



## THE EFFECTIVENESS OF VALUES CLARIFICATION GROUP COUNSELING TO MINIMIZE STUDENT BULLYING BEHAVIOR IN SCHOOLS

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### Abstract

The purpose of this study was to emphasize the effect of values clarification group counseling in minimizing bullying behavior by students at school. This study used a one group pretest-posttest control design experimental approach. The subjects in this study were 12 students of SMA Negeri 3 Mataram, Indonesia. Data were collected using the European Bullying Intervention Project Questionnaire (BIPQ) which was adapted according to the characteristics of the research subjects. Data analysis used one way ANOVA statistic. The research results show that values clarification group counseling is effective in minimizing student bullying behavior. The changes that occur in students after receiving treatment are that students become more able to respect their friends, have a high attitude of respect, and care more about the environment around them.

**Keywords:** Group counseling, values clarification, bullying

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### Introduction

Violence in education is a fact that often occurs in schools (Carney & Merrell, 2001). Another form of violence that often occurs but rarely appears on the surface but can have a serious impact is bullying behavior. In this case, bullying can be said as aggressive behavior that is carried out repeatedly to annoy others who are weaker both physically and mentally (Rigby, 2003). Bullying can be in the form of acts of physical violence such as slapping, hitting, abusing, and injuring other people. Furthermore, bullying can also be in the form of verbal violence such as mocking and cursing (Smith et al., 2008). In addition, bullying can also attack a person's psyche such as bullying, threatening, intimidating and isolating behavior (Lagerspetz et al., 1982).

Bullying can occur in environments that have social interactions such as in schools, colleges, workplaces, cyberspace, and community environments (Smith et al., 2008). But now what often happens is bullying behavior in schools. Bullying behavior at school has long been suggested by Smith & Brain (2000) where there is a lot of violence against students which results in depression to the point of wanting to commit suicide. Bullying that often occurs in schools can have very serious effects both in the short and long term for the victims. In the short term, bullying behavior can cause individuals to feel uncomfortable, afraid to go to school, feel isolated, have low self-esteem, become depressed, and even become stressed to the point of wanting to commit suicide. Meanwhile, the long-term impact is that individuals experience emotional and behavioral problems.

Smith, (2015) describes bullying as negative behavior that results in a person being uncomfortable or injured and usually occurs repeatedly. According to Wolke et al., (2013) bullying will always involve an imbalance of power, intent to injure, threats of further aggression, and terror. Bullying that is rampant in students can be motivated by internal and external factors. The internal factors can be temperamental and psychological states to perform acts of aggression (Carney & Merrell, 2001). In this case, individuals who commit acts of bullying will be impulsive, have low self-regulation, do not empathize with others, have low social skills and are immoral (Menesini et al., 2013). Furthermore, external factors that can lead to bullying are the result of wrong parenting (Lereya et al., 2013). It includes how parents abuse them and parenting with low control. In addition, there is influence from peers who behave aggressively, so that it can indirectly have implications for cannot behave socially, such as bullying. Based on this explanation, it can be said that the social environment is the main factor that underlies individuals in committing acts of violence.

The impact of bullying behavior is not only on the victim, but also on the bully himself (Skrzypiec et al., 2012). As previously mentioned, bullies have minimal empathy intensity in the phenomenon of social interaction so that it can impact their mental health, especially when they experience excessive emotional symptoms. In addition, the impact is that they are often socially isolated, do not have close friends or friends, and do not have good relationships with parents. Furthermore, victims of bullying who experience physical and verbal violence can be traumatic factors in the short and long term. The trauma experienced in this case can affect the individual's ability to adjust to the school environment. In fact, research conducted by Cornell et al., (2013) found that bullying is a predictor for the level of academic achievement and dropout of high school students. Bullying behavior can also have an impact on the victim's low level of social relations, mental and physical health, and economic problems (Navarro et al., 2015).

Based on the research results of Wolke et al., (2013) found that bullying has an impact on health capacity, illegal behavior, economy, and social relations. In terms of psychological health, victims will experience anxiety disorders, depressive disorders, and antisocial personality disorders (Angold et al., 2012). As for social relationships, it focuses on violent behavior in social relationships, including: unromantic relationships, bad relationships with parents, friends and confidants, and experiencing problems in friendship and maintaining friends.

The phenomenon of bullying in this case should not be seen from the perspective of the individual perpetrator and victim but rather focuses on the social aspects that underlie this phenomenon (Carney & Merrell, 2001). Bullying can be said as a psychosocial problem that is described as an act of individual aggression, victimization, social violence, and dysfunctional in group dynamics (Ortega-Ruiz et al., 2016). Based on the results of previous research conducted by Casas et al., (2013) revealed that bullying behavior is heavily influenced by someone's low empathy. Low empathy in individuals results in a person being indifferent to the circumstances and feelings of other people. Thus, it can be said that low empathy is a form of interaction and a social phenomenon that can influence individuals to be able to behave in bullying.

The problem of bullying that occurs in schools today is experienced by many students and should get more attention because it is an enforcement of democratic values (Smith, 2015; Smith & Brain, 2000). According to Álvarez-Marín et al., (2022) the forms of bullying behavior that occur in schools with urban and rural locations are not much different, namely both experiencing acts of violence against physical, verbal, and psychological violence. Furthermore, the problem of bullying does not only occur in Indonesia but has occurred in many other countries such as America, Finland, England, Italy, Ireland, Japan and Spain which have the best management of education (Lagerspetz

et al., 1982; Navarro et al., 2015). Apart from that, the results of previous research also show that the frequency of bullying behavior carried out by students at school is getting higher (Li, 2008; Smith et al., 2008). Meanwhile, the results of research conducted by Wei & Jonson-Reid (2011) show the relevance of bullying behavior where bullying behavior often occurs in the context of friendly relations. Mishna et al., (2008) revealed that most students report that they have been bullied by classmates and people they know. This problem illustrates that bullying behavior that occurs in schools is very disturbing to students and requires proper handling so that it can be minimized as quickly as possible.

As for looking at the results of previous research conducted by Casas et al., (2013) where bullying behavior occurs because individuals who have low empathy, an alternative solution that is considered appropriate to overcome this problem is to try applying a values clarification counseling approach to increase the empathy of these low students so that they become higher. Furthermore, values clarification counseling is considered appropriate because the results of previous research conducted by Gunawan et al., (2019) also revealed that values clarification counseling can effectively increase students' empathy. The values clarification approach is said to be a concept of modern thinking that has a theoretical basis from humanistic psychology which considers humans as active individuals and has the capacity to evaluate their own behavior as a result of environmental and cultural influences (Krischenbaum, 2013). Values clarification is said to be a moral education method that can teach empathy and other moral values as well as ethical principles Kirschenbaum (2000). In this case, the application of values clarification counseling is intended for students who bully their friends at school so that they can explore moral values within themselves to determine goals, directions and priorities for action in order to achieve the expected positive goals.

This research uses a values clarification approach, which is very suitable for improving moral values and character. This approach is a derivative of the humanistic psychology approach but is very rarely applied by guidance and counseling teachers in schools, especially in Indonesia. From the large amount of international literature on the application of values clarification, it is widely applied in health sciences and very minimally applied in the world of education, especially guidance and counseling. Strictly speaking, this study applies a values clarification approach in group counseling to minimize bullying behavior by students at school due to their low empathy for others. This research is expected to reinforce the contribution of values clarification in its application in the world of education, especially in the field of guidance and counseling in schools.

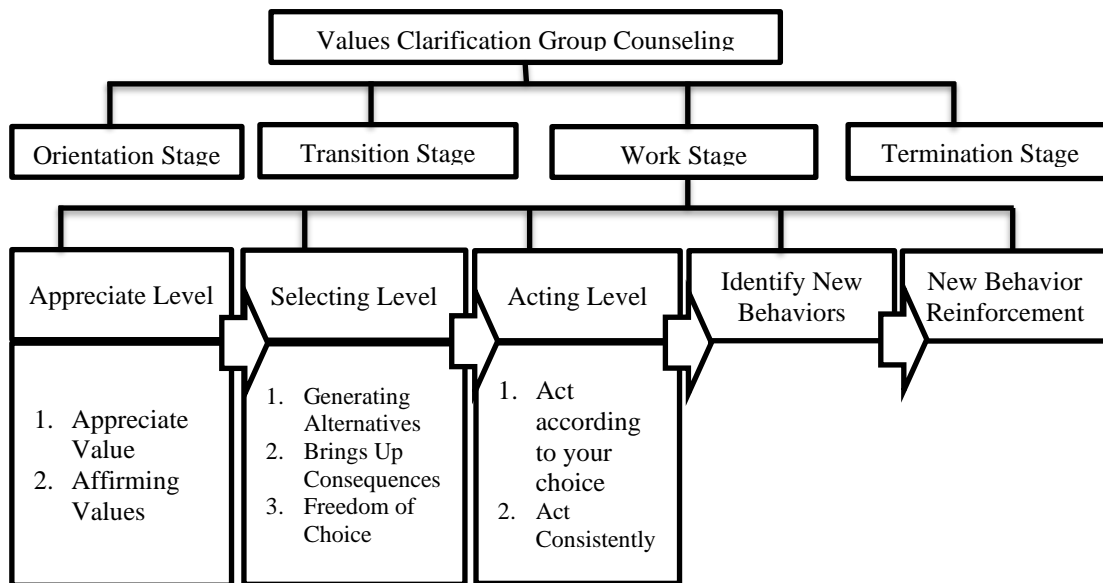
## Method

This study used a one group pretest-posttest control design experimental approach. In this study, 12 students participated consisting of 6 male students and 6 female students. Participants in this study were students at SMA Negeri 3 Mataram, Indonesia, who belonged to the lower middle class and lived in the city of Mataram, and were indicated to have bullied their friends at school. The instrument used in this study was the European Bullying Intervention Project Questionnaire (EBIPQ) developed by (Ortega-Ruiz et al., 2016). This questionnaire has 14 statement items, of which 7 items describe aspects related to victimization and 7 items relate to aggression. For both dimensions, the statement items referred to actions such as hitting, insulting, threatening, stealing, swearing, excluding or spreading rumours. All items have a Likert-type design, with scores ranging from 1 to 5, where 1 means never and 5 always. The results of the reliability test of the instrument obtained Alpha Cronbach coefficient of 0.87.

This research was conducted on students of class X, XI and XII at SMA Negeri 3 Mataram, Indonesia, as many as 100 people were given the opportunity to fill out the pre-

test instrument. From the results of the pre-test assessment, students with a high level of bullying behavior were taken according to the criteria determined by the researcher and 12 people were selected to be research subjects using the random assignment technique. The research subjects who were selected to be the experimental group were given values clarification group counseling interventions for eight sessions. Meanwhile, the subjects in the control group were given an intervention in the form of information services for eight sessions. Each session of group counseling conducted was given a duration of 90 minutes. After the intervention was completed for both groups, a post-test assessment was then carried out to see the changes that occurred. Furthermore, the data obtained from the assessment results were analyzed using one way ANOVA to see the decrease in the intensity of bullying behavior in students. To be clearer, the crystallization of the values clarification group counseling process is visualized in Figure 1.

**Figure 1. Values Clarification Group Counseling Application Flow**



### Result and Discussion

The data collected in this study is related to the level of bullying behavior of students at SMA Negeri 3 Mataram, Indonesia. The data were obtained from students in grades X, XI, and XII through the distribution of the adoption instrument from the European Bullying Intervention Project Questionnaire (EBIPQ) which had been adapted to the needs in the field. Furthermore, there were 100 students who participated in this study. Based on the results of filling out the questionnaire from all students, data were obtained in the form of the level of student bullying behavior that was included in the high, medium and low categories according to the criteria that had been made before. The presentation of data from the results of the distribution of the pre-test questionnaire is set out in table 1.

**Table 1. Pre-Test Measurement Results**

No	Participant	Category						Sum
		High 52 – 70		Moderate 33 – 51		Low 14 – 32		
		F	%	F	%	F	%	
1	Class X	9	26.47 %	13	38.23 %	12	35.29 %	34
2	Class XI	5	15.15 %	14	42.42 %	14	42.42 %	33
3	Class XII	5	15.15 %	20	60.60 %	8	24.24 %	33
Sum		19	19.00 %	47	47.00 %	34	34.00 %	100

From the table above, it can be seen that students who have a level of bullying behavior in the "High" category in the classification having an interval of 52 - 70 were 19 students or 19.00%. As for those who have a level of bullying behavior in the "Moderate" category in the classification having an interval of 33 - 51 are as many as 47 students or 47.00%. Furthermore, those with a level of bullying behavior in the "Low" category in the classification having an interval of 14-32 were 34 students or 34.00%. Based on the sampling technique used, then from 19 students who belong to the criteria for having high bullying behavior, 12 students are selected randomly using lottery. The samples to be used in this study were 6 male students and 6 female students, who were further divided into two groups and given intervention in the form of group counseling values clarification for the experimental group and information services for the control group.

The names of students in this research group are written in table 2 and table 3, with their initials so that they are not known by others and their good name is maintained.

**Table 2. Experimental Group Pre-Test Results**

No	Initials	Pre-Test	Category
1	AG	58	High
2	MB	59	High
3	MG	58	High
4	IA	58	High
5	RT	57	High
6	SR	57	High

**Table 3. Control Group Pre-Test Results**

No	Initials	Pre-Test	Category
1	BA	58	High
2	J	58	High
3	KM	58	High
4	NA	57	High
5	S	57	High
6	ZR	57	High

After the experimental group was given an intervention in the form of values clarification group counseling and the control group was provided with information services, the next thing the researcher did was to conduct a post-test assessment. The purpose of conducting a post-test assessment is to determine changes in the level of student bullying behavior after being given an intervention. The post-test data collection was carried out using the same instrument when conducting the pre-test assessment. In the following, the post-test assessment results from each group are presented in Tables 4 and 5.

**Table 4. Experimental Group Prost-Test Results**

No	Initials	Post-Test	Category
1	AG	49	Moderate
2	MB	48	Moderate
3	MG	48	Moderate
4	IA	45	Moderate
5	RT	47	Moderate
6	SR	45	Moderate

**Table 5. Control Group Post-Test Results**

No	Initials	Post-Test	Category
1	BA	56	High
2	J	58	High
3	KM	56	High
4	NA	55	High
5	S	56	High
6	ZR	57	High

From the results of the post-test assessment above, it can be seen that there is a change in the score indicating a decrease in the level of bullying behavior in the experimental group research subjects from the "High" category with an interval of 52 - 70 to the "Moderate" category with an interval of 33 - 51. While for the control group there was no change, which was still in the "High" category with an interval of 52 - 70. After carrying out a series of assessments, the next thing the researcher did was to find the mean and standard deviation of the results of the pre-test and post-test assessments in each research group. Furthermore, the assessment results that have been obtained are rearranged for each group in tables 6 and 7.

**Table 6. Experiment Group Mean Results**

No	Initial	Pre-Test	Category	Post-Test	Category
1	AG	58	High	49	Moderate
2	MB	59	High	48	Moderate
3	MG	58	High	48	Moderate
4	IA	58	High	45	Moderate
5	RT	57	High	47	Moderate
6	SR	57	High	45	Moderate
	Skor	347		282	
	Mean	57.83		47.00	
	SD	0.75		1.67	

From the presentation of the data above, it shows the results of the pre-test ( $M = 57.83$ ,  $SD = 0.75$ ), post-test ( $M = 47.00$ ,  $SD = 1.67$ ).

**Table 7. Control Group Mean Results**

No	Initial	Pre-test	Category	Post-test	Category
1	BA	58	High	56	High
2	J	58	High	58	High
3	KM	58	High	56	High
4	NA	57	High	55	High
5	S	57	High	56	High
6	ZR	57	High	57	High
	Skor	345		338	
	Mean	57.50		56.33	
	SD	0.54		1.03	

From the presentation of the data above, it shows the results of the pre-test ( $M = 57.50$ ,  $SD = 0.54$ ), post-test ( $M = 56.33$ ,  $SD = 1.03$ ). Furthermore, to find out the results of the main effects and interaction effects of each group, it can be seen from the results of the one-way ANOVA statistical test. The results of comparing the pre-test assessment in the experimental group using the t-independent test showed that the experimental group and the control group had no significant difference in the level of bullying behavior ( $t(10) = 0.87$ ,  $p > 0.05$ ). In table 8, descriptive characteristics of bullying behavior variables are presented.

**Table 8. Descriptive Characteristics of Bullying Variables in the Research Group**

Group	Pre-Test (T1)		Post-Test (T2)	
	M	SD	M	SD
Experiment	57.83	0.73	47.00	1.67
Control	57.50	0.54	56.33	1.03
$M_{time}$	57.67	0.65	51.67	5.05

$F(1,10) = 135.17$ ,  $p < 0.01$

Based on the results of the one-way ANOVA test, the main effect value of time on reducing bullying behavior in the experimental group showed a significant effect ( $F(1,10) = 135.17$ ,  $p < 0.01$ ). The effect of time at the measurement showed a decrease in bullying behavior in the experimental group T1 ( $M = 57.83$ ,  $SD = 0.73$ ) and T2 ( $M = 47.00$ ,  $SD = 1.67$ ).

This study investigates the effectiveness of value clarification group counseling in minimizing student bullying behavior. As for the results of the analysis of the data obtained, it can be concluded that group counseling values clarification is effective in minimizing student bullying behavior. The results of this study strengthen previous research which revealed that values clarification counseling is effective in its application (Gunawan et al., 2019; Kirschenbaum, 2000).

According to Rath (1963) as the main pioneer of the values clarification approach reveals that this approach is the answer to understanding the clear difference between emotional needs and value needs (Kirschenbaum, 2013). Furthermore, emotional needs are categorized as needs for belonging, achievement, economic security, freedom from fear, love and affection, freedom from intense feelings of guilt, self-esteem and understanding of one's world (Witteman et al., 2016). Meanwhile, when this need is not met, the individual will show various emotional behaviors such as being aggressive, disobedient and showing manifestations of psychosomatic symptoms.

Meanwhile, the need for value is considered as something important and inseparable in life because it is influenced by the existence of bonds, feelings, and values (Mickleburgh, 1992). Meanwhile, if the value needs are not met, according to Kirschenbaum (2013) it can make the individual to be apathetic (lack of interest or enthusiasm for life activities), careless (not fixed in his stance, his goals are always

changing and uncommitted), over dissenting (tends to take a different position, not wanting to go out of principle, but only to be different) and poor decision-making (choices and decisions made are not self-satisfying but instead harmful to others).

It is for this reason that values clarification was applied in this study to become an important part of counseling and psychotherapy. As for values clarification group counseling in this study views values as a form of individual belief in good deeds. Furthermore, the values clarification group counseling in this study is applied based on the prevailing values because in its implementation it is obedient to the ethics of the counseling profession where the counselor does not impose his values on the counselee. As in this context, the counselor respects the counselee's autonomy and encourages the counselee to make free choices that are consistent with the values that develop from the counselee himself. Furthermore, in the values clarification counseling process, the counselor is committed to value neutrality so as to provide opportunities for the counselee to be able to explore his potential to the fullest.

In addition, values clarification group counseling is effective in its application because it places more emphasis on self-actualization which can be seen as an understanding of oneself and the environment in accordance with the counselee's moral values. Specifically in this study, value clarification group counseling focuses on life goals to assist individuals in thinking about goals, directions and priorities in order to realize or achieve the expected goals (Kirschenbaum, 2000). In this study, values clarification is used as a tool that can serve to clarify questions, clarify interviews, and explain strategies that can play an important and useful role in helping counsees to improve personal relationships, awareness of moral values, character education and addressing other areas of social development and emotional.

Bullying in this discussion is considered a destructive relationship problem where children who bully are learning to use force and aggression to control and trouble others. Most studies on bullying have been conducted in schools, and have focused on forms of bullying behavior among children and adolescents (Craig, Pepler & Blais, 2007; Farrington, 2009). Meanwhile, after being given treatment using values clarification group counseling, the counselee becomes more careful, able to communicate needs and desires accurately, and able to listen to other people more sensitively. The most important change that occurs in clients is that they can learn to express their feelings in a way that is not aggressive or destructive and can respect and appreciate differences.

## **Conclusion**

Based on the research results that have been obtained, it can be concluded that values clarification group counseling is effective in minimizing student bullying behavior at SMA Negeri 3 Mataram, Indonesia. Meanwhile, in this study, values clarification group counseling uses counseling stages that are adapted to research needs in the field. The stages in the values clarification group counseling are (1) the level of respect where the counselee can become more aware of his value so that he can clarify what his priorities are; (2) The degree of choosing where the counselor tries to help the counselee to broaden their horizons by using their imagination to generate new ideas in making choices that feel like their own; and (3) the level of action where the counselee can consider his values and consistently apply the values he has chosen in his daily life. This research is limited only to minimize bullying behavior in students by using value clarification group counseling. For future researchers, it is hoped that they can conduct research related to bullying behavior that is carried out virtually or better known as cyberbullying. In addition, in this study the research subjects were only limited to high school students in one school and it is hoped that future researchers will be able to conduct research with a wider scope.



Meanwhile, future researchers are expected to be able to use individual counseling with a values clarification approach that emphasizes one specific technique.

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### Author Contributions Statement

The Author Contribution Statement is as follows: IMSG served as the person who developed the main idea in this research and contributed fully to the experimental process carried out. SS served as the person who developed the instrument and language translator. RZ is the person in charge of carrying out data analysis. IM is a person whose job is to collect supporting reference sources.

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