

## COUNSELLING COGNITIVE BEHAVIOR THERAPY IN INCREASING SELF-CONTROL WITH INTENSIVE BULLYING BEHAVIOUR

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### Abstract

Bullying has long been an obstacle in how schools operate. Bullying as a phrase describes a variety of ways in which someone uses strength or power to hurt somebody else, leaving the victim feeling hopeless, traumatized, and unhappy. The goal of the study was to determine the effectiveness of cognitive behavior therapy counseling to increase self-control in students who have a tendency of bullying behavior. This study used a pretest and multiple posttest design. Seven children were used as the study's subjects. Purposive sampling was utilized for the sample elimination. Questionnaires on self-control and bullying were used to collect data. Statistical analysis of data using the repeated measures anova test. The findings demonstrated that cognitive behavior therapy counseling was contributing to improve self-control within individuals who had shown a tendency towards bullying behavior.

**Keywords:** cognitive behavior therapy, self control

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### Introduction

Phenomenon of bullying has long been part of the school dynamics. The term bullying itself has meaning to cover various forms of use of power or power to hurt others so that the victim feels depressed, traumatized and helpless. Bullying behavior is defined as aggressive acts committed repeatedly by someone or a group of people due to an imbalance of power between the parties involved (Smith, 2014). Bullying can form a personality that puts a student on a journey and a dark life experience, while they as victims of bullying often experience fear for school and become mistrustful, feel uncomfortable and unhappy (Ahmad, 2019).

Bullying is negative behavior that results in someone being uncomfortable and injured. It usually occurs repeatedly at age levels, but its peak is in late childhood to mid-adolescence, i.e. at the age of 9-15 years and begins to decrease after this peak period (Hertz D & Wright, 2013). There's a lot of bullying going on around the school (Febriana, 2016). Like beating, persecution and oppression. The data shows that bullying happens in schools (Irel, 2017). This is supported by the results of a study by Markkanen, Valimma & Kannas (2021) showing that in his research there were students in the younger group of 13 years of age more often bullied than students in older age group of 15 years and in young age group students there were differences in the frequency of bullying between their sexes.

Behavioral bullying can be physical bullyings, e.g. beating, pushing, kicking; verbal bullies, for example, joking, seducing, threatening; social/relational bullies, for instance, spreading rumors, prohibiting other people or something from entering a place or doing something; cyberbullying e. g. text messages, pictures, video clips, and telephone calls (Chrysan dkk, 2020). The results of Visty's study (2021) show that the impact of bullying

on victim behavior causes the victim to be frightened and to withdraw from the social environment, and the student who becomes a victim fights by bullying back the students who bully him. The impact of bullying on the perpetrator is the emergence of feelings of guilt and regret in the performer.

Bullying behavior is influenced by several factors, one of which is due to low self-control (Taufik, 2014). Salmi, dkk (2018) says bullying behavior is influenced by self-control, if the student is able to control himself then the student's bullied behaviors will tend to be low. Self-control is an attempt to exclude or inhibit an automatic reaction, habit, or behavior brought from childhood, urges, emotions, or desires that may impede the achievement of a purpose. This self-control is done genuinely, including by changing thoughts, feelings, or actions for the achievement of great and long-term goals (Ramdhani, 2018). Self-control is about how the individual controls emotions and impulses from within (Gufon & Risnawita, 2016).

Wicaksana (2017) stated that individuals with low self-control triggered acts of bullying. Individuals with low self-control can be emotionally overwhelmed and frustrated, which leads to an abnormal behavior that can be harmful to themselves or others (Sulistyo, 2016). It was supported by Moon & Alarid (2015), finding that adolescents who have low self-control tend to commit physical and psychological bullying as well as other factors such as a poor school environment, and a lack of parental supervision can also trigger someone to commit bullies.

A teenager who's in the gym district must be far from their parents' supervision. The weakness of control when they stayed in the hostel caused bullying to happen and had become an agenda down the row, where senior bullied their junior. In Symbolon's (2012) study of bullying behavior among schoolchildren, it was revealed that usually the senior who committed this bully is the one who was once the victim of the bully, so it was followed by the element of revenge.

Bullying is the most common form of physical or verbal violence (kicking, jewering, beating with or without a tool) in a gymnasium. (mengejek, mengolok-olok, memarahi tanpa sebab). Those who have been victims of this bullying are not uncommonly frightened or excessively anxious because of weak self-control when faced with the same situation as when they were treated unpleasantly. This negative self-evaluation leads to the formation of negative thoughts because a person is unable to think logically, anxious when interacting with others, decreased concentration, easily distracted attention and can cause anxiety which can lead to restless behavior. Behaviors associated with low self-esteem include reduced productivity, withdrawal, pessimism, even self-harm, others and other destructive behaviors (Stuart & Sundeen, 2013).

Borba (2008) explains that self-control is the control of the mind and the action to be able to withstand impulses from within and from outside so that you can act properly. Gufon & Risnawati (2010) defines self-control as the ability to formulate, guide, regulate and direct behavioral forms that can lead individuals towards positive consequences. Self-control develops basically as a person ages. The older individuals are expected to have better self-control than adolescents and children.

One alternative used to increase self-control with behavioral tendencies of bullying uses cognitive behavior therapy counseling. The cognitive behaviour therapy approach helps individuals to rebuild their mindset (perspective, assumption and belief), test their mindsets, decide what is beneficial and what is not beneficial to the individual. Cognitive behavior therapy also shows individuals how to develop the ability to see things from different angles (Wilding, 2013). Changing individual minds and behaviors through cognitive behavior therapy is expected to enable the counselor to make decisions and self-enforcement without relying on others, as well as to regulate himself to be even better. The primary purpose of cognitive behavior therapy is to generate a more adaptive

response to a situation by adjusting the cognitive processes that exist in the individual and performing behavioral modifications (Habsy, 2017)

Counselling cognitive behavior therapy in some studies can be used to improve self-control with tendencies to bullying behaviors. Counselling cognitive behavior therapy in improving self-control has proven effective. Research results show that counselling group cognitive behavior therapy has a significant influence on student self-control (Hardi, dkk., 2019; Yulia, C. (2021). Cognitive behavior therapy counseling emphasizes the importance of cognitive role in what we do. Both influence one another when one thinks then they do, and when they do then they think. In everyday life the individual in behavior and action needs to control himself well, then the individual must have self-control.

Counselling cognitive behavior therapy in reducing bullying behaviors has proven effective. The results of research show that there is an improvement in self-esteem especially in cognitive and behavioral aspects after being given the action of cognitive behavior therapy (Salsabilab & Fitriyani, 2020; Sari & Maryuni, 2019). Cognitive behavior therapy will give effect to increase self-control in various situations, so children who often set positive thinking then self-controlled behaviors will be well formed, both in real life and in the learning process.

Research instead linked self-control to bullying tendencies showed ineffectiveness. Iswan & Royanto (2019) tested the effectiveness of anti-bullying training programmes in elementary school students who were bullying perpetrators. Research results show that the influence of intervention has not been shown to be effective in reducing bullying behavior. Hanifa, A & Indianti, W, (2018) tested a self-control and empathy training program that can decrease bullying behavior.

Looking at the results of several studies related to self-control with inconsistent tendencies to bullying behavior, then the rest of this research is expected to emphasize the impact and contribution of cognitive behaviour therapy counselling to enhance self-control with the tendencies of bullied behaviors in the center

## Method

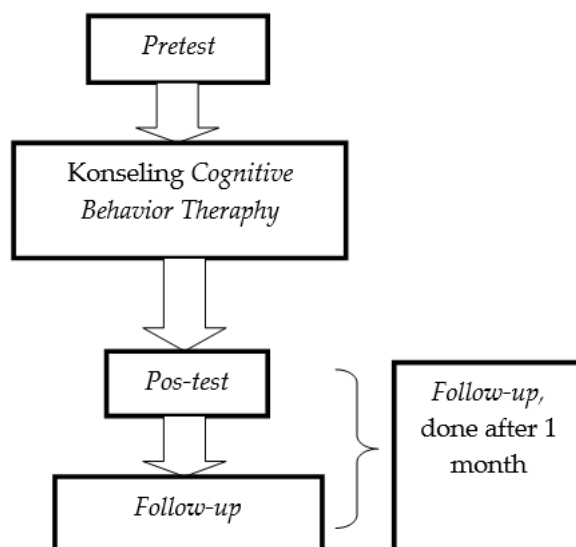
This research uses strong methods with the type of experimental research. Quantitative research is a method of research based positivistic (concrete data), research data of numbers to be measured using statistics as a test tool of calculation, related to the problem being studied to produce a conclusion (Sugiyono, 2015). Experimental research is a way to find a causal relationship between two factors intentionally caused by the researcher by eliminating or reducing or alienating other interfering factors (Arikunto, 2010). Research using pretest and multiple posttest design. The research was carried out on the NWDI Perian 7th grade MTs of 35 people who were given the opportunity to fill in pre-test instruments. From the pre-test results, students with low levels of self-control were taken according to criteria already defined by the researchers using purposive sampling techniques.

Purposive sampling is a technique of sample-taking data sources with specific consideration. (Arifin, 2012). As for the selected research subjects, there are seven centri. After the intervention of cognitive behavior therapy counseling is completed, a post-test is carried out to see the improvement in self-control that occurs in the centri. Further follow-up is given after 1 month The instruments used in this study are self-control and bullying. The self-controlled angket in adapted from De Ridder dkk., (2012) has a reliability rate of 0.75 and the adapted bullied anglet from Davidson, Lickona, & Khmelkov (2004) has a trust rate of 0,73 included in the high category. With alpha cronbach from 0.60 to 0.799, the scale of the research used is considered to have a high reliability (Purwanto, 2020).

The adaptation procedure refers to the process of language and cultural adaptation of the measuring instrument proposed by Beaton, dkk., (2000). In this regard, the data obtained from the assessment results are analyzed using repeated measures ANAVA. ognitive behavior therapy counselling activities are presented in table 1 and the stage of research is visualized in figure 1.

**Table 1.** Cognitive Behavior Therapy Counselling Activities

Stage	Activity
<b>Orientation</b>	Counsellor explained the purpose, performed ice breaking, made acquaintance with other members of the group and filled in a sheet of readiness to follow counselling cognitive behavior therapy techniques cognitive restructuring
<b>Transition</b>	Counselor explains the patterns of activity, formulates a goal, introduces a cognitive model to recognize the anxiety faced.
<b>Activity (Behavior Identification)</b>	Counsellor directs the group members to stay focused, educating the group to be able to identify misadaptative thoughts and beliefs using ABC theory
<b>Activity (Cognitive Behavior Theraphy)</b>	Counselor helps the clients to focus attention on attempts to identify and change negative thoughts or self-statements and distorted counsel's beliefs.
<b>Activity (New Behavior Enhancement)</b>	Counsellor invited the group members to get used to rational thinking and practicing real new behaviors after the counselling program and anticipating possible obstacles. discussing homework and instructing group members to make sure what they choose is a good value
<b>Termination</b>	Counsellor and group members evaluate what they have learned during the counselling activities of rational emotive behavior therapy and ask the group members to deliver messages and impressions closed with joint prayer.



**Figure 1.** Diagram of Research Procedures

## Result and Discussion

Cognitive behavior therapy counselling interventions to enhance self-control with tendencies to bullying behaviors in the center against subjects that have been linked as experimental groups are carried out by researchers who act as counsellors. After the intervention, a posttest is given to determine the extent to which the level of self-control in the center with the tendency to bullying behavior follow-up is given after 1 month. Comparison of the pretest, posttest and follow up on the experimental group is presented in table 2

**Table 2.** Pre-Test And Post-Test Results, Follow-Up Of Self-Control At The Center With Tendencies To Bullying Behavior

Participants	Pre-test	Category	Post-test	Category	Follow-up	Category
MNM	20	Medium	30	High	35	High
ROQ	21	Medium	30	High	36	High
WS	20	Medium	31	High	37	High
AA	21	Medium	32	High	35	High
KGW	17	Medium	33	High	36	High
LNAY	16	Medium	35	High	36	High
LMA	15	Medium	35	High	35	High

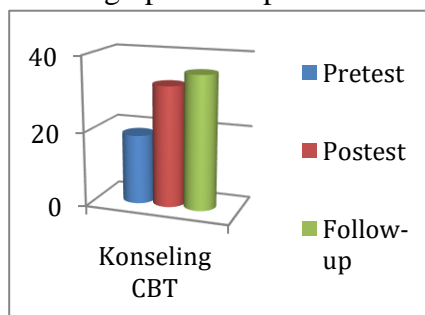
By using the results of categorization on pre-test data known to belong to the medium, the data post-test belonged to the highest category and the follow-up belongs to the higher category. In this study, data obtained through self-control lift results with tendencies to bullying behavior were analyzed using the formula statistic repeated measures ANAVA assisted SPSS version 21. Before doing the hypothesis test the first thing to do is to do the normality test using the kolmogorov-smirnov test. For more clarity, the results of the pre-test, post-test and follow-up normality tests will be presented in Table 3.

**Table 3.** Pre-Test, Post-Test And Follow-Up Normality Test Table

		Pretest	Postest	Followup
Normal Parameters <sup>a,b</sup>	Mean	.0000	.0000	.0000
	Std. Deviation	1.00000	1.00000	1.00000
Asymp. Sig. (2-tailed)		.084 <sup>c</sup>	.200 <sup>c,d</sup>	.182 <sup>c</sup>

a. Test distribution is Normal.

Based on the results of the normality test then can be seen at the time of pre-test significance 0.08, post-test with significance 0.200 and follow-up significance value 0.18 then obtained data from the Kolomogrov-smirnov test normally distributed because of the value  $p > 0.05$ . After performing the normality test then the next thing to do is perform the hypothesis test that is visualized in graph 1 and presented in table 4.



**Graph 1.** Increased Self-Control With Bullying Tendencies

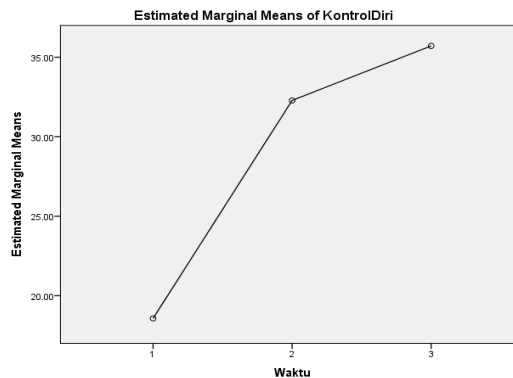
**Tabel 4.** Test of Within-Subjects Effects

Parameter	<i>Cognitive Behavior Therapy</i>				Sig
	<i>Pretest (T<sub>1</sub>)</i>	<i>Posttest (T<sub>2</sub>)</i>	<i>Follow-up (T<sub>3</sub>)</i>	<i>F</i>	
N	7	7	7		
Mean	18.57	32.28	35.71	105.79	p < 0.05
SD	0.94	0.80	0.28		

Results of self-control levels in centers with a tendency to bullying behavior in the experimental group using repeated measures ANOVA showed that experimental groups given cognitive behaviour therapy counseling showed the direction of change in each member of the group. As for the pretest prior to the administration of cognitive behavior therapy, the cognitive restructuring technique obtained an average value of (M=18,57, SD=0.94). After the conseling, the posttest result obtains an average (M =32.28, SD =0.80) and the follow-up result obts an average of ( M =35.71, SD = 0.28) with F = 105.79 and a significance of p < 0.05. It suggests that there is an increase in the level of self-control in centers with a tendency to behavioral bullying after given cognitive behavior therapy counseling. Further, the average increase in self-control in centers with tendencies to bullying behavior at any time measurements can be presented in table 5 and visualized in graph 2.

**Table 5.** Test Pairwise Comparisons

Waktu	Mean difference	Sig.
1 2	13.71	.001
2 3	3.42	.002
1 3	17.14	.000



**Graph 2.** Average Increase In Self-Control At The Center With Tendency To Bullying Behavior

On the basis of the pairwise comparisons test showed that from pretest to posttest with value (MD=13.71) there was an average increase in self-control in centers with behavioural bullying tendencies with value of significance p < 0,05. The results of post-test to follow-up with value (MD=3.42) occurred an average improvement in self control in centries with behavioural bullyer tendencies by value of signification p < 0.05. This means that the use of cognitive behavior therapy counselling is effective in improving self-control in centers with bullying behavioral tendencies.

Behavioral control includes the ability to regulate the execution, i.e. the ability of the individual to make choices, to take risks and to think about the causes and consequences of his actions. It is consistent with Kustanti (2015) describing the phenomenon of bullying behaviour in students through some forms of unpleasant behavior such as, seducing to anger, mocking, kicking, biting, beating, stabbing, threatening, refusing to speak, grabbing items, taking items, declining to be included in groups, spreading gossip and calling with an unwelcome name.

Students who have low self-control, are less able to direct and regulate their behavior positively and do not consider the possible consequences of their behaviour so they tend to act aggressively, are irritable and cannot avoid committing violence or bullying against their friends (Masitah & Irna, 2014). Strengthened by Fairuz & Rinaldi (2021) a student who controls himself highly capable of controlling and directing his behavior well, he thinks before acting and considers the consequences that will arise from his actions, thus avoiding to commit bullying behaviour. Likewise, a student whose self-control is low is unable to control and withstand the urge to commit acts of bullying to his friend.

Cognitive control includes the ability to evaluate an event and interpret the situation positively in a subjective way. According to Annisa & Eryani Novita (2023) bullying is caused by circumstances in which aggressive personalities can be formed and uncontrolled emotions such as a home environment, an unpleasant family or often being the victim of acts of violence by parents against their children. Noviandari, dkk (2022) type of relational bullying (reduction of a person's sense of self systematically through neglect, isolation, exploitation, avoidance). Any aggressive behavior, whatever its form, has a negative impact on the victim. When the urge to act deviantly and aggression is peaking, self-control can help the individual decrease aggressiveness by considering aspects of applicable social rules and norms.

Cognitive behavior therapy is an intervention that uses a basic cognitive model that hypothesizes that an individual's emotions, behaviors, and physiology are influenced by the perception of an event. This ABC theory involves the structure of situations/events, automatic thinking or beliefs, and reactions. (B - thoughts, feelings, and behavior). The subject has a false belief that he or she will be seen, judged, and viewed badly by others. It gives rise to feelings that make him feel anxious, nervous, and triggers a physically sweaty reaction. (C – behavioral reactions) (Beck, 2011).

Cognitive behavior therapy is a therapeutic therapy that is effective in improving self-control in persons with bullying tendencies. Interventions in the implementation of cognitive behavior therapy can improve self control by re-framing issues, repeating the use of various self-statements, measuring feelings, and stopping distorted thoughts. The results show that the client already has a stable emotion, accepts the situation, and can think about the cause and effect before taking an action and can be more calm in making a decision.

The results are consistent with Rofiah & Tobing's research (2023). Saying group counselling services of cognitive behavior therapy (posttest) techniques are of course beneficial in efforts to improve self-control. Cognitive behavior therapy helps learners to be more confident in their opinions in solving a problem, enabling them to develop a way

of thinking and acting well through discussion based on the problem they want to solve. Strengthened by Yola Ismi Salsabila, Y. (2023).

Interventions in the implementation of cognitive behavior therapy-based counselling in improving self-control suggest that clients already have more emotional stability and can be more calm in making a decision. Utomo (2019) researches cognitive behavioral therapy to enhance academic self-efficacy in students who are victims of relational bullying. Cognitive behavioral therapy is used effectively to reduce the impact of relational bullying and improve student academic self-efficacy. Yahya & Megalia (2016) said the aggressiveness perpetrated by adolescents in school was due to the underdeveloped conscience of adolescents, lack of control over impulses, a lack of sensitivity to moral values. Based on research results, cognitive behavior therapy is effective in reducing aggressive behaviour. Mawarni (2019) researched the effectiveness of counselling cognitive behavior therapy to reduce aggressive behaviour.

The results of the research showed that counseling cognitively behavioral therapy is effective. Someone who engages in bullying because of low levels of self-control in the aspects of behavioral control and cognitive control. Behavioral control is the ability to think about the causes and consequences of actions, and cognitive control is that of evaluating events and interpreting situations positively in a subjective way. Students who have low self-control, are less able to direct and regulate their behavior positively and do not consider the possible consequences.

## **Conclusion**

The results of the study show that someone who engages in bullying has a low level of self-control in the aspects of behavioral control and cognitive control. Behavioral control is the ability to think about the causes and consequences of actions, and cognitive control is that of evaluating events and interpreting situations positively in a subjective way. The results show that the cause of decreased self-control in the center is due to cognitive distortion. The counselling of cognitive behavior therapy that is performed turns the cognitive distortion into rational so there is an increase in self-control. The limitations that exist in research include the limitation of the subject of research used, the limitations of time, cost and energy so that this research is minimal. These findings can be used as an alternative to school counselor intervention strategies to help address counseling problems, especially self-control and bullying behavior tendencies. A suggestion for further research this study focuses only on counselling cognitive behavior therapy effectively in increasing self-control in centers with bullying behavioral tendencies, need research that explores bullied behaviors related interventions and variables that affect.

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### Author Contributions Statement

The author's contributions are as follows: S is tasked with developing research ideas, contributing to research quality checks and compiling research articles. MZZM is tasked with developing instruments and data analysis.

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