were collected using a questionnaire of resilience totaling 42 items that were valid and reliable. The difference between pretest and posttest was 83.5 and changes in interval of resilience of students were 52.26%. This shows that there is an influence of individual counseling with the rational emotive behavior therapy (REBT) approach to the resilience of students who are victims of bullying in the Amir Hamzah Private Middle School in the Academic Year of Medan 2018/2019 or hypothesis can be accepted.

**Keywords:** Individual counseling, REBT approach, resilience

### Introduction

Puberty is a period of transition from childhood to adolescence where children begin to experience physical, psychological changes and maturation of sexual function. At this time the growth and development takes place very quickly which makes children experience pressure. The pressures felt by adolescents one of them has experienced failure in the past which is full of difficulties. The past cannot be changed but the negative effects of the past can be reduced or eliminated.

Suwarjo (in Ifdil, 2012: 01) says that there are some teenagers in development who have a disadvantageous past, for example teenagers who experience disasters. Priyadi (2009) said the disaster could be triggered by human actions including accidents, war, various feuds, and conflicts or natural factors, which included, among other things, volcanic eruptions, earthquakes, floods, droughts, and hunger (in Ifdil, 2012: 01).

Teenagers who experience conflict / feud must have trauma that must be eliminated. To be able to rise from a situation that does not benefit adolescents must be stronger towards the original condition, called resilience. Resilience is the ability to survive and adapt to severe events or problems that occur in life according to Reivich and Shatte (in Fitriani et al., 2016: 73).

Someone who has high resilience can function well in overcoming all the challenges that exist in the environment to achieve success. However, if someone with low resilience is very likely to not be able to adjust and adapt to changes, and disappointments that arise in life. The ability of each teenager to overcome a problem is different. There are teenagers who are easy and difficult to solve their problems. Many factors that cause this can occur including the school environment, family and community factors. The weak resilience of a person will have an impact on the occurrence of problems among school children such as bullying.

Coloroso (in Hasibuan and Wulandari, 2014: 104) states that bullying is an act of intimidation carried out repeatedly by the stronger party against the weaker party, carried out intentionally and aims to hurt the victim physically and emotionally. A research conducted by LSM Plan International

and the International Center for Research on Women (IRCW) released earlier in March 2015 showed that 84% of children in Indonesia experienced violence in schools. This figure is higher than the trend in the Asian region at 70%. Another data states that the number of children as bullying in schools has increased from 67 cases in 2014 to 79 cases in 2015 (in Lestari, 2016: 148).

The phenomenon of victims of bullying that occurs is usually seen in students who feel uncomfortable while in the school environment. Symptoms that occur in the environment in students, for example, experience injuries due to the actions of friends, harassing appearances, isolation from association, damage to friends, difficult to take lessons, fear of going to school, decreased academic achievement, unwilling to participate in any activities, always looks nervous and moody.

If the victims of bullying do not get serious attention, the resilience of students who are victims of bullying is low and will experience a far more negative impact. Students who are victims of bullying will feel a lot of negative emotions such as anger, excessive anxiety, revenge, fear, shame, sadness, discomfort and feel threatened when experiencing low resilience. Based on this fact, bullying seems to have become an inseparable part of the lives of children in this competitive age. From the questionnaire distributed in class VII students were known to experience problems of 68.31%. The problems experienced by bullying students are as follows: 1) afraid of ridicule by friends around 16.97%, 2) skipping around 4.44%, 3) irritability around 4.29%, 4) often sad 4.29 %, 5) lacks a life goal of around 4.11% and the results of interviews conducted by researchers with BK teacher Amir Hamzah in February 2018 that bullying also often occurs in Amir Hamzah Private Middle School in Medan, this is due to negative influence from friends the same age.

In order to overcome these problems, the researchers offer solutions in the form of guidance and counseling services. The guidance and counseling services are 10 BK services, one of which is individual counseling. Individual counseling services, namely assistance provided by counselors to a student with the aim of developing potential students, able to overcome problems themselves, and can adjust positively (Willis, 2014: 51).

## Method

The type of this research is quantitative research with Quasi Experiment, which is research that provides treatment or action to a group of people or research subjects with a quantitative approach. According to Arikunto (2010: 124) the design used in this study is to use the one group design approach pre-test and post-test design with the following pattern.

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The population in this study was students of class VII-1 Amir Hamzah Medan Private Middle School 2018/2019 Academic Year as many as 26 students consisting of 11 women and 15 men. Based on the population above, the sample is 4 students who are determined by purposive sampling technique (sample aims) based on the results of a low student questionnaire analysis. The data used in this study was taken using a questionnaire, observation guidelines. The use of questionnaires to measure the resilience of victims of student bullying, observation guidelines is a process of observation in a systematic, logical, objective and rational manner regarding various phenomena.

Data collection in this study was carried out using questionnaires distributed to students. The questionnaire used is guided by a Likert scale consisting of 4 alternative answers namely Very Often (SS), Often (S), Sometimes (KD), and Never (TP). Likert scale has 2 properties, namely favorable (positive) which supports statement and unfavorable (negative) that do not support the statement. For positive values given a range of 4-1 values, while the negative ones are given a range of values 1-4. According to Arikunto (2010: 107) validity is a measuring tool to measure the level of validity of an instrument.

To test the level of instrument validity, the Product Moment is used with  $\alpha = 0.05$ . A research measuring instrument can be declared valid if the results of  $r \text{ count} \geq r \text{ table}$  and vice versa if the results of  $r \text{ count} \leq r \text{ table}$  then the research measuring instrument is declared invalid. Reliability is

the extent to which the results of a measurement can be trusted. Reliability testing shows that one instrument is reliable enough to be used as a data collection tool because the instrument is good. To find the reliability of the data collection, we used Cronbach Alpha formula with  $\alpha = 0.05$ . An instrument can be stated reliable if the result of r-count is higher than r-table and vice versa. The data analysis technique used in this study is the Wilcoxon test, one-party test "Wilcoxon-marked ranking test" that is by looking for differences in mean pre-test and post-test.

This research was conducted at the Amir Hamzah Private Middle School in Academic Year of 2018/2019, located at MerantistreetNo.1, Sekip, Medan Petisah District, Medan City. Researchers conduct research in this school because there are still many students who have low resilience in students who are bullying victims. The time of this study was carried out for 2 months at Odd Semester of 2018/2019 from the beginning of May 2018 to August 2018.

## Results and Discussion

The data in this study were obtained by measuring the resilience of students who were victims of bullying by observing and distributing questionnaires before giving individual counseling services with the REBT approach (pre-test) and after giving individual counseling with the REBT (post-test) approach. Furthermore, these data are processed by stages: describing data, testing analysis requirements, and testing hypotheses. Before presenting the three steps, a general description of the research location is stated first. The number of classes in the SMP unit is 6 classes.

Based on the results of the calculation of the correlation coefficient, the correlation coefficient of item number 1 is obtained, it is known that  $r_{xy\text{-count}} = 0.402$  with  $N = 25$  at a significant level  $\alpha = 5\%$ , then it is known that  $r\text{-table} = 0.396$ . Then the results can be seen that  $r\text{-count} > r\text{-table}$  that is  $0.402 > 0.396$  so it can be concluded that the questionnaire item number 1 is declared valid. After r-count compared with r-table at a significance level of 5% and  $N = 25$ , then from the 48 items in the questionnaire tested valid, namely 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 44, 46, 47, 48. Whereas those declared invalid are items number 7, 17, 28, 36, 43, 45.

Based on the number of 305 pre-test scores and 639 post-test scores, the difference in scores was 334 with a percentage of 52.26%. The highest score in the pre-test was 81 and the highest post-test score was 165, the difference in change amounted to 86 with a percentage of 52.12%. The lowest score on the pre-test is 68 and the lowest score is post-test 154, then the difference in change is 80 with a percentage of 51.95%. Thus the average score of the pre-test is 76.25 and the average score of the post is 159.75, the difference in the average score is 83.5 with a percentage of 52.26%.

As for the results of the immediate assessment (LAISEG) as a whole on 4 respondents, the score changes at each meeting. From the results of each meeting there was an increase in the resilience of students who were victims of bullying. But when viewed individually on MI respondents namely LAISEG meeting 1 obtained a score of 40, meeting 2 obtained a score of 62, meeting 3 obtained a score of 85, and meeting 4 obtained a score of 85 with a total score of 272. The average score was 68 with resolving the problem of resilience of student victims bullying, which is a focus on existing problems. FR respondents, namely laiseg meeting 1 obtained a score of 40, meeting 2 obtained a score of 62, meeting 3 obtained a score of 85, meeting 4 obtained a score of 95 with a score of 282 and an average score of 70.5 with the resolution of the problem of resilience of victims of bullying, namely the ability to control emotion.

Respondents RA namely LAISEG meeting 1 obtained a score of 40, meeting 2 obtained a score of 62, meeting 3 obtained a score of 85, meeting 4 obtained a score of 95 with a total score of 282 by obtaining an average score of 70.5 with resolving the problem of resilience of victims of bullying victims, namely views positive towards him. AN respondents namely LAISEG meeting 1 obtained a score of 40, meeting 2 obtained a score of 62, meeting 3 obtained a score of 85, meeting 4 obtained a score of 85 with a score of 272 by obtaining an average score of 68 by resolving the problem of resilience of victims of bullying victims, namely being able to leave safe zone.

Overall the results of the immediate assessment (LAISEG) in each meeting can be seen, namely the increase in scores. Where the number of scores is 1105 with an average score of 276.25 so that changes occur in each meeting, namely scores in the meeting 1 obtained a score of 160, meeting 2 obtained a score of 248, meeting 3 obtained a score of 340, meeting 4 obtained a score of 360. Then, it can be seen individually only a slight change in the average score obtained by one respondent with other respondents and there is also an average value of the same respondents, it can happen because respondents are able to understand each problem or change experienced but the respondent is not sure to be able to solve the problem.

Based on the results of this study, the research hypothesis is accepted meaning that there is an Influence of Individual Counseling Services with the REBT Approach to Resilience of Students of Bullying Victims in the Amir Hamzah Private Middle School in Academic Year 2018/2019.

This has been shown from the results of the Wilcoxon test calculation, namely  $J\text{-count} > J\text{-table} = 2.5 > 0$ . Based on the overall analysis on 4 respondents there was an increase in resilience of students who were victims of bullying, from these results can be seen in the initial test (pre- test) obtained a score of the average resilience of students of bullying victims to students of 76.25 and after giving individual counseling with the REBT approach (post-test) obtained an average = 159.75, the difference in the average score 83.5 with a percentage of 52.26% means that the average resilience score of students who are bullying victims is lower before getting individual counseling with the REBT approach, and after being given individual counseling with the REBT approach, the resilience of students who are bullying victims increases (high).

Reivich and Shatte (2002: 03) say that resilience is the ability for individuals to respond in a healthy and productive way when dealing with adversity or trauma, where it is very important to control the stresses of everyday life. If the individual's resilience is high then the counselee can deal with the problem well but, if students experience trauma or events that are so severe they must have excessive fear, anxiety, and unstable emotions so the student's resilience is low. Every student wants to overcome and deal with trauma or problems well and run smoothly so that they can achieve success in their lives. Students who are new to the new environment at school, new friends are usually difficult for some students to adapt to their classmates or other people out there, thus they often experience pressure from classmates or outsiders.

In the new school environment individuals are often bullied by classmates because the counselee is unable to adapt well in his class. Bullying can occur if counselees are unable to follow their friendship or adapt to them so that students feel depressed if they are near friends. Students do not dare to go to class or talk to their friends and it makes the counselee feel the trauma or problem they face is not going well. Therefore students must rise from the resilience of students who are victims of low bullying and improve it by having high resilience in themselves so that the counselee is able to overcome the problems that occur in his life and is no longer a victim of bullying in his class.

Individual counseling with the promotion of REBT is one of the efforts in minimizing the resilience of students who are victims of bullying at the Amir Hamzah Private Middle School in Medan. Individual counseling with the REBT approach is a relief effort given by the counselor to the counselee (students) using the REBT approach in helping students achieve rational (positive) thoughts towards themselves so that students are able to solve problems well and behave properly. New thoughts are used in increasing the resilience of students who are victims of bullying without fear and stable emotions. In addition students are trained to be able to conduct individual counseling with the REBT assessment to increase the resilience of students who are bullying victims who are in him if only resilience arises when the counselee feels depressed with the situation at hand.

Judging from the results of the LAISEG, at each meeting it was found that individual counseling members already had a way of thinking, feeling, behaving, acting and being responsible for the resilience of students who were victims of their bullying. Thus the commitment of students in increasing the resilience of students who are bullying victims is evidenced from the results of the post-test questionnaire given by researchers which shows an increase in the resilience of students who are victims of bullying.

When carrying out this series of studies, researchers found several obstacles faced such as the BK room which joined the principal's room and was always full of teachers and parents of students who wanted to meet the principal, so it was not possible to carry out this individual counseling under conditions that not calm and finally the researchers looked for a quieter room to conduct individual counseling with this REBT approach which is to be in the classroom and when counseling activities collided with subjects in the field of study, but this difficulty can be overcome by asking for an agreement with the subject teacher through the WKM student and with the help of the private junior high school BK teacher Amir Hamzah Medan this research went well and smoothly.

## Conclusions

The conclusion of this study is that the calculated value of J-count is higher than J-table where  $2.5 > 0$ . Pre-test data or before giving individual counseling with the REBT approach obtained an average score of 76.25, while the post-test data or after giving individual counseling with the REBT approach obtained an average score of 159.75. This means that the average score of students after receiving individual counseling with the REBT approach is higher than before getting individual counseling with the REBT approach. Changes in the decline in the resilience interval of students with bullying after being given individual counseling with the REBT approach of 52.26%.

The results of the immediate assessment (LAISEG) that support the increase in resilience of students who are victims of bullying with an average value of 276.25. This shows that there is an effect of giving individual counseling with the REBT approach to the resilience of students who are victims of bullying in the Amir Hamzah Private Middle School in Academic Year 2018/2019 or an acceptable hypothesis.

Based on the conclusions above, then as a follow-up this research suggests the following matters:

1. To Schools
  - a. It is expected that the school will further facilitate the guidance and counseling service activities, as an effort to assist in the implementation of guidance and counseling programs in schools.
  - b. It is expected that the principal can move the guidance and counseling teacher to apply individual counseling using the REBT approach in order to increase the resilience of students who are victims of bullying.
2. To the Counselors
  - a. It is suggested to the guidance and counseling teacher to maximize service in various services, especially information services that provide understanding to students about self-concept towards victims of bullying and bullying perpetrators.
3. To Amir Hamzah Medan Private Middle School Students
  - a. It is expected that students can maintain the category of high resilience of victims of bullying victims and continue to increase the resilience of students who are victims of better bullying and students are more serious in attending counseling and counseling services in schools provided by BK teachers, so students can anticipate problems in yourself both in the personal, social and career fields.
4. To Further Researchers
  - a. The results of this study can be used as input and reference sources in conducting more perfect research on individual counseling or group counseling with different approaches and problems or considering prevention in solving students' problems by paying attention to activeness and seriousness and understanding students' personality when carrying out individual counseling or group counseling.

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