

Group Counseling Services with Modeling Techniques to Increase Bullying Behaviour Awareness

 <https://doi.org/10.31004/jele.v6i2.xxx>

*Toni Wiet Wiharto¹, Suriswo², Hanung Sudibyo³ 

^{1,2,3} Universitas Pancasakti Tegal

Corresponding Author: toniwietwiharto86@gmail.com

ABSTRACT

Bullying behavior must be addressed not only for the perpetrators but also for the victims. School counselors can provide emotional and psychological support to victims of bullying, helping them recover from the trauma they have experienced. The objectives of this study are: 1) to determine the level of awareness of bullying behavior before, 2) and after the implementation of group counseling services using modeling techniques, and 3) to assess the effectiveness of group counseling services using modeling techniques in increasing awareness of bullying behavior. This research is experimental, with a population and sample of 20 students. The results showed that the level of awareness of bullying behavior before the implementation of group counseling services with modeling techniques was categorized as low, and after the implementation, it was categorized as high. Based on the t-test, group counseling services with modeling techniques were found to be effective in increasing awareness of bullying behavior among XI TKR 3 students of SMK Diponegoro Lebaksiu, Tegal Regency.

Keywords: *Guidebook, Group Counseling, Modeling Technique, Bullying*

Article History

Received 02nd January 2025

Accepted 20th January 2025

Published 24th January 2025



INTRODUCTION

The world of education is currently faced with alarming challenges. Various events that arise and influence the lives of students in terms of deviant behaviour such as drug use, sexual harassment, aggressive attitudes, brawls, bullying and others. As is known, in the teaching and learning process that occurs at school students have many problems. The problems faced by students are very diverse, one of which is about bullying in social relationships. The complicated problems that are being faced by students actually come from within students, because they unconsciously create a problem. With the ability to think and assess various things about themselves, or about others and even believe in their perceptions which are not necessarily objective.

Currently, the world of education is often reported on cases of bullying, and many students have become victims. These actions often make students who are victims, feel depressed even they no longer want to go to school and the worst impact is to make students who are victims of depression. Not only in the school environment but also in the community. Bullying behaviour is a behaviour that is carried out continuously. This bullying behaviour is a manifestation of anger towards oneself and others in destructive ways such as depression, addiction (drugs, drinking, gambling), physical manifestations (sexual problems: homo, gay, health problems), behavioural degradation and aggressive behaviour (innuendo, dropping others). The rise of cases of violence that occur in school-age children today is very

concerning. In this case, the problem of students should not be left unchecked, including the bullying behaviour of students. If bullying behaviour is not addressed, then students' learning efforts cannot run effectively.

The term bullying comes from the word “bull” which means a bull that likes to butcher here and there. The word bullying which is an absorption word from English which in Indonesian is referred to as “bully” with its meaning is a strong or very strong threat from certain parties intended for weak parties. Etymologically, the word bully means a bully, a person who bullies weak people. Not only that, according to the definition of bullying also put forward by several people, including a negative physical or verbal action that shows hostility, causing stress for the victim, repeating over a period of time and involving a difference in strength between the perpetrator and the victim (Wahyuningtyas, 2021).

Bullying comes from the English word (bully) which means to bully or annoy. Bullying is the act of hurting others who are weaker, either physically, verbally, or emotionally. Bullying has a great opportunity to be imitated because this negative behaviour is likely to be done by many students. Students tend to bully after they themselves have been hurt by stronger people, for example by parents, older siblings, seniors, or more dominant peers. If the number of students who bully is large, or bullying is carried out by influential students in the class, then other students are likely to bully too, or at least consider bullying as normal (positive attitude towards bullying) (Arinata et al., 2017).

Developing a positive attitude towards bullying involves a constructive approach that focuses on preventing and handling bullying incidents in a healthy and supportive way. The first step is to build empathy and care by understanding how victims of bullying feel and providing the emotional support they need. Providing education about bullying is essential, including information on the types of bullying, its negative impact, and how to deal with it. This helps raise awareness and understanding among children, adolescents and adults. In addition, encouraging appropriate interventions by supporting anti-bullying policies in schools and workplaces, as well as teaching social and emotional skills to manage conflict constructively, are also part of this positive attitude. Creating an inclusive and safe environment, where every individual is valued and accepted, and encouraging the reporting of bullying incidents to the authorities, are other important measures.

Bullying is cyclical in the sense that current perpetrators were most likely victims of previous bullies. When victimized they form a false cognitive scheme that bullying is justified. Bullying is also because they want to show that they have power, or want to get satisfaction, envy. Learners who are victims of bullying will experience problems of difficulty in building interpersonal relationships with others and rarely come to school. As a result, victims of bullying miss lessons and find it difficult to concentrate on learning so that it affects physical and mental health both in the short and long term (Efianingrum, 2019).

Learners who are victims of bullying tend to experience difficulties in building interpersonal relationships with others, which can result in social isolation and low self-esteem. They often feel afraid or anxious to interact with peers, which exacerbates feelings of loneliness and isolation. In addition, the continued fear of bullying makes them reluctant to come to school, resulting in lower attendance rates. As a result, victims of bullying often miss lessons and have difficulty in concentrating while learning. This concentration disorder is caused by prolonged stress and anxiety, which not only hinders their academic achievement but also negatively affects their physical and mental health. In the short term, victims of bullying may experience sleep disturbances, headaches and digestive problems. Meanwhile, in the long term, they are at a higher risk of developing depression, anxiety disorders and other mental health issues. Therefore, it is important to take bullying seriously and provide the necessary support to victims to help them recover and thrive.

Bullying is an aggression behaviour that tends to occur in school-age children that is carried out intentionally causing individuals to feel stressed, frustrated, traumatized, and helpless. Bullying cases have become a part that is difficult to separate from the variety of

people's lives. Bullying has also entered various sectors of life, both social, cultural, political and education, especially schools contribute a large accumulation of bullying cases.

Bullying is the abuse of power / violence against someone's physicality carried out individually or in groups. Bullying is an act of disturbing physically, verbally or emotionally bullying is often carried out by imposing violence on weaker groups (Kartika et al., 2019).

It can take the form of physical violence, such as hitting or kicking, or verbal violence, such as taunting, insulting and threatening. In addition, bullying can also take the form of emotional abuse, such as spreading rumours, isolating victims from social circles, and manipulating relationships to damage one's reputation. Typically, bullying is done by coercion and pressure, especially against individuals or groups that are considered weaker or unable to defend themselves. Victims of bullying often experience serious physical and psychological suffering, which can negatively impact their mental and emotional health in the long run. The phenomenon of bullying reflects an imbalance of power between the perpetrator and the victim, where the perpetrator uses their power to dominate and oppress. Therefore, it is important to take effective prevention and intervention measures to protect victims and reduce the incidence of bullying in various environments, including schools and workplaces.

Bullying behaviour is done by the physically strong, academically weak. According to Stephenson and Smith that other experts draw the conclusion that bullies are usually aggressive so it is difficult to empathize. In addition, bullying behavior is carried out by bullying perpetrators who are always aggressive both verbally and physically, often making trouble, jealousy, living in groups and mastering social life in their school, deliberately bumping, saying harsh words, trivializing and harassing friends they don't like (Zakiyah et al., 2017).

Bullying behaviour is often perpetrated by individuals who are physically stronger than their victims, or by those who may have low academic achievement. According to Stephenson and Smith, as well as other experts, bullying perpetrators generally have aggressive traits that make it difficult for them to empathize with others. This aggression can take many forms, both verbal and physical. For example, bullies often use physical violence such as hitting or kicking, as well as verbal violence such as taunting, threatening, or insulting their victims. In addition to a dominant aggressive nature, bullies also tend to cause trouble and exhibit rule-defying behaviour. They are often jealous of their friends and seek to dominate social situations in the school environment. Bullies usually live in groups, which reinforces their sense of power and courage to bully others. In daily life at school, they often deliberately bump into friends, speak harshly, and belittle and harass friends they don't like.

Bullying by perpetrators is often their way of asserting social dominance and demonstrating power. They may feel the need to dominate social life at school to maintain status or to cover up their personal weaknesses, such as low academic performance. By behaving aggressively and violently, they seek to intimidate their peers and instil fear. This behaviour not only harms the victim, but also creates an unhealthy and unsafe school environment for all students. It is important to recognize that these bullying behaviours have a very negative impact on the victims, who often experience decreased self-confidence, social isolation, and various mental and emotional health issues. Therefore, effective interventions and strict anti-bullying policies are needed to protect victims and address the aggressive behaviour of bullies. These efforts should involve the entire school community, including teachers, students and parents, to create a safer and more supportive environment for all students.

There is more and more bullying that occurs in schools such as bullying by anyone between schoolmates and outsiders other than schoolmates, from good schools to standard ones, the type of school does not make it free from bullying behavior. for now bullying certainly requires attention, and services so that it does not continue to increase. So the author wants to conduct research related to the importance of awareness of bullying behaviour towards students in schools.

Bullying cases are often found among high school students because this period is a transition period from childhood to adolescence. At this time adolescents have a lot of high risk of juvenile delinquency that is carried out continuously such as bullying. His actions are only carried out for entertainment, channelling grudges, jealousy or to show power. During adolescence, individuals experience significant physical, emotional and social changes. These changes are often accompanied by a search for self-identity and a need for social acceptance. In the midst of these dynamics, adolescents tend to face strong social pressures, which can increase the risk of juvenile delinquency, including bullying behavior. Bullying during this period often emerges as a way for adolescents to navigate complex social changes and assert their position in the school social hierarchy.

Bullying behaviour among adolescents is often carried out with varied purposes, ranging from simply seeking entertainment to channelling grudges or envy. Some adolescents engage in bullying to gain fun or laughter from their peers, viewing the act as a harmless form of entertainment. However, the impact on the victim is devastating and can cause long-term trauma. Additionally, there are teens who bully as a way to vent personal grudges or frustrations, which may stem from problems at home or other bad experiences. Envy is also a common motivation behind bullying behaviour. Teens who feel jealous of their peers' success or popularity may use bullying as a tool to demean or destroy the confidence of the person they envy. In addition, the desire to demonstrate power and social dominance often drives teens to bullying. By bullying others, they feel they can assert control and gain the respect or fear of their peers, even if that respect is based on fear and intimidation.

The majority of bullying that often occurs in school-age children is verbal bullying. Students often commit acts of verbal bullying such as: mocking parents' names, mocking friends' names, threatening, cursing, accusing and insulting and disparaging the body shape of their friends. Although this verbal bullying does not cause physical damage, it can have a negative impact on the psychological side of the victim. This is based on Marela's research, the incidence of bullying in students is quite high, where most students experience verbal bullying at 87% compared to other forms of bullying. Many students are victims of insults from their peers because of their body shape, parents' names, and even quiet and shy students are always the object of their ridicule (Marela, 2020).

Bullying behaviour must be addressed not only for the perpetrators but also for the victims. This is the responsibility of various parties in overcoming it. The role of schools as educational institutions is needed, given that most bullying actions occur in schools. Counselling Guidance Teachers as the main component in schools can play a role in overcoming bullying. BK teachers can provide emotional and psychological support to victims of bullying, helping them recover from the trauma experienced. By providing a safe space and listening to the problems faced by students, counseling teachers can help victims feel heard and supported. In addition, counseling teachers can also help victims develop strategies to deal with difficult situations and increase their self-confidence.

In addition to supporting victims, counseling teachers can also work with bullies to understand the reasons behind their aggressive behavior and help them change their behavior. Through group counseling, BK teachers can help perpetrators develop empathy, better manage emotions, and learn how to interact with peers in a positive way. This is very important to prevent bullying behavior from recurring and help the perpetrator become a better individual in social interaction. The role of schools is not only limited to intervening after bullying incidents occur but also includes prevention efforts. Schools can organize education and training programs on bullying for all students and staff, which include an introduction to what bullying is, its impact, and how to report and handle bullying cases. Involving the entire school community in prevention efforts can create a more positive and inclusive school culture, where every student feels safe and valued.

Cooperation between schools, parents and the community is also very important in dealing with bullying. Parents need to be educated about the signs of bullying and how to

support their children if they are victims or perpetrators of bullying. The surrounding community can support by providing additional resources and programs to support the school's efforts in creating an environment free from bullying. With a coordinated and comprehensive approach, we can reduce the incidence of bullying and ensure all students can learn and thrive in a safe and supportive environment. Based on this problem, there needs to be an alternative that must be given to alleviate problems related to bullying. One of them is through the provision of group counseling services. This group counseling service aims to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior, namely increasing the ability to communicate both verbally and non-verbally of students through group dynamics in group counseling.

Group counseling is an assistance to individuals in group situations that are preventive and healing, and are directed at providing convenience in their development and growth (Hasnida, 2016). Group counseling services are also one part of the activities in guidance and counseling services, group counseling services are often used by counselees in solving counselor problems, one of which is bullying cases because it is more effective and efficient. In the context of prevention, group counseling focuses on helping group members develop skills and strategies that can prevent future problems, such as bullying or addiction. For example, in student groups, group counseling can teach healthy communication skills, emotion management, and how to deal with social pressure, all of which are important for preventing negative behaviors.

In terms of healing, group counseling provides emotional support to individuals who are facing problems. The group dynamic allows members to feel heard and understood by others who have similar experiences, so they do not feel alone in their struggles. This process helps increase the sense of solidarity and togetherness among group members, which can be very encouraging in the recovery process. For example, victims of bullying can share their experiences and receive support from fellow victims, which can help reduce the sense of trauma and isolation they feel.

Group counseling is also geared towards facilitating individual development and growth. In a safe and supportive environment, group members are encouraged to explore themselves, identify strengths and weaknesses, and set personal development goals. The counselor facilitates constructive discussions and provides helpful feedback, helping group members develop insight into themselves and others. This process is crucial to helping individuals reach their full potential, both personally and socially. In addition, group counseling also teaches members how to interact effectively in a group, which is an important skill in various aspects of life, including in school, the workplace, and the community. Group members learn to respect differences, listen with empathy, give and receive feedback, and work together to achieve a common goal. These skills are not only beneficial in addressing current problems but also in building healthy and productive relationships in the future. As such, group counseling serves as a highly effective tool for prevention and healing, as well as for supporting individual development and growth. Through the support and positive dynamics created within the group, individuals can overcome the challenges they face and develop into stronger and more resilient individuals.

One of the developments in group counseling to address bullying behavior is the modeling technique. Modeling techniques are based on Bandura's social learning theory which states that individuals learn from observing and imitating the behavior of others, referred to as models. In the context of group counseling to address bullying, the modeling technique involves introducing group participants to models that demonstrate desirable behaviors in challenging situations, such as peer conflict or social pressure. Bullying behavior in its social learning theory according to Bandura in (Sari & Azwar, 2017) that it can occur due to two methods of instrumental learning, which occurs if a behavior is reinforced or rewarded, then the behavior will be repeated at another time. and observational learning, which occurs if a person learns new behaviors through observation or observation of others

called models. and Bandura in (Sari & Azwar, 2017) says that aggressive behavior is not a behavior that exists from birth but this aggressive behavior is learned from the social environment such as interactions with family, peers, and mass media through modeling.

In modeling techniques, the models chosen should be individuals who are respected and have a positive influence among the group members. These models can be fellow students who have successfully dealt with behavioral problems or conflicts in a constructive manner, or can even be figures that the group participants find inspirational, such as community leaders or respected athletes. Choosing the right model is very important because group participants will tend to imitate the behavior of the models they consider to be good role models or examples. After selecting an appropriate model, the counselor facilitates the observation and learning process by presenting realistic situations or cases related to bullying. Group participants are then given the opportunity to observe how the model responds to the situation in an effective and positive way. This could include how the model resolves conflicts without resorting to violence, how they speak politely and understandingly, and how they show empathy towards others who are experiencing difficulties. Next, group participants are given the opportunity to participate in roles involving similar situations, and they are asked to imitate the positive behaviors they have observed from the model. The counselor provides constructive feedback and positive reinforcement to participants who successfully demonstrate the desired behavior. This process helps group participants to internalize the skills and strategies they learn, so that they can apply them in their daily lives when they are faced with challenging situations, such as conflict or peer pressure.

Modeling techniques in group counseling not only provide concrete examples of how to address bullying behavior, but also provide opportunities for group participants to hone their social and emotional skills. Through observation, active participation, and constructive feedback, group participants can learn to manage conflict constructively, communicate effectively, and show empathy towards others. Based on research, modeling techniques are effective in reducing bullying behavior because modeling techniques can help learners eliminate thoughts and behaviors that harm themselves and others and then replace them with positive behaviors. Modeling can be used to teach counselees various skills, life models are more effective in teaching personal and social skills. Bullying behavior must be dealt with immediately so that it does not have a worse impact, so group counseling services with modeling techniques are needed to reduce bullying behavior (Arinata et al., 2017).

Modeling technique in group counseling is a very effective approach in overcoming bullying behavior. This technique is based on the principle that individuals learn through observing and imitating the behaviors exhibited by models who are considered as examples or role models. In the context of group counseling to address bullying, the modeling technique involves using models who demonstrate desired behaviors in situations related to bullying. First of all, the selection of an appropriate model is very important. The models chosen should be individuals who are respected and have a positive influence among the group members. They can be fellow students who have successfully dealt with behavioral problems or conflicts in a constructive manner, or even figures that the group participants find inspirational, such as respected public figures or athletes. The selection of appropriate models helps to increase the effectiveness of this technique as group participants will be more likely to mimic the behavior of those models they perceive as role models.

After selecting an appropriate model, the modeling process begins by introducing realistic situations or cases related to bullying. The models then demonstrate effective and positive ways to respond to the situation. This could include how they resolve conflicts without resorting to violence, how they communicate in a polite and understanding manner, and how they show empathy towards others in distress. Group participants are given the opportunity to observe carefully and pay attention to each step taken by the model. Next, group participants were given the opportunity to participate in roles involving similar situations. They are asked to imitate the positive behaviors they have observed from the

model. The counselor provides constructive feedback and positive reinforcement to participants who successfully demonstrate the desired behavior. This process helps group participants to internalize the skills and strategies they learn, so that they can apply them in their daily lives when they are faced with challenging situations, such as conflict or peer pressure.

Modeling techniques in group counseling not only provide concrete examples of how to address bullying behavior, but also provide opportunities for group participants to hone their social and emotional skills. Through observation, active participation, and constructive feedback, group participants can learn to manage conflict constructively, communicate effectively, and show empathy towards others. Thus, modeling techniques are an effective tool in helping individuals overcome bullying behavior and build healthy relationships with their peers.

Modeling techniques are part of the techniques used in behavioral theory. In the behavioral view, humans are essentially mechanistic or respond to the environment with limited control living in a deterministic nature and little active role in their dignity. The nature of personality according to the behavioristic approach is behavior and it is further assumed that behavior is formed based on the results of all experiences in the form of individual interactions with the environment (Afrina, 2021).

Modeling techniques are an important part of the techniques used in behavioral theory. This theory emphasizes that human behavior can be understood and explained through observation of responses that occur in response to the external environment. In the behavioral view, humans are understood as essentially mechanistic entities, where their behavior is seen as a direct result of external stimuli and past learning experiences. This means that humans tend to react to their environment with limited control and exist in a deterministic realm, where the outcomes of their behavior can be predicted with relative precision. In the context of modeling techniques, the behavioral approach assumes that humans learn new behaviors by observing and imitating models that are around them. These models can be other people in their environment, such as peers, family members, or figures they see in the mass media. Through the modeling process, individuals learn new behaviors and internalize those patterns of behavior as appropriate responses in various situations. This technique emphasizes the important role of the external environment in shaping and influencing human behavior, and highlights less the active role of the individual in decision-making or the influence of internal factors such as emotions or motivation.

However, this behavioral view also recognizes that humans have an active role in processing information and choosing responses that are deemed most appropriate to the situation at hand. Although human behavior is often influenced by the external environment, individuals still have the ability to learn from experience, plan their actions, and make decisions based on rational considerations. In the context of modeling techniques, group participants are not only passive in observing the model's behavior but also active in processing the information obtained and determining whether to imitate or reject the behavior displayed by the model.

Based on this problem, there needs to be an alternative that must be given to alleviate problems related to bullying. One of them is through the provision of group counseling services. This group counseling service aims to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior, namely increasing the ability to communicate both verbally and non-verbally of students through group dynamics in group counseling. Group counseling is an assistance to individuals in group situations that are preventive and healing in nature, and are directed at providing convenience in their development and growth (Hasnida, 2016). Group counseling services are also one part of the activities in guidance and counseling services, group counseling services are often used by counselees in solving counselor problems, one of which is bullying cases because it is more effective and efficient. In the context of prevention, group counseling focuses on helping group members develop skills and strategies that can

prevent future problems, such as bullying or addiction. For example, in student groups, group counseling can teach healthy communication skills, emotion management, and how to deal with social pressure, all of which are important for preventing negative behaviors.

One of the developments in group counseling to address bullying behavior is the modeling technique. Modeling techniques are based on Bandura's social learning theory which states that individuals learn from observing and imitating the behavior of others, referred to as models. In the context of group counseling to address bullying, the modeling technique involves introducing group participants to models that demonstrate desirable behaviors in challenging situations, such as peer conflict or social pressure. Bullying behavior in its social learning theory according to Bandura in (Sari & Azwar, 2017) that it can occur due to two methods of instrumental learning, which occurs if a behavior is reinforced or rewarded, then the behavior will be repeated at another time. and observational learning, which occurs if a person learns new behaviors through observation or observation of others called models. and Bandura in (Sari & Azwar, 2017) says that aggressive behavior is not a behavior that exists from birth but this aggressive behavior is learned from the social environment such as interactions with family, peers, and mass media through modeling.

Based on research, modeling techniques are effective in reducing bullying behavior because modeling techniques can help learners eliminate thoughts and behaviors that harm themselves and others and then replace them with positive behaviors. Modeling can be used to teach counselees various skills, life models are more effective in teaching personal and social skills. Bullying behavior must be dealt with immediately so that it does not have a worse impact, so group counseling services with modeling techniques are needed to reduce bullying behavior (Arinata et al., 2017).

The results of research observations show that awareness of bullying behavior at SMK Diponegoro Lebaksiu is still relatively low, especially in class XI TKR 3 tends to be the class that is the most (56%) involved in bullying behavior. The following is data on cases of students who commit acts of bullying from the results of reports from counseling teachers, homeroom teachers, and subject teachers.

The results of the researcher's observation as a counseling teacher at SMK Diponegoro Lebaksiu, Tegal Regency. Researchers saw that there were still many students who committed acts of verbal bullying. Researchers saw one of the students in class XI TKR 3 happily giving nicknames and scathing criticism to the victim so that the victim felt inferior and only sat quietly so that the child did not want to go to school anymore. Then another incident was that there were children who mocked each other with the title of parents, because the child who was mocked did not accept it so the child reported to his parents, what happened was that the parents came to the child who mocked, then the parents intimidated by hitting the bully's child, the bully also reported to his parents so that there was a fight between parents and parents. It is unfortunate if this act of verbal bullying occurs protractedly in the development of students, it will have a fatal impact on the psychology and academics of students who are victims of verbal bullying. Because this action also has a bad impact on the bully, it will make the bully tend to have no ethics and will eventually disturb other students.

The objectives of this research are to identify and evaluate the awareness of bullying behavior among students both before and after the application of group counseling services using modeling techniques. Specifically, the study aims to assess students' initial awareness of bullying behavior prior to the intervention, observe changes in their awareness after the application of the counseling services, and determine the overall effectiveness of group counseling with modeling techniques in increasing awareness of bullying behavior among Class XI TKR 3 students at SMK Diponegoro Lebaksiu, Tegal Regency.

METHOD

This type of research is quantitative research “quantitative research is a process of finding knowledge that uses data in the form of numbers as a means of finding information about what we know” (Margono, 2019). This quantitative research uses treatment, namely the application of group counseling services with modeling techniques.

The population in this study were 20 students because the population was 20 less than 100, so in this study it was population research or saturated sampling taken all, namely 20 students. the technique for taking the subject of this study used purposive sampling. The data collection instrument uses a bullying behavior awareness questionnaire which then the results are first tested for validity and reliability of the instrument. The results of valid and reliable statements obtained 40 valid statements from 50 questionnaire statements.

Data analysis techniques use descriptive percentages to determine the level of awareness of bullying behavior before and after the application of group counseling services with modeling techniques. And to find out the difference or effectiveness of group counseling services with modeling techniques using the t-test formula.

FINDINGS AND DISCUSSION

Level of awareness of bullying behavior before the application of group counseling services with modeling techniques

Table 1 Bullying Behavior Awareness Pre-Test

Interval	Pre-Test		Category
	Frequency	Relative	
106 - 115	6	30%	Very Low
116 - 125	10	50%	Low
126 - 135	1	5%	Medium
136 - 145	2	10%	High
146 - 155	1	5%	Very High
Number	20	100%	

Based on the data above, it can be found that the level of awareness of bullying behavior before the application of group counseling services with modeling techniques is included in the low category, namely in the very low category as many as 6 students (30%), low category as many as 10 students (50%), medium and very high categories in the category as many as 1 (5%), and high category as many as 2 students (10%). Thus it can be said that awareness of bullying behavior before the application of group counseling services with modeling techniques is low.

Level of awareness of bullying behavior after the application of group counseling services with modeling techniques

Table 2 Bullying Behavior Awareness Post-Test

Interval	Post-Test		Category
	Frequency	Relative	
112 - 118	1	5%	Very Low
119 - 125	2	10%	Low
126 - 132	2	10%	Medium
133 - 139	9	45%	High
140 - 146	6	30%	Very High
Number	20	100%	

Based on the data above, it can be found that the level of awareness of bullying behavior after the application of group counseling services with modeling techniques is in the high category, namely in the very low category as many as 1 learner (5%), low and medium categories as many as 2 learners each (10%), high category as many as 9 (45%) and very high category as many as 6 learners (30%). Thus it can be said that awareness of bullying behavior after the application of group counseling services with modeling techniques is high.

Effectiveness of developing group counseling services with modeling techniques to increase awareness of bullying behavior

The effectiveness of developing group counseling services with modeling techniques to increase awareness of bullying behavior uses the t-test formula. Data processing is assisted using SPSS version 26.0 software which produces the following table:

Table 3. Effectiveness Test Results

Paired Samples Test									
Paired Differences							t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Test - Pre_Test	13.200	14.066	3.145	6.617	19.783	4.197	19	.000

Based on the above calculations, the tcount value is 4.197. The t-count value is then consulted with the t-table at a significant level of 5% or (α 5%) with the Degree of Freedom (DK) = N-1 or 2 - 1 = 19 where the t-table = 2.093 is obtained, it turns out that the t-count = 4.197 > t-table = 2.093 which means that group counseling services with modeling techniques are effective in increasing awareness of bullying behavior in students of class XI TKR 3 SMK Diponegoro Lebaksiu Tegal Regency.

This effectiveness can be attributed to the modeling technique approach used. This technique allows students to observe, understand, and reflect on the behaviour displayed in the group counseling process. Thus, they more easily recognize bullying behavior, understand its impact, and increase empathy and awareness to avoid similar behavior.

The findings provide important implications that it can be adopted more widely in school settings as one of the preventive and corrective strategies in dealing with bullying behavior. To support its implementation, developers may consider refining the materials based on feedback from teachers or students, as well as providing additional training for counselors for optimal implementation.

Group counseling services with modeling techniques can be a very effective approach to address bullying behavior in schools. Group counseling provides a platform where students can discuss, share experiences, and learn together in a supportive and safe atmosphere. In this counseling session, modeling techniques play an important role as a tool to facilitate students' understanding and behavior change in facing and overcoming bullying. This is in line with research (Arinata et al., 2017) that group guidance modeling techniques are effective for reducing bullying behavior. The success of modeling techniques in this study is because modeling techniques can help students eliminate thoughts and behaviors that harm themselves and others and then replace them with positive behaviors.

The modeling technique allows learners to understand more clearly the adverse effects of bullying behavior, both for victims and perpetrators. By showing examples of harmful behaviors, students can more easily identify how bullying can damage social and

psychological relationships at school. By practicing better behavior, learners are expected to change their mindset and behavior regarding bullying. Through observation and practice, they learn to be more empathetic and more responsible in dealing with bullying issues.

Group counseling with modeling techniques helps students to improve their social skills, such as effective communication, the ability to dialogue with friends, and how to manage conflict in a constructive way. It also gives them the confidence to speak up and act against the bullying they witness. With increased awareness and coping skills, learners are not only able to deal with bullying behavior individually, but can also contribute to the creation of a safer and more inclusive school environment for all.

CONCLUSIONS

The level of awareness of bullying behavior among students of Class XI TKR 3 SMK Diponegoro Lebaksiu, Tegal Regency, was initially categorized as low before the application of group counseling services using modeling techniques. However, after the intervention, the level of awareness significantly improved and was categorized as high. This indicates that group counseling services with modeling techniques are effective in increasing students' awareness of bullying behavior, contributing to a more positive and conscious school environment.

ACKNOWLEDGEMENTS

I would also like to express my deepest gratitude to my supervisors who with patience, dedication, and guidance have provided direction, input, and motivation throughout the process of preparing this thesis and the counseling teachers who have supported me by providing data, insights, and valuable experiences that have become important foundations in this research. The cooperation and assistance provided are very meaningful for the success of this thesis.

REFERENCES

- Afrina, J. (2021). Layanan Konseling Kelompok Dengan Teknik Modeling Simbolik Sebagai Upaya Peningkatan Motivasi Belajar Pada Siswa Kelas VIII SMP Negeri 1 Kluet Utara. *Prosiding Pendidikan Profesi Guru FKIP Universitas Ahmad Dahlan*, 928-936.
- Arinata, Setiya, F., Sugiyo, & Purwanto, E. (2017). Keefektifan Bimbingan Kelompok Teknik Modeling Dan Penguatan Positif Untuk Mengurangi Perilaku Bullying Siswa SD. *Jurnal Bimbingan Konseling*, 6(2), 54-58.
- Efianingrum, A. (2019). Mengurai Akar Kekerasan (Bullying) di Sekolah. *Jurnal Dinamika. Dosen FSP FIP UNY*.
- Hasnida, N. L. L. (2016). *Konseling Kelompok. Kencana*.
- Kartika, K., Darmayanti, H., & Kurniawati, F. (2019). Fenomena Bullying Di Sekolah Pengertian Dampak Pembagian Dan Cara Menanggulangnya. *Pedagogia Jurnal Ilmu Pendidikan*, 17(1), 59.
- Marela. (2020). *Bullying Verbal Menyebabkan Depresi pada Remaja*. CV Budi Utama.
- Margono. (2019). *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta
- Sari, Y. P., & Azwar, W. (2017). Fenomena Bullying Siswa Studi Tentang Motif Perilaku Bullying Siswa Di SMP Negeri 01 Painan Sumatera Barat. *Jurnal Pengembangan Masyarakat Islam*, 10(2), 337.
- Wahyuningtyas, I. (2021). Pelayanan Konseling Kelompok Dalam Menangani Kasus Bullying. *Counseling As Syamil*, 1(1), 34-47.
- Zakiyah, E. Z., Humaedi, S., & Santoso, M. B. (2017). Faktor Yang Mempengaruhi Remaja Dalam Melakukan Bullying. *Penelitian & Ppm*, 4(2), 326.