

Bullying Prevention Through Gestalt Approach Using Group Setting In Increasing Self-Control

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Abstract: This study aims to determine the effectiveness of implementing the Gestalt Setting Group counseling approach to improve self-control in preventing student bullying. The population of this study were students of SMKN 1 Padang. The sample in this study was the students of SMK N 1 chosen by random cluster sampling. This type of research was experimental with a Quasy-Experiment control group design. The instrument used is a self-control questionnaire in bullying prevention using a Likert scale. Data were analyzed using the Wilcoxon Signed Ranks Test and SPSS version 21.00. The results showed that in the experimental group before being given the Gestalt setting counseling approach, the average pretest score of the group was 138.6, and after being given the Gestalt setting counseling approach the group's average posttest score increased to 187.33. However, in the control group, the pretest score was 134.4, and after being given the Gestalt setting counseling approach to the group, the group's average posttest score increased to 136.4. It can be concluded that "there is a significant difference in student self-control between the experimental and control groups".

Keywords: Gestalt Approach, Self control, Bullying.



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Introduction

Nowadays bullying in Indonesia is increasing, PISA (2018) reveals that 41.1% of students have experienced bullying (Piola et al., 2022); (Cahyani, 2019). Students who are victims of bullying are far from the OECD average of 22.7% (Arifin et al., 2021). Indonesia is in fifth position out of 78 countries experiencing bullying. KPAI noted that over a period of 9 years, 2011 to 2019, there were 37,381 complaints of violence against children (Bowes et al., 2019); (Adriany, 2019). The Indonesian Child Protection Commission (KPAI) stated that there was an increase in cases of bullying behavior among Indonesian students (Pratiwi, 2020). According to KPAI data, from 2011 to 2016 KPAI has found around 253 cases of bullying behavior consisting of 122 children being victims and 131 children being perpetrators (Pratiwi, 2020). The data is not much different as disclosed by the Ministry of Social Affairs. As of June 2017, the Ministry of Social Affairs

itself has received reports of 976 cases, of which 117 cases were related to bullying behavior (Pratiwi, 2020). From these data, it can be seen that cases of bullying behavior in Indonesia are very high and are increasing every year (Borualogo & Casas, 2021).

Bullying often occurs in the school environment is an act of violence carried out by individuals or groups. Overcoming bullying needs to be done in an effort to save generations (M. Xu et al., 2020), prevention and control of bullying need to be done. Teenagers who do bullying are caused by not being able to empathize with their friends, causing them to be less able to see from the perspective and feelings of others (Espelage et al., 2018); (Bhukhanwala, 2014). Bullying will involve an imbalance of power, intent to harm, threats of further aggression, and terror (Patchin & Hinduja, 2015); (Einarsen et al., 2020). Bullying is a big obstacle for an individual to develop himself (Chu et al., 2015). Bullying in the mild category is still found in the school environment such as insults and physical violence (Fernández et al., 2013). Bullying behavior can cause serious consequences, so it cannot be considered as normal behavior (Naseer et al., 2018). The impact of bullying behavior causes mental wounds for the victims and some even commit suicide (Naseer et al., 2018).

Bullying behavior is a form of violence and aggressive students at school (Hopkins et al., 2013); (Litwiller & Brausch, 2013). Bullying can come from peers, seniors or seniors, and even teachers and school staff themselves. Bullying behavior is influenced by several factors, one of which is due to low self-control (Chui & Chan, 2013). The ability to control oneself can erode the practice of bullying cases (Chui & Chan, 2013), states self-control as an individual's ability to control impulses both from within and outside the individual. Furthermore, self-control refers to the capacity to change one's responses, especially to bring them according to standards such as ideals, values, morals and social expectations (Cudo et al., 2020); (Runions, 2013).

Individuals with low self-control have a tendency to be impulsive, like to do risky actions, and are narrow-minded (Corrado et al., 2015). According to Allom et al., (2016), self-control is the ability to suppress or hinder impulsive behavior. In line with this theory, the ability to control oneself is one of the keys to reducing the occurrence of bullying because with self-control individuals can feel proud and happy with their situation (T. Xu et al., 2022). In this case, self-control is the individual's ability to be sensitive to reading the situation of oneself and the environment. In addition, it is also the ability to control and manage behavioral factors according to situations and conditions to present themselves in socializing the ability to control behavior, the tendency to attract attention. Self-control needs to be improved to help individuals control their behavior, including negative behavior such as bullying (Chui & Chan, 2013); (Chui & Chan, 2015).

Based on the problem that gestalt counseling can overcome the problems that occur, gestalt counseling was chosen because the main target of gestalt therapy is achieving awareness, if the individual does not have awareness it cannot change his personality. With awareness, individuals can analyze problems in detail and thoroughly, individuals not only look at problems in one direction, but in various directions.

Method

This study uses a quantitative method with a quasi-experimental approach, one of which is a quasi-experimental design with a non-equivalent control group. The research population was class XI students of SMKN 1 Padang City, and the sample was selected using cluster random sampling, namely the sample was selected with certain considerations (Yusuf, 2013). The research sample is thirty students. Fifteen students were in the control group, and fifteen students were in the experimental group. Data collection was carried out through self-control questionnaires in preventing bullying using a Likert scale model. The Likert scale was chosen because of its ease and accuracy in measuring attitudes, opinions and perceptions. The validation of self-control instruments in preventing bullying was carried out by three experts, then the data were analyzed using the percentage technique and SPSS version 21.00.

The two research groups in this study are the experimental group and the control group. The experimental group was given a gestalt approach with group settings, while the control group was given group guidance services without gestalt counseling. After the service is provided, the pretest and posttest data from the experimental and control groups will be analyzed using a non-parametric statistical technique, namely the Wilcoxon Signed Ranks Test. Then to see the difference in the increase in students' self-control between the experimental group (treated with gestalt counseling) and the control group (treated without treatment), the data were analyzed using non-parametric statistical techniques, namely: Kolmogorov-Smirnov Two Independent Sample, using the SPSS version 21.00 program.

Results and Discussion

This research was conducted at SMK Negeri 1 Padang City with 30 students as research subjects. research subjects were divided into two groups, namely the experimental group and the control group. The data obtained are the results of the pre-test and post-test related to self-control in preventing student bullying. The pre-test in this study was used to determine the initial description of the student's self-control condition in bullying before being given treatment in the form of a group setting gestalt counseling approach. While the post-test was given to see changes in students' self-control conditions in preventing bullying after the research subjects received treatment. The following table describes the change in the level of self-control in bullying prevention of experimental group students from the results of the pre-test and post-test.

Table 1 Results of Pre-Test and Post Bullying of Students in the Experimental Group

<i>Pre-test</i>		<i>Post-test</i>	
Respondent Code	Score	Respondent Code	Score
A1	130	A1	190
A2	140	A2	195
A3	145	A3	180
A4	145	A4	185
A5	132	A5	180
A6	140	A6	200
A7	135	A7	192
A8	142	A8	180
A9	130	A9	180
A10	134	A10	185
A11	145	A11	180
A12	140	A12	196
A13	136	A13	187
A14	145	A14	200
A15	140	A15	180
Average	138,6	Average	187,33

Based on table 1, it can be seen that 15 research subjects in the experimental group experienced an increase in self-control in bullying prevention scores from pre-test to post-test or an increase in self-control in bullying prevention after being given treatment with the gestalt setting approach of the group. Before being given gestalt setting counseling group, the average pre-test score was 138.6, and after being given group guidance services, the average post-test score increased to 187.33.

The following chart describes the condition of students' self-control in bullying prevention for each student in the experimental group from the results of the pre-test and post-test

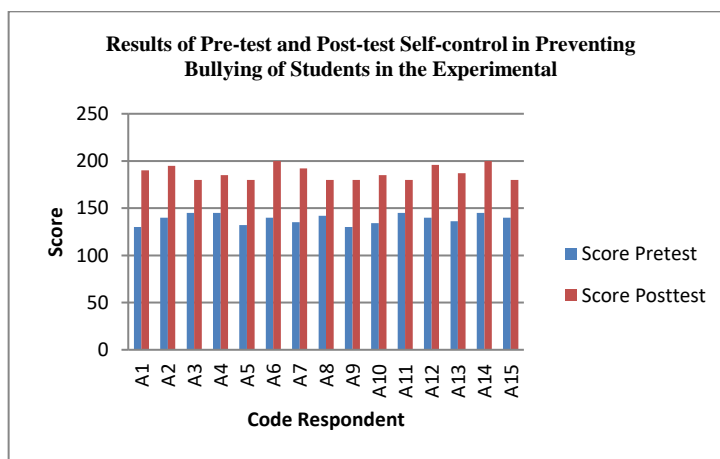


Figure 1. Bar chart of the results of pretest and posttest self-control in preventing bullying of students in the experimental group

The picture above shows a significant increase in self-control in preventing bullying before and after the treatment of group gestalt counseling for 15 students who received overall treatment. However, in the control group that was not given treatment (group guidance services without a gestalt counseling approach), there was no significant change in self-control in preventing bullying from pre-test and post-test to be as shown in the following table.

Table 2. Pretest and Posttest results of self-control in preventing bullying of Control Group students

<i>Pre-test</i>		<i>Post-test</i>	
Respondent Code	Score	Respondent Code	Score
B1	128	B1	130
B2	130	B2	132
B3	132	B3	132
B4	130	B4	133
B5	135	B5	140
B6	140	B6	142
B7	135	B7	135
B8	132	B8	135
B9	130	B9	132
B10	134	B10	135
B11	140	B11	140
B12	140	B12	143
B13	136	B13	140
B14	135	B14	135
B15	140	B15	142
Average	134,467	Average	136,4

Based on the table above, it can be seen that there was no significant difference in self-control to prevent bullying in the control group who were given group guidance treatment without using the gestalt counseling approach. The following chart describes the condition of self-control in bullying prevention for each control group student based on the results of the pre-test and post-test.

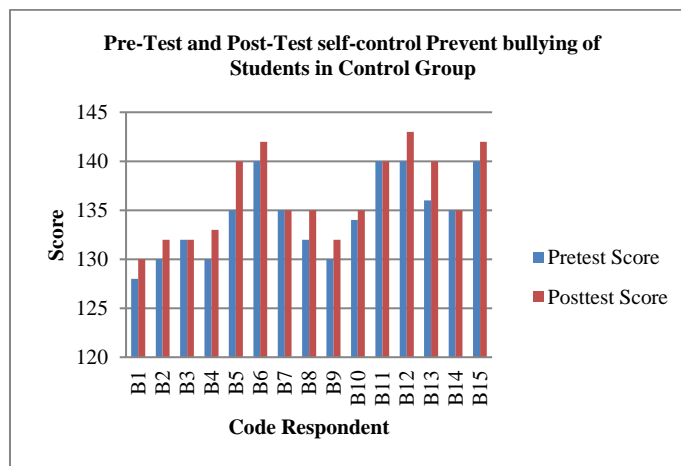


Figure 2. Bar chart of the results of pre-test and post-test self-control in preventing bullying in control group students

In the diagram above, it is known that there is no significant change between the pre-test and post-test in the control group. Then for the post-test test of the experimental group and post-test of the control group, the results are; "There was a significant difference in self-control of the experimental group and the control group." In testing this hypothesis, the Kolmogorov Smirnov 2 Independent Samples technique was used using SPSS version 21.00. The test results are summarized in Table 3 as follows:

Table 3. Results of Independent Analysis of Kolmogorov Smirnov 2 Post-Test self-control in bullying prevention Experiment Group and Control Group

		Self Control
N		30
Normal Parameters ^b	Mean	161.87
	Std. Deviation	26.612
Most Extreme Differences	Absolute	.261
	Positive	.261
	Negative	-.252
Kolmogorov-Smirnov Z		1.429
Asymp. Sig. (2-tailed)		.034

Based on the data in table 3, it can be seen that Z is 1.429 by obtaining Asymp. Signature. (2-tailed) students' self-control in the experimental group and the control group was 0.034. According to these results, it can be stated that "there is a significant difference in students' self-control between the experimental and control groups."

The results of data analysis found that there was an increase in self-control in the experimental group after being treated for bullying behavior. This means that the treatment given has an effect on self-control, then the higher the self-control, the lower the bullying behavior after being given an experiment. According to Rua et al., (2017), self-control is an individual's ability to resist desires that are contrary to behavior that is in accordance with prevailing social norms. Students who have high self-control will be able to direct and regulate their behavior positively and consider the consequences that may be faced so as to avoid committing acts of violence against their friends at school. On the other hand, students who have low self-control are less able to direct and regulate their behavior positively and consider all the consequences that may be faced so that they cannot avoid committing acts of violence against their friends.

Self-control can make students aware of the dangerous consequences of their actions so that with this awareness students can control their behavior (Goleman et al., 2017). It is supported by the opinion of Sariçam et al., (2016), which states that students who have social skills can refrain from bullying behavior, because students are able to control themselves and are able to refuse bullying firmly. This means that the higher the student's self-control, the lower the bullying behavior and conversely the lower the student's self-control, the higher the bullying behavior. Gamble Blakey et al., (2019), also stated that one of the factors causing bullying behavior is a school situation that is not harmonious or discriminatory, students' indifference to bullying behavior, and inconsistent application of anti-bullying are conditions that foster bullying.

Furthermore, gestalt counseling can help to improve self-control in preventing bullying that occurs. The main purpose of applying Gestalt Counseling is to help clients to be able to control themselves and adjust to various kinds of challenges, new things, the reality they face must find their own way in life and accept personal responsibility so that individuals reach maturity. This goal implies that clients must achieve awareness of what they are feeling and doing and learn to take responsibility for their own feelings, thoughts and actions. Gestalt views human growth and development as a unique phenomenon, because basically humans have the ability or potential to solve problems by having a healthy mentality. This study aims to determine the implementation of the application of Gestalt Counseling to develop Self-Control Ability

Conclusion

The findings of this study support that the gestalt counseling approach can improve students' self-control in preventing bullying that occurs in schools. Good self-control abilities possessed by students will make the individual right in making decisions and regulating behavior as a student and determining the attitude to be taken.

Based on the results of the study, it can be concluded that gestalt counseling is effective in increasing self-control in preventing bullying. The results of the study in the experimental group and the control group showed that there was a significant increase in student self-control in the experimental group. Before

treatment, the experimental group and the control group had equal results in improving self-control, as indicated by the results of the pre-test scores of both groups. After being given treatment in the form of gestalt counseling to improve self-control in preventing bullying in the experimental group, students' self-control increased significantly.

Acknowledgement

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