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THE INFLUENCE OF GROUP GUIDANCE SERVICES WITH ASSERTIVITY CONTENT ON BULLYING BEHAVIOR IN CLASS X STUDENTS AT SMK NEGERI 3 PANYABUNGAN

Eka Nur Fitri*¹, Deliati²

Universitas Muhammadiyah Sumatera Utara

Email: enurfitri40@gmail.com

Corresponding Author's * Eka Nur Fitri

Abstract

This research aims to determine the effect of group tutoring services with assertive content on bullying behavior in class X students at SMK Negeri 3 Panyabungan. The type of research used in this research is experimental research by providing activities to the guidance of the experimental group. The researcher used 10 students as samples in this research. This research uses IBM SPSS Statistics 26. Based on the results of the t test, it can be seen that the significance level is 0.05 with a probability of $1-\alpha$ and degrees of freedom $dk = n-k = 10-1=9$, so from the t table we get $t = 2.262$. Thus $t_{count} > t_{table}$ ($10.713 > 2.262$) or $Sig .000 < 0.05$. Where the sig (2-tailed) value is smaller than 0.05 so it can be concluded that H_a is accepted and H_o is rejected. H_a was accepted because of the differences between the two tests.

Keywords: Bullying Behavior, Assertive Content, Group Guidance Services

INTRODUCTION

Education is the most important thing in human life, this means that every Indonesian has the right to get it and is expected to always develop in it. Education will never end, education in general means a life process in developing each individual to live and survive. According to the Law on the education system no. 20 of 2003, Education is "a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills needed by themselves and society".

For this reason, it is important for all parties, including family, community and government to participate and protect all forms and rights of children so that they can grow and develop well, and be free from all forms of discrimination and violence.

Children's rights are not just freedom from all forms of discrimination and violence, but education is also a child's right. This is in line with the Universal Declaration of Human Rights article 26 paragraph 1 "Everyone has the right to education. Basic education must be free and access can be enjoyed by all children in every country. In article 26 paragraph 2, education should be an effort to optimize and develop individual human beings to uphold respect for human rights and basic freedoms (Dalimunthe, 2017).

The implementation of this law certainly did not go smoothly. A person's weak emotions will have an impact on the occurrence of problems among teenagers for example, bullying is now appearing again in the media. Violence in schools is like an iceberg phenomenon that only shows a small part of the surface. It will continue to repeat itself, if it is not handled appropriately and continuously from the root of the problem and must be handled immediately by professional people, namely guidance counselors and counselors.

Bullying is a form of child violence carried out by peers against someone who is lower or weaker to gain certain benefits or satisfaction.

The phenomenon that occurs in the field, especially at SMK Negeri 3 Panyabungan related to bullying, is that many students are heard making fun of their friends by calling them fat and black. It is known that many "gang" groups appear in schools and carry out acts of bullying and bullying friends who are not in the same group. Many students do convey insults to friends who are considered ugly and have no friends. Students often mock the names of their friends' parents. Often disturbs friends who have difficulty socializing (introverts) in class. There are still many actions that are indicators of bullying behavior and have not received attention as a business."

Guidance counseling is a service at school to help students get information and solve problems that students need. With guidance and counseling students can overcome problems during adolescence. To make this happen, students can be given group guidance services to improve students' daily lives. Group guidance services are a group activity where the group leader provides information and directs discussions so that group members become more social to help group members to achieve common goals.

Considering the importance of overcoming bullying behavior among students, there needs to be a solution to overcome it, so that teaching staff must know the existence and impact of bullying behavior. In counseling services, there are many methods or techniques that can be used to help maximize these services. One of them is Assertiveness content. Assertiveness is the ability to express feelings directly, firmly, honestly and openly to oneself or to others without hurting the feelings of the other person. Thus, Assertiveness in bullying behavior can be learned and developed through training. The higher the student's assertive behavior, the lower the tendency to behave bullying, as well as victims of bullying, the lower the behavior assertive, the higher the tendency to become a victim of bullying. Assertiveness needs to be given to perpetrators and victims of bullying. Assertiveness is able to inhibit the negative effects of stress experienced by a person. Because someone who is Assertive is able to face unpleasant events successfully using effective strategies. Group assertive training will help perpetrators and victims of bullying to be able to show attitudes about and ignore behavior and not respond to bullying behavior aggressively or passively.

METHOD

This research was carried out at SMK Negeri 3 Panyabungan which is located on Jalan Bhayangkara No. 1 Lumban Pasir, Kec. Panyabungan, Kab. Mandailing Natal, Prov. North Sumatra. This activity will be carried out in the 2022/2023 academic year, which starts from January 2023 to completion. The population used in this research is class X students at SMK Negeri 3 Panyabungan for the 2022/2023 academic year with a total of 227 students. The research sample for conducting group guidance services using Assertiveness content took one sampling with 10 samples from class X TKJ 3, totaling 35 students. The sampling technique that the researcher used was a purposive sampling technique. According to Arikunto (2013: 184) that "purposive sampling is carried out by taking subjects not based on strata, random or regional but based on the existence of a certain objective.

RESULT AND DISCUSSION

1. Description of Research Results

Research that has been carried out at SMK Negeri 3 Panyabungan. The purpose of this research was to determine the effect of group guidance services with assertive content on bullying behavior.

Therefore, the data obtained are pre-test results relating to the Effect of Group Guidance Services Using Assertive Content on Bullying Behavior. The data taken in this study used 1 experimental group.

2. Instrument Test

1. Validity Test

Validity testing is a procedure to ensure whether the questionnaire that will be used to measure research variables is valid or not. A questionnaire can be said to be valid if the statement is able to express something that is measured by the questionnaire. Based on the 40 questionnaire grids calculated, there are:

Table 1 Instrument Validity Test Results for Variable Y Bullying

No	r hitung	r tabel (5% N=2)	Ket
1.	0,732	0,632	Valid
2.	0,756	0,632	Valid
3.	0,893	0,632	Valid
4.	0,770	0,632	Valid
5.	0,085	0,632	Not Valid
6.	0,770	0,632	Valid
7.	0,732	0,632	Valid
8.	0,732	0,632	Valid
9.	0,890	0,632	Valid
10.	0,390	0,632	Not Valid
11.	0,178	0,632	Not Valid
12.	0,756	0,632	Valid
13.	0,413	0,632	Not Valid

14.	0,890	0,632	Valid
15.	0,756	0,632	Valid
16	0,732	0,632	Valid
17	0,732	0,632	Valid
18	0,709	0,632	Valid
19	0,893	0,632	Valid
20	0,732	0,632	Valid
21	0,748	0,632	Valid
22	0,693	0,632	Valid
23	0,748	0,632	Valid
24	0,893	0,632	Valid
25	0,732	0,632	Valid
26	0,728	0,632	Valid
27	0,718	0,632	Valid
28	0,226	0,632	Not Valid
29	0,893	0,632	Valid
30	0,770	0,632	Valid
31	0,732	0,632	Valid
32	0,732	0,632	Valid
33	0,890	0,632	Valid
34	0,637	0,632	Not Valid
35	0,732	0,632	Valid
36	0,732	0,632	Valid
37	0,893	0,632	Valid
38	0,770	0,632	Valid

39	0,770	0,632	Valid
40	0,816	0,632	Valid

2. Reliability Test

Reliability testing aims to measure a questionnaire which is an indicator of a variable. A questionnaire is said to be reliable or reliable if a person's answers to statements are consistent or stable from time to time. Data reliability test carried out using the Cronch Alpha method, namely an instrument is said to be reliable if it has a reliability coefficient of 0.60 or more.

3. Research Data Pre-Test Data Results

The aim of measuring pre-test and post-test data is to find out whether or not group guidance using assertive content has an effect on bullying behavior in class X TKJ 3 students. The pre-test data obtained is as follows:

Table 2. Pre-Test Data Results

No	Score of Pre-Test		
	Initial Name Responden	Score	Category
1.	FA	182	Very High
2.	AJ	184	Very High
3	SA	181	Very High
4	RK	185	Very High
5	NA	160	High
6	DH	181	Very High
7	DA	146	High
8	GN	181	Very High
9	FH	163	High
10	FA	170	Very High
	Average	173,3	Very High

Based on the data in the table above regarding bullying used in class From the results of these measurements, the average pre-test result was categorized as a score of 173.3, which is categorized as very high.

Post-Test Data Results

After researchers provide services Group Guidance regarding Assertive Content to reduce bullying behavior in students. As for the post-test results can be seen as follows:

Table 3. Post-Test Data Results

No	Score of Post-test		
	Initial Name Responden	Score	Category
1.	FA	129	Medium
2.	AJ	132	Medium
3	SA	95	Low
4	RK	99	Low
5	NA	102	Low
6	DH	114	Medium
7	DA	99	Low
8	GN	94	Low
9	FH	94	Low
10	FA	128	Medium
	Average	108,6	Medium

Based on the data above from 10 respondents, the results of the post-test showed that the bullying behavior scores of 4 people were categorized as medium, while 6 people were categorized as low.

From the results of the post-test data obtained, the average behavior score results bullying of class X students at SMK Negeri 3 Panyabungan is 108.6 in the Medium category.

Table 4. Frequency distribution of variables related to Bullying behavior (post-test)

Category	Interval	Frekuensi	Persentase
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Very High	>168	-	-
High	167-135	-	-
Medium	134-103	4	40%
Low	102-71	6	60%
Very Low	< 70	-	-
Total		10	100%

Based on the frequency distribution table above from 10 respondents, the post-test results showed that 4 people's bullying behavior was categorized as medium with a percentage of 40% while 6 people were categorized as low. with a percentage of 60%.

Hypothesis test

Hypothesis testing is carried out using the T test formula using SPSS Statistics Version 26. Paired sample t-test is used to get the average results before and after the treatment (pre-test and post-test)

- 1 value < 0.05 . If the sig.05 indicates there is a significant difference then there is an influence of variable X and variable Y.
2. If the sig value > 0.05 indicates there is no significant difference, this indicates there is no influence of variable X and variable Y.

The takeaway from the t test is that if the sg (2-tailed) value is < 0.05 then H_a is accepted and H_o is rejected. The following are the results of the hypothesis test as follows: Based on SPSS output data, it is known that the Mean Pre-test value is 173.30. Meanwhile, the post-test mean value was 108.60. These results state that assertive content using group guidance services has an effect on reducing bullying behavior.

T-Test Test Results

Based on SPSS output data, it can be seen that the significance level is 0.05 with a probability of $1-\alpha$ and degrees of freedom $dk = n-k = 10-1=9$, so from the t table we get $t = 2.262$. Thus $t_{count} > t_{table}$ ($12.037 > 2.262$) or $Sig .000 < 0.05$. Where the sig (2-tailed) value is smaller than 0.05 so it can be concluded that H_a is accepted and H_o is rejected. H_a was accepted because of the differences between the two tests. There was a decrease in the post-test in the influence of Group Tutoring Services with Assertive Content on Bullying Behavior in class X students at SMK Negeri 3 Panyabungan for the 2022/2023 Academic Year.

Discussion and Results of Research Discussion The aim of the research is to determine the effect of group tutoring services with assertive content on bullying behavior among class students. X SMK Negeri 3 Panyabungan.

Research result

Quantitative which is measured using a questionnaire. Before the questionnaire was distributed to sample respondents, the researcher first carried out a validity test on the questionnaire. If there are invalid questionnaire items then these items cannot be used to measure respondents. Meanwhile, the researcher distributed valid questionnaires to respondents who had become samples in this research.

Group guidance services are a group activity in which the group leader provides information and directs discussions so that group members become more social to help group members to achieve common goals which can be used as material for consideration and decision making and the client's individual interests. In this case, the researcher's aim is to provide group guidance services to students regarding bullying behavior so that students can change it behavior in accordance with the needs he experiences. Students conduct themselves in a more positive direction towards relationships and are able to prevent unwanted behavior.

To find out the results of this research, researchers distributed research instruments with (X), namely Group Guidance Services with Assertiveness Content and (Y) Bullying Behavior.

From the analysis of the results of the data that has been collected through the pre-test and post-test, there is a significant effect of using group guidance services using Assertive Content on bullying behavior in class <0.05 , there is a difference which shows that there is a significant influence between variable X and variable Y on the implementation of Group Guidance Services using Assertive Content on Bullying Behavior in students at SMK Negeri 3 Panyabungan

CONCLUSION

Based on research conducted in the implementation of this group guidance service, students can understand what is meant by bullying behavior and understand several indicators that indicate the ability to reduce bullying behavior in each individual, and they also know what to do if they are in a situation and conditions they have not experienced before.

This service activity is supported by Assertiveness Content entitled helping students to reduce bullying behavior. And to get the results before (pre-test) and after (post-test) using an instrument in the form of a questionnaire. Group Guidance provides an atmosphere of dynamic discussion and mutual respect each other, giving each other advice, maintaining confidentiality and solving problems together in one group.

1. Before implementing the group guidance service using assertiveness content with a frequency above that of 10 respondents, the results obtained from the pre-test value of bullying behavior were 7 people who were categorized as very high with a percentage of 70%, 3 people were categorized as high with a percentage of 30%.
2. After the implementation of group guidance services using assertive content, there was a significant increase in bullying behavior, without realizing that they actually had bullying behavior scores with a frequency of more than 10 respondents, so the post-test results showed that 4 people's bullying behavior was categorized as moderate with a percentage 40% while 6 people are categorized as low with a percentage of 60%. So after being given group guidance services there were changes.
3. With the results of the t test, it can be seen that the significance level is 0.05 with a probability of $1-\alpha$ and the degrees of freedom $dk = n-k = 10-1=9$, so from the t table we get $t = 2.262$. Thus $t_{count} > t_{table}$ ($12,037 > 2.262$) or $Sig .000 < 0.05$. Where the sig (2-tailed) value is smaller than 0.05 so it can be concluded that H_a is accepted and H_o is rejected. H_a was accepted because of the differences between the two tests. There was a decrease in the post-test in the influence of group guidance services with assertive content on bullying behavior in class X students at SMK Negeri 3 Panyabungan

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