

THE EFFECTIVENESS OF GROUP COUNSELING SERVICES USING AGGRESSION CONTROL METHODS TO REDUCE THE TENDENCY OF BULLYING BEHAVIOR IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Bullying is an aggressive behavior repeatedly carried out by individuals or groups in physical, verbal, social, or psychological forms. This phenomenon has become a serious concern due to its negative impact on the mental and physical health of victims, particularly within the school environment, which is supposed to be a safe space. This study aims to examine the effectiveness of group counseling services using the Aggression Control Methods technique in reducing students' tendency toward bullying behavior. The research was conducted on 11th-grade students of SMP Swasta Syuhada Sukaraja in the 2024/2025 academic year. This study employed a pre-experimental research method with a one-group pretest-posttest design and a quantitative approach. The sample was selected using purposive sampling, and data were collected through a questionnaire. Data analysis was conducted using non-parametric statistical techniques, specifically the Wilcoxon Signed-Rank Test. The test result showed a significance value of 0.012. Since the Asymp. Sig value of $0.012 < 0.05$, the alternative hypothesis (H_a) is accepted. This indicates a significant difference in students' bullying behavior between the pretest (before the intervention) and the posttest (after the intervention). Therefore, it can be concluded that group counseling using Aggression Control Methods is effective in reducing the tendency of bullying behavior among 11th-grade students at SMP Swasta Syuhada Sukaraja.

Keywords: *group counseling, aggression control methods, bullying behavior*

Introduction

Education is an effort to enlighten the nation and to produce intelligent and beneficial individuals for society. In Indonesia, the education system is divided into three pathways: formal, non-formal, and informal education. In the formal education pathway, we recognize basic education, secondary education, and higher education, as stated in the National Education System Law (UU Sisdiknas) No. 20 of 2003, Article 1, Paragraph 10. Formal education is organized in a structured, systematic, and tiered manner, with clear requirements. Within formal educational institutions, bullying frequently occurs, particularly among younger students. Many students experience difficulties in solving the problems they face but do not know how to overcome them. Some even choose to hide their problems from teachers due to feelings of shame or uncertainty about what to do. This indicates that many students still lack the knowledge and skills to handle social issues in the school environment. Therefore, the school counselor teachers is crucial in helping students manage and resolve interpersonal problems, including bullying behavior that occurs within the school setting.

Nowadays, there are numerous issues faced in the field of formal education, particularly at the secondary education level, one of which occurs in junior high schools.

Junior high school is an educational level for students entering early adolescence, which is a transitional phase as they move toward puberty after completing elementary school. It is understandable that the extended duration of adolescence during this transitional period makes students highly vulnerable to issues arising at school due to their still-unstable emotional state. One of the common problems at this level is bullying, which has a negative impact on students, especially in hindering their self-actualization.

Bullying is an act or behavior carried out by individuals or groups in the form of repeated attacks, whether physical, psychological, social, or verbal (Safaat, 2023). This behavior occurs in situations where the perpetrator has more power or control than the victim, which is used to gain personal advantage or satisfaction. Bullying is not limited to physical violence but also includes psychological abuse, such as exclusion, belittling, or spreading negative gossip about someone. Therefore, any form of behavior that causes suffering, pressure, or discomfort to others can be categorized as bullying (Sulisrudatin, 2015).

Bullying is derived from the English word *bully*, which, when translated into Indonesian, means to intimidate or disturb. According to Coloroso, bullying is a form of intimidation carried out repeatedly by a stronger party against a weaker one, done intentionally and aimed at harming the victim either physically or emotionally. According to Priyatna, bullying has several characteristics as follows: a) Bullying is an intentional act by the perpetrator toward the victim, not due to negligence. The act is carried out with a clear intention, b) Bullying occurs repeatedly This means that bullying does not happen randomly or just once, and c) Bullying is based on a significant power imbalance. Therefore, conflicts between children with a notable difference in physical size or age do not necessarily constitute bullying. In bullying cases, the perpetrator truly has an advantage or dominance over the victim.

The term *bullying* originates from the English word *bull*, which means "bull." Etymologically, the word *bully* refers to an intimidator or someone who harasses the weak. In Indonesian, bullying is referred to as *menyakat*, which means to disturb, annoy, or hinder others. The phenomenon of bullying has claimed many victims in various environments, including schools, families, and communities. The increasing number of bullying incidents involving school-aged children has become a serious concern for both parents and educators. Ironically, bullying often occurs in schools places that are supposed to serve as safe spaces for learning and positive character development but instead, they become frightening environments for some students (Asokawati, 2024).

Bullying in schools is not only a problem in Indonesia but has also become a global issue faced by nearly every country. This behavior can occur anytime and anywhere, whether in schools located in big cities or rural areas. This is evidenced by data from early 2024, when the Indonesian Child Protection Commission (KPAI) recorded 141 cases of child abuse, 35% of which occurred in schools. Many parents and school authorities assume that bullying only happens among students at the junior and senior high school levels. In reality, however, such behavior is also prevalent among children aged 3 to 12 years. Unfortunately, bullying cases within this age range often receive less attention, as they are frequently considered normal behavior during a child's developmental process (Andriyani et al., 2024).

Bullying behavior is predominantly caused by a number of factors. Experts have stated that the contributing factors to bullying include a sense of personal satisfaction, a lack of empathy, having no friends, and a desire for revenge (Kusuma & Pratiwi, 2020). Bullying has serious impacts on its victims, such as sleep disturbances, social isolation, depression, anxiety, a sense of insecurity at school, and physical injuries due to violence. Bullying comes in various forms, including intimidation, racism, economic ridicule, discrimination, lowering of self-esteem, and cyberbullying online bullying through

negative comments that can severely damage a victim's mental well-being (Romadhoni et al., 2023).

One effective intervention to address bullying behavior is through group counseling services using the *Aggression Control Methods* technique. This technique aims to help students manage and control aggressive behavior, increase self-awareness, and develop positive social skills (Khairati et al., 2024). This approach also seeks to assist clients in expanding their self-awareness regarding their existence and sense of meaning. Through existential counseling, clients are encouraged to explore and optimize their potential, enabling them to make wiser decisions, face difficult situations with greater confidence, and find concrete meaning in their lives. Therefore, counseling interventions function not only as short-term solutions to address problems but also as long-term efforts to build self-awareness, independence, and the optimal development of personal potential (Syahrul & Muhtadi, 2023).

The issue of bullying among junior high school students, particularly in grade IX, has become increasingly concerning due to the high number of reported cases. One of the most common forms of bullying among these students is verbal bullying. This includes calling peers by their parents' names, using inappropriate or offensive nicknames, or using strange and humiliating labels. Perpetrators of bullying often do not realize that their actions can lead to severe emotional consequences for the victims, such as depression, mental disturbances, and even suicidal thoughts. Bullying behavior is not limited to schools it also occurs in Islamic boarding schools (pesantren). If left unaddressed, bullying can have serious impacts on both victims and perpetrators. Victims may experience depression, stress, difficulty adapting and socializing, excessive fear, and even suicidal tendencies. Meanwhile, perpetrators may be at risk of engaging in future criminal behavior.

The school counselor plays a crucial role as a facilitator in providing guidance and counseling services to reduce bullying behavior in schools. One effective form of service is group counseling, which involves assisting two or more individuals through group dynamics to explore information and build mutual understanding. Reducing bullying behavior requires support from various parties, such as families, class advisors, and school counselors, all utilizing the appropriate techniques. Research by Fadila and Sholihuddin (2022) indicates that group counseling services can significantly reduce bullying behavior. Based on this, the researcher formulated the problem: "How effective is group counseling with the aggression control methods technique in reducing tendencies of bullying behavior among students at Junior high school Swasta Syuhada Sukaraja?"

Method

This research is a quantitative study using an experimental method. The design used in this study is a pre-experimental design with a quantitative approach to determine the effectiveness of the independent variable (treatment) on the dependent variable (results). In this study, the independent variable (X), which is group guidance services using aggression control methods, is expected to influence the dependent variable. The population in this study consists of one cohort of ninth-grade students, totaling 85 students, who were used as the experimental group without a control group. The form of pre-experimental design used in this study is one of the types of quantitative research designs employed to observe the effect of a treatment on the research subjects. This design is usually applied in the early stages of research to determine the effect of a treatment before conducting a full experiment. The specific design used in this study is the One Group Pretest-Posttest Design. In this study, tests were conducted twice, namely before and after the experiment. The observation conducted before the treatment (O1) is called the pretest, aimed at measuring the tendency to engage in bullying behavior. Then, the

treatment (X) is given. After the treatment, a posttest (O2) is conducted to evaluate the reduction in bullying behavior tendencies among junior high school students following the treatment.

In this study, the instrument or tool used was a bullying behavior scale developed by Skolastika (2020), with a validity result of 90.63% and a reliability score of 0.879. This test was used to measure the level of students' tendency to engage in bullying behavior. The test was designed in the form of a scale. However, before the test was constructed to measure the tendency of bullying behavior, a test blueprint (grid) was first developed to ensure that each part of the material or statement was proportionally represented in the test.

The approach used in this study is a pre-experimental One Group Pretest-Posttest design, which involves administering an initial test (pretest) before providing the treatment, and then a final test (posttest) after the treatment has been given. The population in this study consisted of 85 ninth-grade students from three classes, and the sample used comprised 8 students selected based on specific considerations and in consultation with the school counselor (BK teacher) at Junior high school Swasta Syuhada Sukaraja. The sampling technique used was purposive sampling, which is a method of selecting data sources based on certain criteria (Fadhilla Yusri, 2023:17). These 8 selected students received group guidance services for four sessions. Afterward, they were given a posttest, and their pretest and posttest scores were compared to determine whether there was a decrease in bullying behavior tendencies.

The data on students' bullying behavior tendencies in this study were analyzed using two types of statistical techniques descriptive statistics and inferential statistics.

1. Descriptive Statistical Analysis

Descriptive statistical analysis is used to describe or provide a general overview of the data obtained, specifically the scores reflecting the tendency to engage in bullying behavior through the use of an experimental method. The data were processed by creating a frequency distribution table and calculating the mean, variance, and standard deviation to describe the characteristics of the research variables (Sugiyono, 2015). These calculations help in understanding the central tendency and dispersion of students' bullying behavior tendencies both before and after the treatment.

Data were collected using a questionnaire instrument based on a bullying behavior scale. The instrument consisted of written statements designed to obtain data from respondents regarding their tendency to engage in bullying, referring to the Likert scale. The statements presented were both favorable (supportive) and unfavorable (unsupportive), all aimed at measuring aspects of bullying tendencies. Each statement offered four response alternatives: never (0), ever (1), rarely (2), always (3). The score interval for each criterion was 24 points.

Table 1. Score Categories of Bullying Behavior Tendency

Interval	Categories
75-98	High
49-73	Moderate
24-48	Low

2. Inferential Analysis

The data collection process was conducted by distributing questionnaires to students. After all the data were collected, to determine the significance of the decrease in bullying behavior tendency scores of the participants (pretest and posttest), data

analysis was carried out using the Wilcoxon test to determine whether there is a difference in the average of two related samples.

The pretest and posttest data do not follow a normal distribution, so the chosen analytical technique is the Wilcoxon test. The Wilcoxon test is used to analyze paired observation results from two sets of data to determine whether there is a significant difference or not, and whether a decrease has occurred.

The pretest and posttest data in this study were not normally distributed therefore, the chosen analytical technique was the Wilcoxon test. The Wilcoxon test is used to analyze paired observations from two data sets to determine whether there is a significant difference or a decrease between them. The scale used in this study was adopted from Skolastika (2020), with a validity score of 90.63% and a reliability coefficient of 0.879.

This study employed the Wilcoxon Signed Ranks Test to determine the effectiveness of group guidance services using aggression control methods in reducing students' tendency to engage in bullying behavior. The Wilcoxon Signed Ranks Test is a non-parametric statistical test used to identify the difference in mean ranks for data that are not normally distributed. Non-normal data distribution can result from small sample sizes, the presence of outliers, or the inherent characteristics of the data. Additionally, limited scale use, measurement errors, and the strong impact of an intervention may also contribute to data distribution becoming asymmetric or skewed.

Result and Discussion

This study was conducted using group counseling services with aggression control methods to reduce the tendency of bullying behavior among students at Junior High School Swasta Syuhada Sukaraja. The group counseling activities involved a task group with a group leader, who in this study was the researcher. The pretest and posttest data were obtained from a questionnaire instrument measuring the level of bullying behavior, which was administered by the researcher.

Based on this, the researcher then made an agreement to conduct group counseling services and set the days and times for its implementation alternately, in accordance with the agreement with the school. The results of the pretest and posttest at Junior High School Swasta Syuhada Sukaraja for a total of 8 students are as follows:

Table 2. Descriptive Analysis Score of Bullying Behavior Tendency

No	<i>Pre-test</i>		<i>Post-test</i>		Value Difference
	Score	Categories	Score	Categories	
1.	67	Moderate	33	Low	34
2.	63	Moderate	23	Low	40
3.	61	Moderate	19	Low	42
4.	88	High	41	Low	47
5.	65	Moderate	24	Low	41
6.	76	High	39	Low	37
7.	84	High	35	Low	49
8.	63	Moderate	20	Low	43
Mean	70.875		29.25		

The table above shows the pretest and posttest scores of students who have a tendency toward bullying behavior. Based on the data generated through the posttest after the implementation of group counseling services with aggression control methods, the students showed a decrease.

Analysis *Wilcoxon Test*

The Wilcoxon Signed-Rank Test is a non-parametric test used to determine the difference in the mean of subjects with data that are not normally distributed. The Wilcoxon test is used to analyze paired observations from two sets of data to assess whether there is a significant difference. This test is applied only to data measured at the interval or ratio scale, provided that the data do not follow a normal distribution.

After conducting the pretest and posttest, the researcher proceeded with data analysis to obtain significant values that would reflect the effectiveness of this study. In this hypothesis testing, the researcher used the Wilcoxon test, as the data obtained were not homogeneous, thus requiring a non- parametric test due to the data not being normally distributed (Agustianti, 2022).

The non-parametric test is used to analyze the significance of differences between two paired data sets that are on an ordinal scale but do not follow a normal distribution (Sugiyono, 2017). The basis for making a decision to accept or reject H_0 in the Wilcoxon Signed-Rank Test is as follows: if the probability (Asymp. Sig) < 0.05, then the hypothesis is rejected; if the probability (Asymp. Sig) > 0.05, then the hypothesis is accepted. The results of the Wilcoxon test can be seen in Table 4 below.

Table 4. Test Results Wilcoxon Signed Ranks Test Ranks

			N	Mean Rank	Sum of Rank
Post Test- Pre Test	Negative Rank		8 ^a	4.50	36.00
	Positive Rank		0 ^b	.00	.00
	Ties		0 ^c		
	Total		8		

a. Post Test< Pre Test
b. Post Test> Pre Test
c. Post Test= Pre Test

Based on the table above, the conclusion drawn from the Wilcoxon test indicates that negative ranks or negative differences reflect a decrease in the tendency of bullying behavior from the pretest to the posttest, with N = 8, a mean rank of 4.50, and a sum of ranks of 36.00. This result demonstrates that all participants experienced a reduction in bullying behavior scores after the intervention. In contrast, positive ranks which would indicate an increase were not present, as shown by N = 0, a mean rank of 0, and a sum of ranks of 0, suggesting no increase in scores occurred. Furthermore, there were no ties (N = 0), indicating that no participant had identical scores in both the pretest and posttest.

Table 4. Test Statistics^a

Post Test-Pre Test	
Z	-2.521 ^b
Asymp.Sig. (2- taileg)	.012

- a. Wilcoxon Signed Ranks Test
b. Based on positive ranks

Therefore, if the Asymp. Sig probability is less than 0.05, then H_0 is rejected, whereas if the Asymp. Sig probability is greater than 0.05, then H_a is accepted. Based on the results of the Wilcoxon test, the obtained significance value was 0.012. Since the significance value of 0.012 is less than 0.05, H_a is accepted in this hypothesis test. Thus, the Wilcoxon test results indicate a change and a decrease in students' tendency toward bullying behavior from the pretest (before the treatment) to the posttest(after the treatment). It can therefore be concluded that the bullying behavior among students at

Junior high school Swasta Syuhada Sukaraja has successfully decreased. Consequently, it can be inferred that group counseling services using the aggression control methods technique are effective in reducing bullying tendencies among 9th-grade students at Junior high school Swasta Syuhada Sukaraja.

The results of the Wilcoxon Signed Ranks Test in this study indicate that group counseling services using aggression control methods significantly reduced the tendency of bullying behavior among 9th-grade students at SMP Swasta Syuhada Sukaraja. Based on the results of the Wilcoxon Signed Ranks Test, all participants ($N = 8$) showed a decrease in scores from pretest to posttest, with none experiencing an increase or maintaining the same score (ties = 0). The Z-value of 2.521 and the significance level (Asymp. Sig. 2-tailed) of $0.012 < 0.05$ indicate that the decrease was statistically significant. These findings confirm that group counseling interventions using aggression control techniques are effective in helping students reduce their tendency toward bullying behavior. Through this service, students are trained to recognize and manage their emotions, develop empathy, and enhance their social skills. These abilities have proven effective in minimizing aggressive behaviors such as verbal, physical, and social bullying. This finding is in line with the bullying theory proposed by Coloroso (2006), which states that bullying is a learned aggressive behavior that can be prevented and changed through appropriate interventions. The group counseling intervention in this study provided participants with a space to understand the impact of bullying behavior, develop empathy, and improve social skills within a supportive context.

Furthermore, these results are also consistent with the aggression theory by Anderson and Bushman (2002), which explains that aggressive behavior can be influenced by cognitive, affective, and social environmental factors, and can be controlled through emotion regulation strategies and social situation management. The group counseling service provided integrates techniques for emotion recognition and regulation, as well as training in skills to respond constructively to conflicts, which contributes to the reduction of bullying behavior.

From the perspective of group counseling services, these results support the opinion of Prayitno et al. (2017), who stated that group counseling is an effective approach to help students cope with personal and social problems. Through group dynamics, participants can learn from others' experiences, gain emotional support, and develop more positive mindsets and behaviors.

The results of this study are also consistent with several previous studies that showed group counseling services are effective in reducing bullying behavior among adolescents. Research by Rachmawati and Supriyanto (2020) found that the implementation of group counseling with self-control techniques can significantly decrease aggressive behavior among junior high school students. This supports the findings of the present study, which indicate that group interventions provide students with the opportunity to reflect on their behavior and develop healthier social skills. The reduction in bullying behavior after group counseling using aggression control techniques occurred because the students were taught to recognize and effectively manage their aggressive impulses. According to Coloroso (2006), bullying is a form of aggression influenced by emotion regulation and the social environment. The aggression control techniques in group counseling help participants understand the negative impact of bullying and practice ways to manage anger and conflict.

The aggression theory by Anderson and Bushman (2002) also supports the idea that controlling internal factors, such as emotions, can reduce aggressive behavior. Within the group setting, social interactions and peer support strengthen the motivation for behavioral change, thereby reducing bullying. Thus, group counseling services using aggression control methods have proven effective in decreasing bullying behavior among

students. The results of this study reinforce empirical evidence that group-based counseling interventions can serve as effective preventive and curative strategies within the educational context.

Conclusion

Based on the findings and discussion of the research results, it can be concluded that students at Junior High School Swasta Syuhada Sukaraja showed a high tendency toward bullying behavior before receiving the treatment (pretest). After receiving group counseling services using aggression control methods, the students demonstrated a lower tendency toward bullying behavior. The results of the applied research indicate that the group counseling service with aggression control methods was proven effective in reducing bullying tendencies in 8 students, as evidenced by the Wilcoxon test result with an Asymp. Sig value of $0.012 < 0.05$. This indicates that the hypothesis is accepted, meaning there is a significant difference in students' bullying behavior before and after the implementation of the group counseling service. Following the treatment, students became more aware of their behavior, stopped using harsh nicknames, and began to choose more positive social environments to avoid bullying behavior.

For future researchers, this study can serve as both a theoretical and practical reference in developing psychological interventions in educational settings, particularly those related to bullying prevention and intervention.

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Author Contributions Statement

AA and AAR designed and developed the research framework. AA collected the data and conducted the initial analysis. AAR assisted in the advanced data analysis and interpretation of the results. Both contributed to the writing, revision, and refinement of the final manuscript.

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