

THE INCREASING SELF-ESTEEM OF STUDENTS OF BULLYING VICTIM IN MAN FILIAL REJANG LEBONG USING COUNSELING GROUP WITH THOUGHT STOPPING AND ASSERTIVE TRAINING TECHNIQUES

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ABSTRACT

Self-esteem possessed by adolescents in high school or vocational high school will certainly determine their level of success later. However, not a few teenagers today have negative self-esteem due to bullying by their friends, so that victims of bullying will tend to have low self-esteem, such as easily giving up and feeling worthless. To increase self-esteem in adolescent students, there are several efforts made, one of which is to provide group counseling services using thought stopping and assertive training techniques. The purpose of this study was to analyze the effectiveness of group counseling using thought stopping and assertive training techniques in increasing the self-esteem of youth victims of bullying at MAN Filial Rejang Lebong. This research method used a quantitative approach with experimental research design designed using randomized pretest-posttest comparison group design. The subjects of this study were class X students who were identified as having low self-esteem or self-esteem disorders. The data collection technique in this research is to use self-esteem scale instruments and interviews to strengthen the data obtained. The results of this study indicate that the intervention or treatment carried out using the Thought Stopping Technique Group Counseling service has increased by 39.28 with a difference from the previous of 13.71%. And the use of counseling services using Assertive Training Technique is effective to increase the self-esteem of Bullying Victims Students at MAN Filial Rejang Lebong, with an average result of an increase of 41.85 with a difference of 16.14%.

Keywords: Self-esteem, Bullying, Group Counseling, Thought Stopping Techniques and Assertive Training Techniques.

INTRODUCTION AND LITERATURE REVIEW

Adolescence is a crucial period that determines the development of self-esteem. In adolescence, a teenager will also recognize and develop all aspects of themselves. Furthermore, it could determine whether they will have positive or negative self-esteem. The development of self-esteem in individuals will determine the level of individual success and vice-versa, the level of individual failure in the future. One of the factors that can influence the development of self-esteem is the relationship with parents, siblings and their closest friends. Self-esteem problems in adolescents can affect their mental development. Adolescents need satisfactory self-esteem in order to achieve success in academic, social and mental health aspects.

According to Guindon (2010: 12) self-esteem is an attitude, self-evaluative component, affective judgment which is placed on a self-concept consisting of feelings of worth and acceptance which are developed and maintained as a consequence of awareness of competence and feedback from the outside world. Another opinion says that self-esteem is defined as one

of the factors of individual success in life, because the development of self-esteem in a teenager will determine the success and failure of their future. As an assessment of yourself, the development of self-esteem is an important part of education because it is expected to be able to process the discovery of positive self-concepts in children's souls (Refnadi, 2018).

The development of self-worth or self-esteem for each individual, especially teenagers who are in the process of looking for their identity, is certainly very critical, because it will encourage these individuals to assess themselves positively and have an impact on useful activities later. This is because self-esteem is closely related to agreeing or disagreeing about themselves and showing the extent to which individuals believe in themselves, in their abilities, and their achievements (Mulawarman et al., 2019). Research conducted by Simbar, Ruindungan and Solang (2015) stated that 26.7% of adolescents have low self-esteem after being treated with bullying, namely withdrawing from the surrounding environment to gain a sense of security. Youth victims of bullying tend to withdraw from their environment, because they feel less confident and feel that they have low self-esteem. Certainly, it will cause individuals or teenagers who are victims of bullying to be more prone to experiencing prolonged stress or depression which can lead to suicidal behavior which will surely harm themselves.

The behaviors created by low self-worth that is owned by adolescents due to bullying, if not immediately addressed, will certainly continue to occur and have an impact on their self-development. Moreover, self-esteem has an important role for individuals, especially adolescents, to develop resilience and more positive peer relationships, so that it could help determine the success of adolescents in the future. However, the phenomenon of bullying in teenagers friendships has now become a global problem, and the majority of it occurs in schools.

Bullying is a form of violence in friendship, bullying has an impact on victims both physically and psychologically (Adella, et.al, 2013). The impact experienced by victims of bullying is that they will have a negative interpretation of the world and the environment as an unsafe place. Thus, it can have an impact on the psychological condition of the victim such as emotional stress, learning disabilities, the development of social anxiety, school phobia, the decreasing of self-confidence, feelings ostracized, and feel depressed (Safaria, 2014). With the increase in bullying behaviors, there will be more victims of bullying. Victims of bullying are usually unable to defend or fight for themselves because they are physically or mentally weak. Further, It will trigger tremendous stress and fear (Mujiyati, 2015). Therefore, there is a need for an action that can overcome the impact felt by the victims of bullying, especially in increasing their self-worth toward their abilities so that they can increase low and negative their self-esteem to be higher and positively valuable.

Group counseling is an assistance in preventive and healing individuals in group situations, and is directed at providing convenience in their growth and development. The purpose of preventive group counseling is that individuals have normal abilities or function naturally in society. However, they still have several weaknesses that interfere with communication with others.

The results in the research stated that group counseling can increase self-esteem in underachiever students, this is evidenced by an increase in the value of the pre-test and post-test results that have been carried out during the counseling (Maharani, Mungin Eddy Wibowo & Ninik Setyowati, 2018). The same thing was also produced in research conducted by Saputra, Edy Purwanto & Awalya (2017) which revealed that the use of group counseling services

showed significant changes after students participated in group counseling activities with self-instruction techniques. The decreasing in students' academic procrastination behavior does not happen by itself but always takes place in group interactions with self-instruction techniques that have been implemented. About 45% of students who are victims of bullying experience low self-esteem, this statement is shown by the behavior of students who commit bullying by yelling, glaring, taunting and even making physical contact such as hitting and so on (observation results, 2019).

The use of techniques in counseling services is expected to be a tool for counselors in helping students by touching their cognitive aspects. Corey (2012) argues that one of the problems according to cognitive-oriented counseling theory is caused by a disturbance in the cognitive system in the form of cognitive distortion or cognitive disorder. Furthermore, the given group counseling will use two techniques in the Cognitive Behavior Therapy (CBT) approach, namely the Thought Stopping technique and the Assertive Training Technique, in order to be able to find out how effective these techniques are in reducing bullying behavior in students. Assertive training is designed to increase individual assertive beliefs and behaviors, which can help individuals change the way they see themselves, build self-confidence, and reduce social anxiety (Aysar, 2017), whereas Thought stopping is a technique used to help a person's inability to control thoughts and images of oneself by suppressing or eliminating negative awareness.

The use of counseling services carried out by schools, especially those carried out by guidance and counseling teachers at MAN Filial Rejang Lebong, has not been able to be implemented optimally. So far, counseling teachers have only focused on the perpetrators of the bullying, not on the healing of psychological conditions of the bullying victims. In fact, the problem that still occurs in Indonesian education system is how to deal with the psychological conditions of bullying victims that occur in schools, because if it is not immediately resolved it will have a negative impact on the development of victims' self-esteem.

Global School-Based Student Health Survey (GSHS) data shows that the graph of bullying cases in Indonesia has increased since 2007, around 40% of students aged 13-15 years in Indonesia reported having been physically assaulted during the last 12 months at their school. Other similar research was also carried out by the NGO Plan International and the International Center for Research on Women (ICRW) which was released in early March 2015 showing an astonishing fact related to child abuse in schools. There are 84% of children in Indonesia experiencing violence at school. This case is higher than the trend that occurred in the Asian region, namely 70%.

Based on the explanation above added by some of the previous research literatures, and furthermore the data displayed regarding the rife and prevalence of violence that occurs in schools in the form of bullying, this study was conducted to intervene in group counseling guidance services with thought stopping techniques and assertive training techniques to improve self esteem of students who are victims of bullying. Both of these techniques are used to reduce bullying behavior by providing positive reinforcement which is closely related to increased self-esteem for student who are the victim of bullying in MAN Filial Rejang Lebong.

METHODOLOGY

This research will use a quantitative approach. Through a quantitative approach, empirical data will be obtained which makes it possible to see the trends behind the behavior of a person or people through analyzing data in the form of numbers. This study aims to test the effectiveness

of group counseling with Thought Stopping and Assertive Training techniques to increase Self-esteem of bullying victims at MAN Filial Rejang Lebong.

This type of research is a quantitative study with an experimental research design. The experimental design in this study are using the Randomized Pretest-Posttest Comparison Group Design because this design is considered the best in controlling the threat of internal validity. In this case the intervention was given to the experimental group in the form of group counseling with the Thought Stopping Technique and Assertive Training Techniques. Whereas in the control group counseling groups, that are general in nature or do not use an approach, could be called the placebo group.

This study used a randomized pretest-posttest comparison group design. There were 3 (three) groups (group A, group B, group C) as the experimental group, each group was given a pretest and then a posttest. A pretest about self-esteem was conducted, so that the level of self esteem acquired are high, medium, and low.

Table 1. Randomized Pretest Posttest Comparison Group Design

Random Assignment	Goup	Pre-test	Treatment	Post-Test
R	A	Q ₁	X ₁	Q ₂
	B	Q ₁	X ₂	Q ₂

Information :

R	The classification of research subjects using Random Assignment
Q ₁	<i>Pretest</i> is in the form experiments for group A, B, and C before the treatment. Pretest in the experiment groups were conducted before being given the treatments, namely group counseling through Thought Stopping technique in group A and Assertive Training technique in group B, and the combination of both techniques in group C.
X ₁ , X ₂	<i>Treatment</i> is what have been given to group A, and B. Group counseling through Thought Stopping technique in group A and Assertive Training technique in group B.
Q ₂	<i>Posttest</i> is giving data collection instrument to group A, B and C after the treatment. Posttest was conducted after the treatments are given, namely group counseling through Thought Stopping technique in group A and Assertive Training technique in group B.

The subjects in this study were students in the 10th grade who had low self-esteem disorders based on observed criteria. The sample selection in this study is purposive sampling (non-random) technique. With the data collection technique in the form of a self-esteem scale instrument that was adapted and has been carried out by previous expert tests, the self-esteem scale was given at the beginning (pre-test) and the end (post-test). Another data collection technique is by conducting interviews to strengthen the results of the analysis of the instruments obtained.

The data analysis technique used is performing the assumption test with stages including normality test, homogeneity test, hypothesis test, paired sampled t-test, one-way ANOVA test, and post-holic analysis. All stages of the assumption test in this study used SPSS with the One-Sample Kolmogorv-Smimov test method, where if the p value is > 0.05 it can be concluded that the data is normally distributed, while if p < 0.05 is declared abnormal.

RESULTS

1. Self Esteem Conditions of Students who are Victims of Bullying Victims in MAN Filial Rejang Lebong

The total students of the 10th grade at MAN Filial Rejang Lebong are 80 students where the 10th grade is only divided into two classes, namely class X.I and X.2. All of the 80 students were given a questionnaire to find out which students were victims of bullying which was taken by purposive sampling by giving Olweus Bullying Questionnaire (OBQ, Kyriakides, Lonidas, Kaloyirou & Lindsay, 2006). Based on the results of the questionnaire that was given, namely the OBQ questionnaire, there were 51 students who became victims of bullying. Thus, after obtaining data on students who were victims of bullying, 51 students, were given a self-esteem scale adopted from the Rosenberg Self esteem Scale (1965) subscale to determine the level of self esteem of students who are victims of bullying at school. The self-esteem scale scores are grouped into three categories, namely Low, Medium and High. To categorize the measurement results into three categories, guidelines that can be used are:

Table 2. Classification

	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

Based on the results of the above, the criteria for Self Esteem of Bullying Victims were obtained as follows:

Table 3. Results of Self Esteem Scale

Score Interval	Category	Frequency	Percentage
$X < 23$	Low	23	45,1%
$23 - 36$	Medium	23	45,1%
$X > 36$	High	5	9,8%
Total		51	100%

Based on the information obtained in table 3 above, the 51 students who became the victims of bullying turned out having different levels of self-esteem. Based on the results in the self-esteem scale, it was found that high self-esteem scores were the smallest compared to medium and low self-esteem scores.

Furthermore, from 51 students who obtained scores in the low, medium, high categories, 21 students with a level of self-esteem in the medium and low categories would receive treatment in the form of Thought Stopping Technique Group Counseling and Assertive Training Techniques and a combination of Thought Techniques Stopping and Assertive Training Techniques. The placement of subjects in each group will be done by random assignment, each will be divided by 7 people per group.

2. Pretest dan Posttest Scores

Data hasil *pretest* dan *posttest* diperoleh dari hasil penyebaran skala Rosenberg pada masing-masing kelompok setelah diberikan *treatment* yang berbeda pada setiap kelompok dengan tujuan untuk mengetahui keefektifan dari masing-masing teknik *thought stopping* dan teknik *assertive training*. Berdasarkan skor *Self Esteem* siswa korban *bullying* kelas X MAN Filial Rejang Lebong, apabila digambarkan dalam bentuk grafik diperoleh visualisasi gambar sebagai berikut. The pretest and posttest data were obtained from the results of the Rosenberg scale distribution in each group after being given different treatments for each group with the

aim of knowing the effectiveness of each of the thought stopping techniques and assertive training techniques. Based on the self-esteem score of students who are victims of bullying in the 10th grade of MAN Filial Rejang Lebong, the chart was as follows:

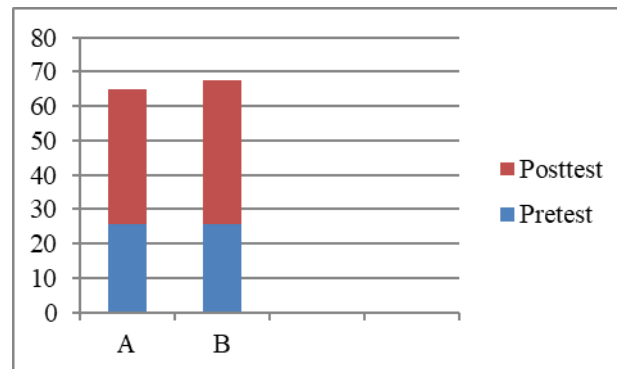


Figure 1. The increasing *Self-Esteem* Chart in Bullying victim of the 10th grade in MAN Filial Rejang Lebong

As shown in Figure 1, after giving different treatments in each group, the level of self-esteem increases. Experimental groups A and B which can be seen from the results of the pretest and posttest based on the techniques given respectively. The change in the increasing self-esteem level of bullying victims per individual in could be seen in table 3 below.

Table 4. Change Improvement of *Self Esteem* in victims of Bullying

Students	Pretest Score	Classification	Posttest Score	Classification	Gain Score
TS Group					
EM	26	Medium	42	High	16
RW	29	Medium	40	High	11
F	20	Low	38	High	18
SJ	25	Medium	41	High	16
DK	23	Low	37	High	14
R	31	Medium	36	High	5
SN	25	Medium	41	High	16
Mean (SD) 25.57 (3.65)			39.28 (2.28)		

Students	Pretest Score	Classification	Posttest Score	Classification	Gain Score
AT Group					
AGL	25	Medium	43	High	18
BI	25	Medium	42	High	17
S	25	Medium	44	High	19
F	21	Low	42	High	21
DA	27	Medium	40	High	13
ECN	29	Medium	39	High	10
R	28	Medium	43	High	15
Mean (SD) 25.71 (2.62)			41.85 (1.77)		

Based on the data in table 4 above, it could be concluded that all members of the experimental group experienced an increase in self-esteem. Experimental group A who was given treatment in the form of thought stopping technique group counseling, shows that 7 group members achieved the high criteria and seen from the mean differences, the number of changes in the pretest and posttest experimental group A Thought Stopping Technique to increase self-esteem of bullying victims was 13.71%. Furthermore, in the experimental group B, which was given counseling, the Assertive Training Technique group to increase the self-esteem of the bullying

victims, there was an increase in high criteria for all of the members of the experimental group B. From the mean differences, the average change in experimental group B Assertive Training Technique is equal to 16.14%.

3. The Effectiveness of Counseling Group using *Thought Stopping Technique* and *Assertive Training Technique*

Table 5. Results of The Effectiveness of Counseling Group using *Thought Stopping Technique* and *Assertive Training Technique*

Group	N	Pretest		Posttest		T	Gain Score		Sig.
		M	SD	M	SD		M	SD	
Group A (<i>Thought Stopping</i>)	7	25.571	3.644 9	39.285	2.2886	-8.202	39.29	2.289	.000
Group B (<i>Assertive Training</i>)	7	25.714	2.627 6	41.857	1.7728	-11.357	41.86	1.773	.000

The paired sample t-test that was carried out in the three experimental groups showed the results of the self-esteem level of the bullying victims in group A, group counseling with the Thought Stopping Technique, the result of Posttest (Mean = 39.28 SD = 2.28) were significantly higher than during the pretest implementation (mean = 25.57 SD = 3.64) ($t = -8.20$, $p < 0.05$). Furthermore, in group B, group counseling using the Assertive Training Technique, the results of Posttest (Mean = 41.85 SD = 1.77) The were significantly higher than during the pretest implementation (Mean = 25.71 SD = 2.62) ($t = -11.35$, $p < 0.05$). These findings are in line with the prediction of the hypothesis which states that Group Counseling with Thought Stopping and Assertive Training Techniques is effective for increasing self-esteem of bullying victims in MAN Filial Rejang Lebong.

The one way ANOVA test results in this study showed an F value of 46.53 with a p value of < 0.05 , so that H_0 was rejected or there was a significant difference between each experimental group. Thus, a further Post Hoc Test must be carried out to determine the difference in the increase in self-esteem of victims of bullying.

The follow-up test conducted was the Post Hoc Test, which must be done to determine the difference in the increasing self-esteem of the bullying victims between each group of experimental subjects.

Table 7. Post Hoc Result

Techniques		Mean Difference	Sig.
<i>Thought Stopping</i>	<i>Assertive Training</i>	-2.571*	.032
	Combined	-8.714*	.000
<i>Assertive Training</i>	<i>Thought Stopping</i>	2.571*	.032
	Combined	-6.143*	.000

If. * $p < 0,05$

The results of the calculation in the assumption test through the normality test stage, the one way ANOVA test, to test the hypothesis, and the last one is the post hoc test which was conducted to determine the difference in increasing self-esteem of victims of bullying in MAN Filial Rejang Lebong. Thought stopping and Assertive training techniques are very effective because they can increase self-esteem in the victims of bullying.

DISCUSSION

1. The effectiveness of Group Counseling using *Thought Stopping Technique*

The results of this study indicate that the group counseling of the Thought Stopping Technique is effective in increasing the self-esteem of students who are victims of bullying at MAN Filial Rejang Lebong. The implementation of group counseling in this study is intended to help students control thoughts and images of themselves by emphasizing or eliminating negative awareness.

Thought Stopping Technique refers to a group of procedures used to improve a person's ability to cognitively block a series of responses. Thought Stopping techniques train counseling to get rid of every possible unwanted thought, usually by calling the command "Stop" to interrupt unwanted thoughts (Erford, 2016). Students who have negative thoughts are expected to reduce and eliminate problems associated with negative thoughts that disturb and reduce anxiety.

This thought stopping technique helps students to control unproductive thoughts by suppressing or eliminating self-awareness. This can be done by giving "Stop" instructions. Before doing group counseling using the thought stopping technique, the mean was 25.57. After doing group counseling using thought stopping techniques the mean increased by 39.28 with a difference of 13.71%.

2. The Effectiveness of Group Counseling using *Assertive Training Technique*

The results of this study proved that group counseling with Assertive Training Technique is effective in increasing the self-esteem of students who are victims of bullying in the 10th grade of MAN Filial Rejang Lebong. The purpose of this Assertive Training is to teach students directly to communicate more deeply with others, which is an active approach to life and self-control (Festerheim and Bear 1980: 11). Mousa et al, (2011: 7) explain the purpose of the Assertive Training technique is to teach counselees to obey or act according to their needs and desires while respecting the rights and interests of others. It can be seen that before the Assertive Training Technique group counseling the mean was 25.71. After the Assertive Training Technique group counseling was carried out the mean increased by 41.85 with a difference of 16.14%.

CONCLUSIONS

Intervensi yang dilakukan dengan menggunakan layanan konseling kelompok teknik *thought stopping* efektif untuk meningkatkan *self esteem* siswa korban *bullying* di MAN Filial Rejang Lebong. Peningkatan tersebut diperoleh dari hasil *pretest* siswa sebesar 25,57, namun setelah dilakukan konseling kelompok menggunakan teknik *thought stopping* rata-rata (*mean*) siswa mengalami peningkatan sebesar 39,28 dengan selisih sebesar 13,71%. Sedangkan intervensi yang dilakukan dengan menggunakan layanan konseling kelompok teknik *assertive training* efektif untuk meningkatkan *self esteem* siswa korban *bullying* di MAN Filial Rejang Lebong. Peningkatan tersebut terjadi pada hasil rata-rata (*mean*) sebelum diberikan layanan konseling dengan hasil rata-rata ketika telah mendapatkan layanan konseling menggunakan teknik *assertive training*. Data sebelum konseling kelompok Teknik *Assertive Training* rata-rata (*mean*) siswa sebesar 25,71. Setelah dilakukan konseling kelompok Teknik *Assertive Training* rata-rata (*mean*) siswa mengalami peningkatan sebesar 41,85 dengan selisih sebesar 16,14%. The intervention was carried out using group counseling services, thought stopping technique was effective to increase self-esteem of bullying victims at MAN Filial Rejang Lebong. The increasing was collected from the students' pretest results of 25.57, but after the group

counseling was carried out using the thought stopping technique the mean increased by 39.28 with a difference of 13.71%. Meanwhile, the intervention that was carried out using group counseling services with assertive training techniques was effective in increasing the self-esteem of bullying victims at MAN Filial Rejang Lebong. This increase occurred in the average results (mean) before being given counseling services. The data before the counseling of the Assertive Training Technique group mean was 25.71. After the Assertive Training Technique group counseling was carried out the mean increased by 41.85 with a difference of 16.14%.

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