Article

Fight Bullying: Assertive Counseling Techniques Build Self-Disclosure Skills for Victims

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ABSTRACT:

Bullying is already an integral part of student life. This phenomenon warns that *bullying* behaviour needs attention because it significantly impacts the victim. This study aims to find and analyze alternatives to bullying problems with *powerful counselling* techniques. This research was carried out at SMA Negeri 3 North Luwu. This quantitative study uses a *single-subject* experimental design with *multiple baselines across the subject* design. The study subjects were selected based on the lowest *self-disclosure* scale scores and observation results. The subject is observed at the time of the *baseline* phase, that is, the phase without the administration of intervention. The frequency of target behaviour that appears is recorded and given *assertive counselling* interventions and then again observed. Next, it was analyzed using a visual graph of the baseline and intervention phases. The analysis of graphs and tables on baseline conditions showed low stable *self-disclosure* behaviour, but in the intervention phase, experienced a significant and varied increase. The results show that: 1) the application of *powerful counselling* techniques impacts positive interaction relationships between students. 2) The ability to *self-disclosure* shows feelings openly in interacting with others, overcoming problems that often occur in the school environment, developing learning achievements, and their interests and talents.

Key words: *Fight Bullying; Assertive Counseling Techniques; Self-Disclosure Skills*

PENDAHULUAN

Bullying behaviour has long been part of the dynamics that exist in schools.[1][2] Generally, people are more familiar with bullying, circumvention, exclusion, intimidation and others. Victims of bullying are usually unable to defend or defend themselves due to physical or mental weakness.[3] As a result, the daily life of such students is disrupted. This is what will trigger stress due to extraordinary fear.[4]

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[1] Fransita Merkunita_Agliyani Fiah, Emanuel S. B. Lewar, and Yustin Martince Nako, 'STRATEGIES OF PAR TEACHERS (ADOLESCENT EDUCATION) IN OVERCOMING BULLYING IN THE GMIT CATECHIZATION CLASS OF THE MIZPA TETEBUDALE CONGREGATION OF KUPANG REGENCY', *CHMK NURSING SCIENTIFIC JOURNAL*, 5.1 (2021), 18–25.

[2] Savi Dia Ningrum and Triana Noor Edwina Dewayani Soeharto, 'HUBUNGAN POLA ASUH OTORITER ORANG TUA DENGAN BULLYING DI SEKOLAH PADA SISWA SMP', *Indigenous: Jurnal Ilmiah Psikologi*, 13.1 (2016) <https://doi.org/10.23917/indigenous.v13i1.2318>.

[3] Soepri Tjahjono Moedji Widodo and Vio Nita, 'Prevention of Bullying in Elementary Schools through Reproductive Health Education', *Journal of Educational Communication*, 3.1 (2019), 65–75 <https://doi.org/10.32585/jkp.v3i1.256>.

[4] Imamul Arifin, Salsabila Nadia Putri, and Nurul Aini Apriliyanti, 'ISTIGHFAR THERAPY AS A SOLUTION TO PREVENT BULLYING AMONG STUDENTS', *Journal of Islamic Psychology*, 8.1 (2021) <https://doi.org/10.47399/jpi.v8i1.117>.

Bullying behaviour has long been part of the dynamics that exist in schools.[56] Generally, people are more familiar with bullying, circumvention, exclusion, intimidation and others. Victims of bullying are usually unable to defend or defend themselves due to physical or mental weakness.[7] As a result, the daily life of such students is disrupted. This is what will trigger stress due to extraordinary fear.[8]

Assertive counselling is the application of behavioural exercises given to students to train social adjustment behaviours through self-expression of their feelings, attitudes, expectations, opinions, and rights. Assertive counselling aims to assist students in developing a more direct way of relating to interpersonal situations. The focus is on practising through role-playing games with newly processed sociability so that each student can cope and express his feelings and thoughts more openly, accompanied by the belief that they have the right to show open reactions[9]. The[10]*student's self-disclosure ability will help him achieve* academic success and self-adjustment. Students who do not have [11]*self-disclosure* skills will have difficulty communicating with others. This is identified in symptoms, such as being unable to express opinions, not being able to express ideas or ideas that exist in oneself, feeling anxious or afraid if you want to bring something up, and choosing to be silent when bullied. This is experienced by students who are targets or victims of bullying behaviour.

Bullying is when a person or group abuses physical or mental power or power, and in this situation, the victim cannot defend himself. Furthermore, Wicaksana defines bullying as long-term physical and psychological violence that a person or group commits against a person who cannot maintain himself in a situation where there is a desire to hurt or frighten others or make him depressed. As a result of the hat, victims of bullying experience physical and psychological problems. Victims of bullying often look for negative outlets, such as smoking, consuming alcohol, not wanting to go to school and withdrawing from associations, difficulty concentrating while studying, and even suicidal ideation.[121314]

According to Wrightsman in Dayakisni & Hudaniah, self-disclosure is a process of presenting oneself, manifested in sharing feelings and information with others. Self-disclosure is necessary for adolescents because it is a period when individuals learn to use the ability to give and receive in relating to others. The self-disclosure skills possessed by the student will assist the individual in achieving academic success and self-adjustment. If students do not have self-disclosure skills, they will have difficulty communicating with others. The symptoms caused are not being able to express an opinion, not being able to express ideas or ideas that exist in him, and feeling anxious or afraid if he wants to put forward something[15].

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[5] Fransita Merkunita_Agliyani Fiah, Emanuel S. B. Lewar, and Yustin Martince Nako, 'STRATEGIES OF PAR TEACHERS (ADOLESCENT EDUCATION) IN OVERCOMING BULLYING IN THE GMIT CATECHIZATION CLASS OF THE MIZPA TETEBUDALE CONGREGATION OF KUPANG REGENCY', *CHMK NURSING SCIENTIFIC JOURNAL*, 5.1 (2021), 18–25.

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14Liliza Agustin and Mukhlis, *MODEL INTERVENSI PSIKOLOGI ISLAM KONSELING KELOMPOK TAZKIYATUN NAFSI; Salah Satu Bentuk Upaya dalam Menangani Siswa Korban Bullying* (CV Literasi Nusantara Abadi, 2022).

15Heni Prasetyo Dewi, 'STUDI DESKRIPTIF KETERBUKAAN DIRI (SELF DISCLOSURE) ANAK TUNARUNGU DI SMPLB-B', *Jurnal Pendidikan Khusus*, 7.1 (2015) <https://jurnalmahasiswa.unesa.ac.id/index.php/38/article/view/10075> [accessed 25 October 2022].
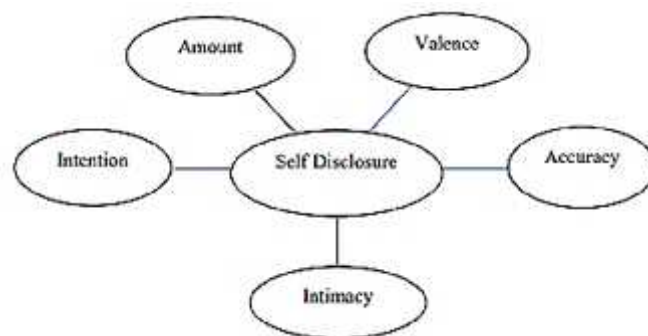
Figure 1. Dimensions *of Self Disclosure*

By the problems described, researchers are interested in researching the application of *powerful counselling* techniques in building *self-disclosure* skills in students who are victims of bullying. Researchers used powerful counselling techniques in this study because these techniques can change individual Behavior directly through their feelings and attitudes; besides that, it can be carried out individually and can also be carried out in groups.

METODE

This research uses quantitative research methods with *a single-subject design* type of research. Single-subject measurements of bound variables or behavioural targets are carried out repeatedly within a specific time. Comparisons were not made between individuals or groups but were compared on the same subject under different conditions. These conditions are *baseline* conditions and *experimental* conditions (interventions). *A baseline* is a condition in which behavioural targets are measured at a natural state before being given an intervention, while *an experimental* condition is a condition in which an intervention has been given. A behavioural target is measured under that condition.

This study used *multiple baselines across-subjects design, namely* a study using several subjects with the same Behavior. This study's population is class X students at UPT SMA Negeri 3 North Luwu. This study uses *purposive sampling*, a sampling collection based on specific criteria or conditions.

Data collection is carried out through observation and questionnaires/ scales. Next, analyze the data by using visual analysis of the graph. According to Sunarto, in this chart analysis, several things will be summarized, namely 1) analysis in conditions, namely by looking at changes in one condition, either baseline or intervention. 2) analysis between conditions, i.e. baseline conditions to intervention conditions.[16]

HASIL PENELITIAN
Descriptive Data and Research Subjects

The results of this study are in the form of graphs and explanations descriptively, including (a) Descriptive the data of the research subject, (b) the results of the analysis of the Validity and Reliability of the self-disclosure scale of the research subject, (c) the results of the analysis of the self-disclosure graph of the research subject (d) the results of the general recapitulation of the analysis of the self-85 disclosure graph of the research subject. The results of this study consisted of several behavioural changes observed using assertive counselling. The subjects of the study followed a whole phase consisting of the baseline phase and the assertive counselling intervention phase in a comprehensive manner.

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[16]SELVIA RIA, 'EKSPERIMENTASI KONSELING INDIVIDUAL DENGAN TEKNIK ASSERTIVE TRAINING UNTUK MENINGKATKAN KEMAMPUAN REGULASI EMOSI PESERTA DIDIK (Studi Kasus Pada Peserta Didik Di SMP Negeri 11 Bandar Lampung)' (unpublished Undergraduate, UIN RADEN INTAN LAMPUNG, 2022) <http://repository.radenintan.ac.id/18376/> [accessed 25 October 2022].

There are four subjects in this study, namely the subject that has the lowest self-disclosure ability of the self-disclosure scale analysis.

Based on the results of the identification of the self-disclosure scale of research subjects and interviews with classmates, homeroom teachers, and BK teachers, results were obtained that have low stable self-disclosure ability, namely DLF and SWL, PKA. The following describes the conditions of each subject of study.

1.   DLF subjects

DLF is a class X MIPA 2 student who is 15 years and six months old, a Muslim who has a small posture and tends to be quiet. His academic performance is ordinary. Aspires to become a teacher and hobby of playing badminton.

According to the subject teacher, several times, DLF cried until the BK teacher handled it. His classmates said DLF was often the target of bullying at his school. DLF often experiences verbal bullying through ridicule, insults, and even DLF bags that friends hide until class is over. DLF did nothing when it was bullied. A closed attitude and letting everything happen. He also did not try to tell him what his friend had experienced.

2.   AWD subject

AWD is a class X MIPA 2 student who is 16 years and four months old, a Muslim with a small posture for the size of a young man. His academic performance is ordinary. He is compassionate. He lives alone with his younger brother, still in junior high school, class VIII.

According to his BK teachers, subject teachers, and friends, AWD is often aloof. He likes to stay away from friends and chooses to read his books in the park instead of socializing. AWD is self-introverted because he feels inferior. He has difficulty interacting with his friends. He is often ridiculed, pushed, and stitched. For example, his chair was suddenly pulled when he was about to sit, so he fell. However, AWD always faced bullying from his friend with a silent attitude and left the place. He did not put up any resistance or defence at all.

3.   Subject of SWL

SWL is a class X IIS 4 student who is 16 years and five months old, a Muslim who has an ideal posture according to the size of a young man, even though it is feminine. His academic performance is ordinary. SWL loves to cook and aspires to be a chef.

According to SWL friends, they are more likely to gather with female students than male students, so they are often the target of bullying at their schools. He received verbal and physical bullying, such as the snatching of hats during flag ceremonies at school. He is afraid he will get heavier bullying behaviour if he fights back. When obtaining such treatment, SWL did nothing.

4.   Subject of PKA

PKA is a class X IIS 4 student who is 16 years and seven months old and is Muslim. Every day he lived with grandma. PKA loves volleyball and has a moderate posture. She aspires to become a policewoman (Polwan). His academic performance is ordinary. According to friends, PKA is often the target of bullying at his school, both verbal bullying and through social media (cyberbullying), such as Facebook and Instagram, which he often experiences. PKA does nothing when bullied. He did not want the problem to be big, so he shut up and tried to forget what he had experienced.

Analysis
Results of Self Disclosure Chart Analysis of Research Subjects

This self-disclosure graphic analysis contains a graph consisting of behavioural targets, namely (a) Mae tell friends when experiencing problems, (b) tell feelings of pleasure and displeasure, (c) share experiences with friends, (d) express opinions, ideas or objections during discussions and (e) make rejections for things that are not by wishes.

The target behaviour was observed by an observer consisting of a BK teacher and two classmates of the study subject. The observations showed data from each phase consisting of baseline phases and assertive counselling interventions entered in frequency data format. The following will be the process of making graphs, starting from observation to the results of the analysis of self-disclosure charts of research subjects.

Table 1. The Stages of GraphIng Start from Observation to the Results of *Self Disclosure* Chart Analysis

Step One	We are collecting data on the frequency of target behaviour from research subjects conducted by observers using the Self Disclosure Frequency Data Recording Format. The use of this data applies to the baseline and intervention phases.
Step Two	Recapitulate data from the results of observations that appear so that the total frequency of the target behaviour obtained can be known
Step Three	Entering the calculation data into the self-disclosure measurement table placed in each column in each phase, namely the baseline phase and the intervention phase
Step Four	The results of the calculation of the target behaviour self-disclosure are included in a graph adjusted to the meeting of the baseline and intervention phases

The following are the results of the recapitulation of target behavior self-disclosure from the behavior of the four research subjects ranging from the first to the fifth behavior.

Table 2. Results of Recapitulation of Target Behavior *Self Disclosure* Behavior of the Four Subjects of the Study

Recapitulation of each DLF Subject Self Disclosure Target Behavior Item

Recapitulation of each AWD Subject Self Disclosure Target Behavior Item

NO	Target Behavior Self Disclosure	Frekuensi Target Behavior Self Disclosure							
		Fase Baseline				Fase Intervensi			
		Pertemuan ke							
		1	2	3	4	5	6	7	8
1	Menceritakan kepada teman saat mengalami masalah	2	2	2	1	3	6	5	6
	Mean	1.75	1.75	1.75	1.75	5	5	5	5
2	Menceritakan tentang perasaan senang dan tidak senang	2	2	2	2	4	5	5	5
	Mean	2	2	2	2	5	4.75	4.75	4.75
3	Berbagi pengalaman kepada teman.	2	2	2	1	4	4	4	4
	Mean	2.25	2.25	2.25	2.25	4	4	4	4
4	Mengemukakan pendapat, ide atau sanggahan saat diskusi.	2	1	2	1	4	4	5	5
	Mean	1.5	1.5	1.5	1.5	5	4.5	4.5	4.5
5	Melakukan penolakan atas hal yang tidak sesuai keinginan	1	2	2	1	5	5	6	6
	Mean	1.5	1.5	1.5	1.5	6	5.5	5.5	5.5

NO	Target Behavior Self Disclosure	Frekuensi Target Behavior Self Disclosure							
		Fase Baseline				Fase Intervensi			
		Pertemuan ke							
		1	2	3	4	5	6	7	8
1	Menceritakan kepada teman saat mengalami masalah	2	2	2	1	5	5	6	6
	Mean	1.75	1.75	1.75	1.75	6	5.5	5.5	5.5
2	Menceritakan tentang perasaan senang dan tidak senang	2	2	1	2	4	6	5	7
	Mean	2	2	2	2	6	5.5	5.5	5.5
3	Berbagi pengalaman kepada teman.	1	2	1	2	4	3	5	6
	Mean	1.5	1.5	1.5	1.5	5	4.5	4.5	4.5
4	Mengemukakan pendapat, ide atau sanggahan saat diskusi.	2	2	2	1	5	4	5	5
	Mean	1.75	1.75	1.75	1.75	5	4.75	4.75	4.75
5	Melakukan penolakan atas hal yang tidak sesuai keinginan	1	1	2	1	4	6	5	6
	Mean	1.25	1.25	1.25	1.25	5	5.25	5.25	5.25

| Recapitulation of each Item Target Behavior Self Disclosure SWL Subject	Recapitulation of each Target Item Behavior Self Disclosure Subject PKA

Furthermore, here is a graph of the results of the baseline phase analysis and the intervention phase on the four subjects of the study.
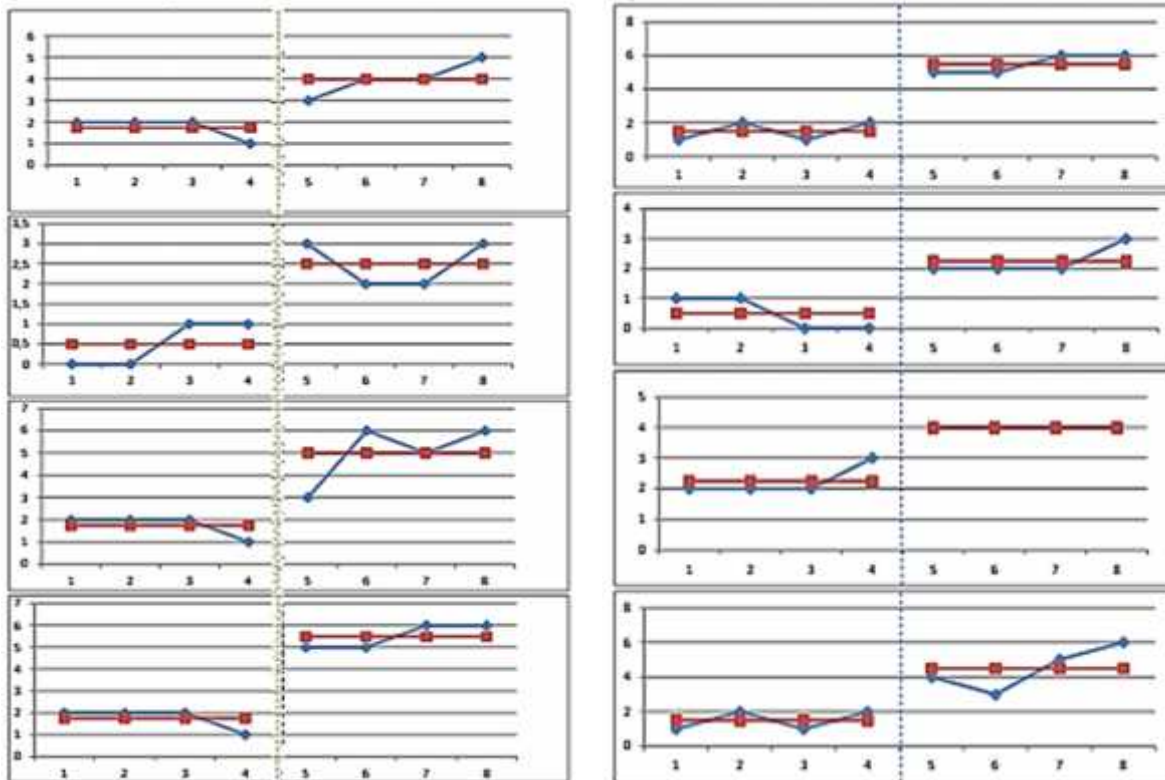
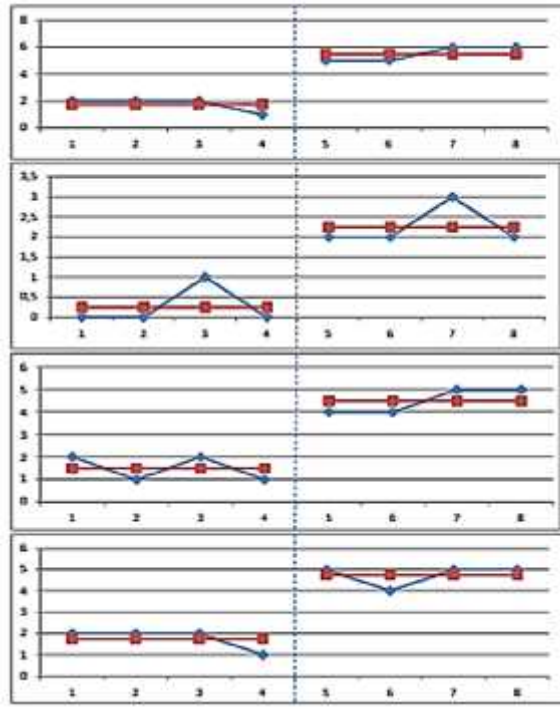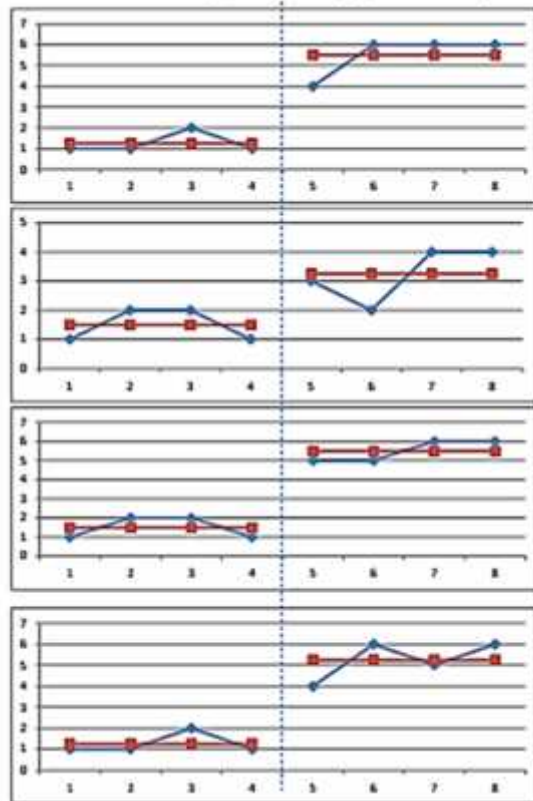| Tell stories to friends when they are having trouble	Tells the story of feelings of pleasure and displeasure
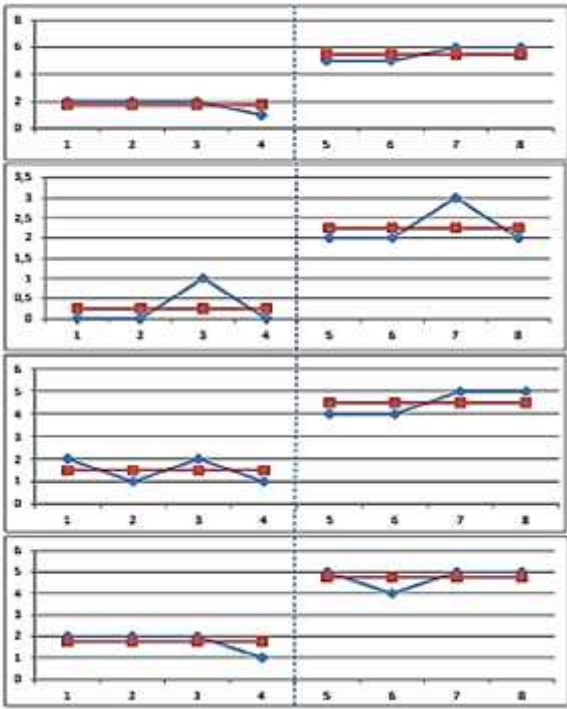
Sharing experiences with friends

Express an opinion, idea, or objection during a discussion

Rejecting things that are not what you want

The results of the magnitude and recapitulation of the conditions of *self-disclosure* ability of the research subjects can be seen in the following table.

Table 3. Summary of Self-Disclosure Data in baseline and intervention phases

Nama Subjek	Fase	Target Behavior Self Dislosure					Average
		SD1	SD2	SD3	SD4	SD5	
DLF	Baseline	1.75	1.75	1.5	1.75	1.25	1.6
	Intervensi	4	5	5.5	5.5	5.5	5.1
AWD	Baseline	0.5	0.75	0.5	0.25	1.5	0.7
	Intervensi	2.5	2.25	2.25	2.25	3.25	2.5
SWL	Baseline	1.75	2	2.25	1.5	1.5	1.8
	Intervensi	5	4.75	4	4.5	5.5	4.75
PKA	Baseline	1.75	1.75	1.5	1.75	1.25	1.6
	Intervensi	5.5	5.5	4.5	4.75	4.25	5.1

Information:
SD1 = Behavior of telling friends when having problems
SD2 = Behavior tells about feelings of pleasure and displeasure
SD3 = Behavior of sharing experiences with friends
SD4 = Behavior of expressing an opinion, idea or objection during the discussion
SD5 = Behavior of refusing to do things that are not to your liking

Table 4. The amount of Self-Disclosure Improvement in the Baseline and Intervention Phase

Kode	Target Behavior Self Disclosure	Subjek Penelitian			
		DLF	AWD	SWL	PKA
		Intevensi			
SD1	Menceritakan kepada teman saat mengalami masalah	4	2.5	4	5
SD2	Menceritakan tentang perasaan senang dan tidak senang	5	2.25	4.75	5
SD3	Berbagi pengalaman kepada teman.	5.5	2.25	4	4.5
SD4	Mengemukakan pendapat, ide atau sanggahan saat diskusi.	5.5	2.25	4.5	4.75
SD5	Melakukan penolakan atas hal yang tidak sesuai keinginan	5.5	3.25	5.5	5.25
	Jumlah Total	25.5	12.5	22.75	24.5
	Mean	5.1	2.5	4.55	4.9

PEMBAHASAN

The study subjects were students who had low self-disclosure before being given *assertive counselling* interventions. Four subjects of study, DLF, AWD, SWL, PKA, and school students, are studied and are victims of bullying.

The Behavior of rejecting things that are not as desired is still not done by the DLF; for that, it is necessary to cultivate awareness about the printing of the Behavior of rejecting. After being given *an assertive counselling* intervention, the Behavior of refusing things that were not as desired from the *baseline* phase was at 1.25, and in the intervention phase, it was at 5.5, with an increase of 4 points. Through *powerful counselling* techniques, students are trained to express thoughts and feelings and can respond to rejection and requests from anyone likely to interfere with the self-disclosure of victims of verbal bullying.

Next, AWD subjects include students who are less able to express opinions, ideas, or objections during discussions. This can be seen in the baseline phase at 0.25, and in the

intervention phase, it is at 2.25, with an increase of 2 points. Assertive exercises teach individuals to communicate well; individuals are trained to have or improve their skills in communicating their needs and ideas.

Furthermore, SWL subjects who have difficulty in Behavior express opinions, ideas or objections during discussion and Behavior make rejections of things that are not as desired. This can be seen in the baseline phase at 1.5 in the behavioural target, the Behavior of expressing opinions, ideas or objections during discussions and in the intervention phase at 4.5 with an increase of 3 points and in the Behavior of rejecting things that are not as desired the baseline phase is at 1.5 in the intervention phase is at 5.5 with an increase of 4 points. Assertive exercises help individuals to be able to express what is in themselves. This exercise helps the individual express his opinion of something, his feelings, as well as desires in the individual.

In PKA, subjects have difficulty in the Behavior of rejecting things that are not as desired. This can be seen in the baseline phase at 1.25 in the behavioural behaviour target; the Behavior of Behavior is a rejection of things that are not as desired. In the intervention phase, it is at 5.25, with an increase of 4 points. In the Behavior of sharing experiences with friends, the baseline phase is at 1.5. In the intervention phase, it is at 4.5, with an increase of 3 points..

Kesimpulan

Students' *self-disclosure* ability tends to be low. This can be seen in the analysis of the *self-disclosure scale,* where the lowest scores are 85 (AWD), 86 (SWL), 87 (DLF) and 93 (PKA) and the highest scores of achievement are 147, 145 and 144, with the number of respondents of 1 student each, while the highest score of the scale is (number of items) x 5 (highest response value) = 200 points.

The ability *of self-disclosure* of students in schools after being given *assertive counselling* interventions showed higher scores than before being given *assertive counselling* interventions, and significant changes occurred. The amount of *self-disclosure* capability can be seen from the graph shown in the *baseline* phase and intervention phase, as well as the mean gain or average score of the study subjects between the baseline phase and the intervention phase, DLF in the baseline phase of mean gain 1.6 and the intervention phase of mean gain 5.1, while AWD in the baseline phase of mean gain 0.7 and intervention phase of mean gain 2.5. Furthermore, SWL in the baseline phase of mean gain of 1.8 and intervention phase 125 gained a mean of 4.75and PKA in the baseline phase of mean gain of 1.6, and the intervention phase gained a mean of 5.1.

The ability of self-disclosure in the four study subjects representing students who were victims of bullying in schools was studied after being given *assertive counselling* interventions and showed a significant increase. As for the amount achieved, DLF increased by 3.5, AWD increased by 1.8, SWL increased by 2.95 and PKA increased by 3.5. This shows that applying powerful counselling techniques has a significant effect on building *self-disclosure* skills in victims *of bullying.*

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