

An Exploration of Counselling Interventions and School Education Programs on Bullying Prevention and Treatment

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Abstract

Research findings on guidance and counseling services and other educational programs on bullying problems in Indonesia have been widely conducted and published. However, efforts to find references on interventions for preventing and treating bullying problems in the city of Ternate through scientific publications are still relatively few or have not contributed much. Therefore, this study explores how much intervention of guidance and counseling services in schools and educational programs (outside of guidance and counseling services) to prevent and handle bullying problems in Ternate City. Methodologically, this study follows the basic idea of narrative literature review (NLR), by referring to five steps of the process. The analysis results describe that in the last five years, the intervention of guidance and counseling services in schools on preventing and treating bullying problems in Ternate City is still minimal because only one published article was found. Meanwhile, educational program interventions (excluding guidance and counseling services) on the problem of bullying in the city of Ternate have been carried out quite a lot with intervention strategies and targets at different educational levels. Thus, these findings indicate that intervention of guidance and counseling services in schools on the prevention and treating of bullying in Ternate City is still very minimal when compared to intervention of other educational programs.

Keywords: Guidance and Counseling, Bullying, Ternate City, Narrative Literature Review.

1. Introduction

Education essentially plays an important role in improving the quality of human resources. However, what is happening now is that educational institutions in Indonesia are facing serious problems, namely the rampant cases of bullying in schools and the community. Schools, which should be a place to optimize the development of student's personal potential, often become a place of bullying problems for all personnel in it (students, teachers, counselors, principals, parents, and school staff) (Fauziyah, 2022; Ramadhanti & Hidayat, 2022; O'Brien et al., 2024). As a result of the many cases of bullying that are currently occurring, most of the media in Indonesia have massively reported on the problem (Asyifah et al., 2024). This can be proven by a number of data and facts regarding bullying cases that have occurred in educational environments in Indonesia from 2018 to 2023.

The survey data from the Programme for International Student Assessment (PISA) in 2018, stated that Indonesia is one of the countries that contributes the fifth highest number of bullying cases out of 78 other countries in the world. In the PISA study (2018), it was stated



that as many as 41% of students in Indonesia aged 15 years had experienced bullying at least several times in one month, with details; 18% experienced beatings or physical violence; 22% experienced actions of taking or destroying their belongings; 14% experienced threats; 22% experienced ridicule; 19% experienced ostracization; 20% experienced the spread of bad rumors about themselves (Unicef, 2020).

Then, the statistical data on bullying cases from 2019 to 2022 also stated that in 2019, 11,057 Indonesian students were victims of bullying, then in 2020 there were 11,278 victims, continued in 2021 there were 14,517 victims and increased in 2022 to 21,241 victims (Asyifah et al., 2024). Furthermore, in 2023, the Federation of Indonesian Teachers' Unions (FSGI) reported that bullying problems in Indonesian education most often occur at the junior high school level and the perpetrators are not only fellow students but also educators, with a percentage of 50% of bullying cases occurring at the junior high school level, at the elementary school level as much as 23%, at the high school level 13.5%, and at the vocational school level as much as 13.5%. The Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) also reported to the Indonesian House of Representatives that of the 23 bullying cases from January to September 2023, the junior high school level was the educational unit that contributed the most to bullying cases (Asyifah et al., 2024).

Meanwhile, the problem of bullying in the city of Ternate is currently also a serious concern among education and society. This is evidenced by cases that have occurred in recent years. On November 15, 2022, there was a case of bullying against an elementary school student in Ternate, which was carried out by a student to her classmate by hitting and kicking her and then another friend recorded it. The video of this bullying went viral on social media with a duration of 1 minute 41 seconds showing a female student who could only sit while crying and covering her face, when she was hit and kicked by her classmate because the victim did not want to give the perpetrator an answer to the question (TvOneNews, 2022). Then the most sad thing is the latest case on September 13, 2024, which shocked the people of Ternate city and all of Indonesia through news reports from various media. Several local and national media reported that a student at an elementary school in Ternate city died because he was allegedly bullied by his classmates (TribunTernate.com, 2024).

Based on the data presented above, it is a fact that currently the condition in schools is very urgent in terms of bullying problems, both throughout Indonesia and especially in the city of Ternate. Bullying behavior carried out by students is generally dominated by verbal harm (taunts or insults), then physically (hitting and injuring), mentally or relationally/socially harming, and cyberbullying (Unicef, 2020; Verasammy & Cooper, 2021). The occurrence of bullying behavior is caused by various factors, such as family factors, school environment, and peer factors, but the most dominant factor as a cause of student bullying behavior is peers (Nurlia & Suardiman, 2020). As a result of bullying at school, it has an impact on various student problems, ranging from school attendance rates and declining academic results, even the most fatal is death and drug abuse problems, mental health problems such as depression, anxiety, self-harm, and suicidal tendencies (O'Brien et al., 2024).

For this reason, a service or program is needed in schools that can prevent, reduce, and ideally stop bullying. The services in question are guidance and counseling carried out by teachers or counselors at school, as well as educational programs (outside of guidance and counseling) carried out by teachers, academics, researchers or other education observers (Lensoni et al., 2022). Since schools are one of the main locations where bullying occurs, guidance and counseling services and other educational programs are implemented optimally as an effort to prevent and handle these problems (O'Brien et al., 2024). Guidance and

counseling services as an integral (important) part of education, have a very strategic role in efforts to prevent and handle bullying problems in schools (Fauziyah, 2022; Ramdani, 2016).

The relation between guidance and counseling services and other educational programs to treating bullying problems in Indonesia has been widely implemented in various schools, but references regarding intervention efforts to prevent and handle bullying problems in Ternate City are still relatively few or have not contributed much. Therefore, it is necessary to conduct a study that explores guidance and counseling services interventions in schools and other educational programs in preventing and treating bullying problems in Ternate City. Thus, the purpose of this study is to describe the following questions; (1) how many articles in the last five years have discussed guidance and counseling services interventions in schools to prevent and treating bullying in Ternate City; (2) what educational programs are carried out to prevent and treating bullying in Ternate City; (3) what intervention strategies and techniques are used to prevent and treating bullying problems in Ternate City.

2. Methods

Methodologically, this study uses a descriptive approach by following the basic idea of narrative literature review (NLR). NLR analysis is one of the critical analysis techniques of literature published in electronic journal articles with the aim of describing and discussing the current state of science on a particular topic or theme from a theoretical and contextual perspective (Rother, 2007; Cronin et al., 2008). The stages of this research refer to five process steps, namely; (1) choosing a topic to be reviewed, (2) searching for literature related to the topic being reviewed, (3) collecting, reading, and analyzing literature, (4) writing a review, (5) citing references (Cronin et al., 2008). Data sources from online literature searches using keywords in the *Google Scholar* database starting from 2019 to 2024. The NLR stages in this study can be seen in Figure 1 below:



Figure 1. Steps in the narrative literature review (NLR) process

3. Results and Discussion

3.1. Literature Findings

The findings from the primary data source through (google scholar) found that in the last five years, there were only 8 (eight) articles discussing the prevention and treating of bullying problems in Ternate city through guidance and counseling service interventions in schools and education programs. The eight articles are the results of research and community service published in reputable scientific journals consisting of one article discussing guidance and counseling services and seven others discussing education programs. The results of the literature findings can be seen in table 1 below:

Table 1. Results of literature findings

No	Researcher/year	Article Type	Intervention Strategy/Technique	Intervention Target
1	Arifin et al., 2022	Research article	Group counseling/empty chair	Treating/students of MAN 1 Ternate City
2	Jusnita & Ali, 2022	Articles resulting from community service	Education/demonstration	Prevention/Teenagers (students) in Ubo-ubo Ternate City
3	Muhammad et al., 2023	Articles resulting from community service	Education/discussion	Prevention/Students of SMAN 4 Ternate City
4	Kasiati et al., 2023	Research article	Classroom behavior study	Treating/ Students of AL Azzam Kindergarten Ternate City
5	Salam et al., 2023	Research article	Child friendly school program	Prevention and treating/Students of SMPN 2 Ternate City
6	Yusuf et al., 2023	Articles resulting from community service	Education/discussion	Prevention/Stu- dents of SD Negeri 41 Ternate City
7	Bahtiar et al., 2024	Articles resulting from community service	Socialization/declarat ion	Prevention/Studen tsSMP Nasional Banau Ternate City
8	Srinawati et al., 2024	Articles resulting from community service	Group discussions/games and simulations	Prevention/Studen ts of SD Negeri 1 Ternate City

3.1.1. Results of exploration of counseling services interventions for preventing and treating bullying in the city of Ternate

The results shown in table 1 describe that from 2019 to 2024, there was only one research article conducted (Arifin et al., 2022) to increase the self-confidence of MAN 1 Ternate City students through group counseling services with the empty chair technique. This article explains that the empty chair technique in counseling can effectively overcome aggressive behavior in students who experience bullying and can increase student self-confidence. Based on the results of this research, it indicates that the guidance and counseling service intervention as an integral part of education has not been able to optimize the function of the comprehensive guidance and counseling service itself, namely prevention, treatment (curative), and developmental for students in the city of Ternate. In fact, in recent years, bullying problems have occurred very often among students in Ternate City. In addition, the results of this study also provide an overview that guidance and counseling services in schools

have not contributed significantly and positively to the prevention and treatment of bullying problems that occur in Ternate City through research and community service results published in reputable scientific journals.

3.1.2. Results of exploration of educational program interventions (outside of guidance and counseling services) on the prevention and treating of bullying in the city of Ternate

Furthermore, the results described in table 1 also described that from 2019 to 2024, there were various educational programs (apart from guidance and counseling services) carried out by researchers to prevent and handle bullying problems in the city of Ternate. The results of exploration and identification show that the types of articles, intervention strategies or techniques, and intervention targets are quite diverse as efforts to prevent and handle bullying. Of the seven educational program articles (aside from guidance and counseling services), 2 (two) of them are the result of research while the other 5 (five) articles are the result of community service. Based on the results of the analysis, the two research articles found used different intervention strategies or techniques and different intervention targets. For example (Kasiati et al., 2022) used a classroom behavior study intervention strategy with the intervention target being handling bullying in kindergarten students. Meanwhile (Salam et al., 2023) used a child-friendly school (SRA) program intervention strategy with the intervention target being bullying prevention in junior high school students.

In addition to the two articles above, 5 (five) other articles are the results of community service (see table 1). Among them, five articles from community service that were found also used different intervention strategies or techniques and different intervention targets. For example, (Hi Muhammad et al., 2023) used a counseling/discussion strategy and the target of the intervention was the prevention of bullying in high school students. Furthermore, (Yusuf et al., 2023) also used counseling and discussion strategies but the target of the intervention was the prevention of bullying in elementary school students. Meanwhile, (Bahtiar et al., 2024) used a different intervention strategy, namely socialization and declaration with the target of the intervention on preventing bullying in junior high school students. Then the last article is also the result of community service carried out by (Srinawati et al., 2024) using different intervention strategies, namely group discussions, games and simulations with the target of the intervention being the prevention of bullying in elementary school students. The overall results of the exploration can be seen in the following diagram:

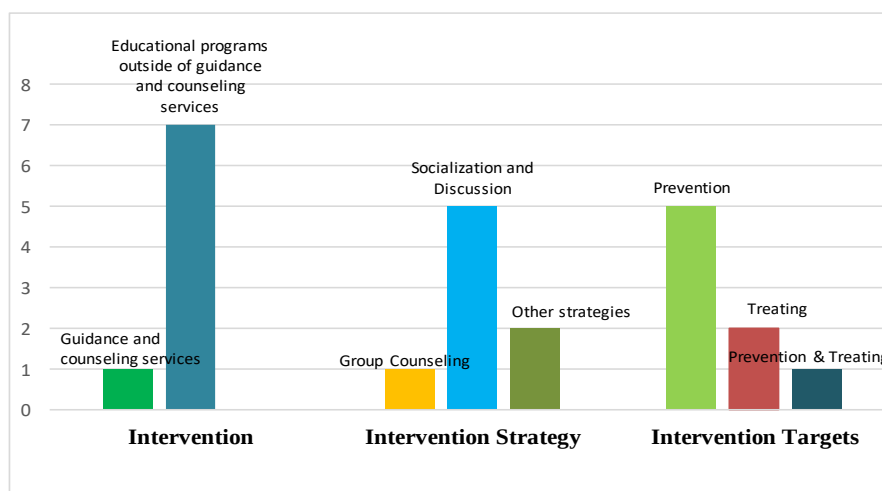


Figure 2. Diagram of results of exploration of guidance and counseling interventions and other educational programs

3.2. Discussion

The presentation of the exploration results above illustrates that in the last five years, there were four articles that dominated or were published more, namely in 2023 (see table 1). While in other findings, namely from various intervention strategies and techniques used by researchers, socialization and discussion were more dominant. In our opinion, the use of socialization and discussion intervention strategies is more widely used because researchers focus more on prevention efforts (preventive) than treating (curative). In addition, the targets of interventions aimed at students by researchers are also very diverse or do not focus on certain educational units. For example, at the PAUD (Early Childhood Education) level there is one intervention target, at the elementary school level there are two intervention targets, at the junior high school level there are two intervention targets, and at the high school level there are three intervention targets (including guidance and counseling services). This shows that the intervention efforts of guidance and counseling services and education programs for the prevention and treating of bullying problems in the city of Ternate do not only focus on one level of education but involve all elements and levels of education. Another finding from this study also shows that between prevention and treating of bullying problems in Ternate City, more prevention is done than treating.

Based on the results above, it describes that educational program interventions (outside of guidance and counseling services) are carried out using various different intervention strategies or techniques and different intervention targets. These results also indicate that educational program interventions (outside of guidance and counseling services) on bullying problems in Ternate City are quite widely carried out, when compared to guidance and counseling services themselves. In fact, guidance and counseling services are an integral part of education that have a very strategic role in efforts to prevent and handle student problems in schools, including bullying (Depdiknas, 2007). This is reinforced by the opinion of (Verasammy & Cooper, 2021), which states that counseling is one of the services that is widely accessed by adolescents who experience bullying problems at school. Meanwhile, another results of the study (Setiowati & Nuryanto, 2022), also showed that 98.6% of teachers stated that elementary school students needed guidance and counseling services.

Therefore, through the implementation of optimal, comprehensive, and effective BK services, it is hoped that it can break the chain of bullying problems that continue to occur in schools. Because an effective counseling service program is very important for the school system in providing a conducive learning environment that will improve student achievement and their social skills (Amat, 2019). As found by Verasammy & Cooper (2021), there are many benefits of counseling services by counselors and counsees in treating bullying problems, for example, useful counselor activities; how counselors relate, create a sense of security, use creative media, use teaching strategies, and offer advice. While useful counselee activities are; trust, talk, express emotions, remember and apply them in life.

To implement optimal and effective guidance and counseling services for the prevention and treating of bullying problems in schools. Guidance and counseling teachers or school counselors can carry out various strategies that are designed effectively to answer students' needs by optimizing all resources owned by the educational unit. He said with this discussion, we describe several strategies for guidance and counseling services and programs in schools for the prevention and treating of bullying in the city of Ternate.

3.2.1. Prevention

As a preventive effort against bullying problems in schools, guidance and counseling teachers/counselors can use one of the four major components in guidance and counseling services, namely basic services. This service is intended for all students who are preventive

and developmental, with the aim that students can gain an understanding of various issues of bullying, sexual violence/harassment, and other social-emotional actions. Its implementation can be carried out classically in large classes (minimum 1 JP) or outside the classroom openly with certain tools/media, and/or carried out in groups of 4-8 students (group guidance) by discussing current topics about bullying (Kemendikbudristek, 2022).

In addition, in this prevention, guidance and counseling teachers/school counselors can also use information services (Ramdani, 2016), counseling, making anti-bullying posters, showing anti-bullying films, developing guidance and counseling modules, guidance and counseling video media (Nur et al., 2022), or can use other techniques. For example, role playing techniques (Asro et al., 2021), Sociodrama techniques (Kurniawan, D. E., & Pranowo, 2018), or can use metaphor techniques in group guidance (Hasrul & Arif, 2020). All of these strategies and techniques are efforts to prevent bullying in schools through comprehensive and effective guidance and counseling services.

3.2.2. Treatment

In treating or curative actions, guidance and counseling teachers/school counselors can use various approaches. As a treating action, counselors can utilize responsive services which are providing assistance to students who are experiencing emergency conditions or need immediate assistance or in this regard are students who commit bullying and students who experience bullying (victims). For treating (curative) actions, guidance and counseling teachers/school counselors can carry them out through several forms, namely; individual counseling, group counseling and referral services (Kemendikbudristek, 2022).

In the implementation of individual counseling and group counseling services, various approaches can be used that have been proven effective in dealing with bullying problems. For example, research (Muslim et al., 2019; Sa'adah et al., 2021), which uses individual counseling services with the Cognitive Behavior Therapy (CBT) approach, is able to reduce bullying behavior in schools. Then research (Sari et al., 2020), using a reality counseling approach is significantly effective in reducing student bullying behavior. In addition, BK teachers or counselors can use the Solution-Focused Brief Counseling (SFBC) approach in dealing with bullying behavior in schools as a result of research (Yeschisca et al., 2023). Meanwhile, in using specific techniques as an effort to handle bullying problems in schools, guidance and counseling teachers/counselors can use various counseling techniques that have been proven effective. For example, cognitive restructuring techniques (Hasanah, 2018; Novianti et al., 2023; (Hasrul & Ahmad, 2021), time out techniques (Devitasari et al., 2022), behavioral contract techniques (Sukarti & Kurniawan, 2018), or can use a local cultural approach by integrating it into guidance services or counseling services through metaphor techniques (Hasrul et al., 2022).

4. Conclusion

The existence of guidance and counseling services in schools cannot be separated from any educational unit in Indonesia and especially in the city of Ternate. The need for guidance and counseling services in the education system in Indonesia is not simply determined, but the need arises from the characteristics and various developmental problems that occur in students so that they need help to be resolved including bullying problems in schools. For this reason, guidance and counseling services are expected to be able to break the chain of bullying problems that continue to occur in schools through optimal and comprehensive service strategies. However, these findings indicate that the intervention of guidance and counseling services in schools for bullying problems in the city of Ternate is still very little done, when

compared to educational programs (outside of guidance and counseling services) which are quite widely carried out. It is recommended for further researchers to develop a guidance and counseling model with new techniques or approaches in order to prevent and handle bullying problems in Indonesia and especially in the city of Ternate.

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