The Implementation of Group Counseling using the Reframing Technique to Reduce Bullying Behavior Tendencies among Madrasah Tsanawiyah Negeri Students

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ABSTRACT

This study aims to examine the effectiveness of the reframing technique in reducing bullying tendencies among students at MTsN 1 Makassar City. This research employed a quantitative approach with a quasi-experimental design. The study population consisted of 25 students identified as having bullying tendencies, with a sample of 16 students selected through proportional random sampling. Data were collected through observation and a bullying tendency scale and analyzed using the independent sample t-test. The results indicated that the reframing technique in group counseling services significantly reduced students' bullying tendencies. The study concludes that the reframing technique is effective as an intervention to decrease bullying behavior in the school environment. The implications of these findings provide a foundation for school counselors and educators to design guidance programs and psychological interventions to prevent bullying behavior among students.

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas teknik reframing dalam menurunkan kecenderungan bullying pada siswa MTsN 1 Kota Makassar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen. Populasi penelitian terdiri dari 25 siswa yang teridentifikasi memiliki kecenderungan bullying, dengan sampel sebanyak 16 siswa yang dipilih melalui teknik proportional random sampling. Pengumpulan data dilakukan melalui observasi dan skala kecenderungan bullying, sedangkan analisis data menggunakan uji independent sample t-test. Hasil penelitian menunjukkan bahwa teknik reframing dalam layanan konseling kelompok memberikan pengaruh yang signifikan dalam menurunkan kecenderungan bullying siswa. Simpulan dari penelitian ini menyatakan bahwa teknik reframing efektif digunakan sebagai intervensi untuk mengurangi perilaku bullying di lingkungan sekolah. Implikasi dari temuan ini memberikan dasar bagi konselor dan tenaga pendidik dalam merancang program bimbingan dan intervensi psikologis yang bersifat preventif terhadap perilaku bullying di kalangan siswa

1. INTRODUCTION

According to the Ministry of Education, Culture, Research, and Technology, one of the major challenges in the field of education is known as the "Three Major Sins in Education," one of which is bullying (Kurniati et al., 2024; Raflesia & Maharani, 2024; Oktarini & Sabaruddin, 2024). Bullying is a form of violence addressed in Ministerial Regulation No. 82 of 2015 concerning the Prevention and Handling of Violence in Educational Settings. This regulation outlines procedures for preventing and managing violence to ensure a safe environment for students, especially in schools considered their second home (Rambe et al., 2024).

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An initial survey conducted at MTsN 1 Kota Makassar on September 4, 2024, revealed that several student issues stemmed from bullying tendencies. The most common bullying behaviors found included name-calling, body shaming, making threats, forming exclusive groups that disturbed others, and disruptive actions during learning activities, such as stepping on classmates' feet and giving intimidating looks. These actions have led to fights and other forms of violence among students at the school.

According to Field, if bullying is left unaddressed, perpetrators will learn that they can use violence, aggression, or threats without facing consequences. This situation is often worsened by teachers' indifference toward bullying behavior, which emboldens bullies to escalate their aggression. Meanwhile, victims become increasingly distressed, especially when no intervention is provided for either the bully or the victim (Kurnia, 2017).

Bullying also affects victims psychologically. As noted by Diannita et al. (2023), the psychological effects of bullying include emotional distress and extreme stress that disrupt daily life. For students, bullying interferes with learning, leads to depression, affects concentration, lowers self-confidence, and, in severe cases, prompts students to drop out of school. Some victims may even develop thoughts of revenge or self-harm. Social adjustment becomes difficult, with victims often afraid to go to school, avoiding social interactions, and experiencing academic decline due to lack of focus. In extreme cases, they may see ending their lives as the only escape from humiliation and mistreatment (Akbar, 2018).

The prevalence of verbal and physical violence against children in educational settings requires serious concern from all stakeholders, including students, educators, and the broader school community (Rambe et al., 2024). Educational institutions should be safe spaces for students to receive knowledge, as guaranteed by Article 9, Section 10 of Law No. 35/2014, which affirms that children have the right to protection in educational settings from any form of abuse, including sexual and physical violence (Kurniati et al., 2024). Therefore, any form of violence in schools must be properly addressed, not only because it affects access to education but also because it endangers students' mental health. Hasdiana argues that bullying violates social, legal, community, and school norms, disrupting others' comfort (Jasni et al., 2023).

Bullying tendencies often arise from a distorted belief that certain goals can only be achieved through bullying as if it's a necessary price to pay (Rigby, 2007). Contributing factors are often internal to the bully, such as peer pressure, physical differences that provoke bullying, family problems, and negative social environments. These conditions encourage children to mimic their peers' behavior, leading to feelings of superiority and the belief that they are better or more powerful. At school, bullying is frequently triggered by emotional impulsiveness, aggression, mischief, or a desire for attention. Though these behaviors may seem trivial to some, they are distressing for victims and bystanders, especially as they occur repeatedly (Aswat et al., 2022). Rahayu (2019) adds that personality traits and environmental factors interact and influence one another, giving rise to bullying. Bullies may seek to exert dominance, become angry when others behave differently from their expectations, and derive satisfaction from bullying.

A follow-up preliminary study conducted on September 9, 2024, with a school counselor and a student at MTsN 1 Kota Makassar, supported by the researcher's direct observations, found that bullying behavior often stems from a desire to be seen as "tough" or "feared" among peers. Students believe that by bullying others, they gain recognition. Senior students also influence younger ones, particularly those in seventh grade, to mock or harass others. These behaviors indicate cognitive distortions. Meilita & Seniwati (2024) argue that bullies often experience cognitive distortions and social perception biases, perceiving threats where there may be none and viewing aggression as a solution. Ahmad (2019) supports this by stating that bullies tend to respond to perceived threats with violence.

One potential intervention to reduce bullying tendencies is group counseling using the reframing technique. According to Tohirin (2019), group counseling is a method used by counselors to help individuals address personal problems and promote growth. Erford explains that reframing involves helping clients shift their emotional or conceptual perspective of a situation, thereby changing their understanding of it (Habibah, 2019). Cormier notes that reframing addresses false beliefs and replaces irrational or negative self-perceptions with rational, positive ones (Sa'adah, 2020). Bandler and Grinder define reframing as a strategy to change one's perceptual framework about an event, altering its meaning (Fajriani et al., 2021). Darminto also describes it as helping individuals develop a new outlook on themselves, transforming negative thought patterns into more constructive ones (Fajrin & Christina, 2020).

The reframing technique is chosen in this study because it seeks to transform negative or distorted thinking into more rational and positive perspectives. This approach is especially relevant at MTsN 1 Kota Makassar, where

students believe they must bully others to gain recognition or dominance. By correcting these cognitive distortions, the reframing technique can help students adopt more positive behaviors.

Previous studies support the effectiveness of reframing in addressing aggression. Afia and Pangestie (2024) found significant differences between pre-test and post-test scores, showing that group counseling with reframing reduced verbal aggression. Similarly, Habibah (2019) showed that group counseling using this technique effectively reduced aggressive behavior among students at SMP Negeri 7 Sukoharjo. Nopriyansah et al. (2023) also found that individual counseling with reframing helped clients reduce aggressive tendencies, respond more calmly, and distinguish between positive and negative actions.

While prior research has focused on general aggression, this study aims to address bullying, a related but distinct issue requiring specialized intervention. This focus represents the study's novelty, applying reframing to transform cognitive patterns underlying bullying behaviors.

The study aims to evaluate whether applying the reframing technique can help students develop healthier perspectives on triggering situations, ultimately reducing bullying behaviors at MTsN 1 Kota Makassar. The hypothesis is that reframing will significantly lower students' bullying tendencies.

2. METHOD

2.1 Research Design

The research design applied is a pretest-posttest, nonequivalent control group design. In this model, two groups will be involved: experimental and control groups. Both groups will begin with an initial measurement (pretest) and a final measurement (posttest), but only the experimental group will receive treatment, while the control group will not receive any special treatment (Pandang & Anas, 2019; Creswell, 2023).

Table 1. Research Design

Group	Pretest	Treatment	Postest
Experimental	Y_1	X	Y_2
Control	Y_3	-	Y_4

This study uses a quasi-experimental design involving two groups: an experimental group and a control group. Both groups undergo a pretest and a posttest to observe changes during the research process. However, only the experimental group receives the intervention using the reframing technique, while the control group does not receive any treatment. The pretest is conducted to assess the initial conditions of both groups before the intervention, followed by administering the treatment to the experimental group. After the intervention, a posttest is conducted for both groups to identify changes resulting from the treatment. This design enables the researcher to compare the effects of the reframing technique between the treated and untreated groups, allowing for a valid evaluation of its impact on reducing students' bullying behavior tendencies.

2.2 Research Subjects

This research was conducted at MTsN 1 Kota Makassar in 2025. The study was conducted over approximately one month, from March 11, 2025, to April 21, 2025. The study applied a quantitative approach using a quasi-experimental research design. The quasi-experimental study involved two groups: an experimental group that received the intervention and a control group that did not (Creswell, 2023; Pandang & Anas, 2019). In this study, the experimental group received the reframing technique as an intervention, while the control group was only provided counseling through lecture methods. The control group served as a baseline to identify differences between the two groups. Both the experimental and control groups took the same pretest and posttest.

The population of this study consisted of seventh-grade students at MTsN 1 Makassar City who were identified as having a high tendency to engage in bullying behavior. The total population included 25 students based on the results of a bullying tendency scale distributed before sampling. The sample was selected using proportional random sampling, which involves randomly selecting members from a population while considering its strata (Pandang & Anas, 2019). The sample was proportionally and evenly selected from classes identified with high bullying tendencies.

Since the intervention in this study was provided in a group counseling format, the group size was determined based on Tohirin's recommendation that group counseling should include 8 to 10 members (no more than 10) (Tohirin, 2019). According to Carroll & Wiggins, the number of members for therapy-focused groups should be limited to 7 or 8 (Pandang & Anas, 2019). Based on these guidelines, the sample included 16 seventh-grade students

with a high tendency for bullying behavior. The students were divided equally into two groups: 8 in the experimental group and 8 in the control group.

2.3 Data Collection

AData were collected using a bullying tendency scale developed by the researcher based on Rigby's theory (2007) and through an observation guide. The instrument was validated by educational psychology and counseling experts and tested in the field using a sample of 80 students. The instrument then underwent validity and reliability testing using SPSS Version 25. A total of 31 items were found to be valid. The reliability test showed a coefficient of 0.776, indicating that the bullying tendency scale had strong reliability.

2.4 Data Analysis

Data were analyzed using descriptive and inferential statistical methods to test the proposed hypothesis. The hypothesis was tested using a parametric statistical approach with a T-test. The T-test requires that the data for each variable be normally distributed and homogeneous. Normality testing using the Shapiro-Wilk test showed that the significance values for the experimental and control groups, for both the pretest and posttest, were greater than 0.05, indicating normal distribution. Homogeneity testing also showed that the significance values for all data sets were ≥ 0.05, indicating homogeneous variance. The T-test results showed a significance probability value of 0.002 for both comparisons, which is less than the alpha level of 0.05. This indicates a significant difference between the pretest and posttest bullying behavior scores, meaning that the application of the reframing technique reduced bullying tendencies among students at MTsN 1 Makassar City.

2.5 Research Procedure

The research procedure followed the outlined methodology. The reframing technique was implemented in six main stages based on the model by Pandang et al. (2024): (1) Establishing Awareness and Identifying the Issue - the initial step aimed at increasing self-awareness and identifying the specific problem to be addressed; (2) Discovering the Positive Intention - in this stage, students are guided to understand the deeper reasons behind their thoughts or behaviors; (3) Recognizing Secondary Gains and Feedback - students are asked to honestly express any hidden benefits that may prevent them from letting go of negative behaviors; (4) Identifying Higher-Level Positive Intent - after recognizing the positive intentions, students are encouraged to find healthier alternative behaviors that achieve the same goals without harmful effects; (5) Reframing the Issue - changing the way they perceive the problem; (6) Integrating the Reframe - applying and maintaining the new, positive perspective developed.

3. RESULTS AND DISCUSSION

3.1 Results

a) Overview of Bullying Behavior Tendencies

In this study, there were two groups, namely the experimental and the control groups, each of eight people. The following is an overview of the bullying behavior tendencies in each group:

Table 2. Description of pretest and posttest data for the experimental group

Interval	Categories of Bullying Behavior Tendencies	Experimental Group				Control Group			
		Pretest		Postest		Pretest		Postest	
		F	%	F	%	F	%	F	%
X < 55	Low	-	-	4	50%	-	-	-	-
55 ≤ X < 75	Medium	2	25%	4	50%	5	62,5%	5	62,5%
75 ≤ X	High	6	75%	-	-	3	37,5%	3	37,5%
Total		8	100%	8	100%	8	100%	8	90

The data shows that in the experimental group before being given the reframing technique intervention, the level of bullying behavior tendency among students at MTsN 1 Makassar City who were included in the experimental group in this study was in the moderate and high categories, with 2 students in the moderate category

with a percentage of 25% and 6 students in the high category with a percentage of 75%. Still, no students were in the low category. After the intervention using reframing techniques, there was a change in the level of bullying behavior tendencies among students. The posttest results showed that 4 students were in the low category with a percentage of 50%, and 4 other students were in the moderate category with a percentage of 50%. No students were in the high category. Based on this data, it is evident that the reframing technique effectively reduces students' tendency toward bullying behavior.

Meanwhile, in the control group, during the pretest, there were 5 students in the moderate category, 62.5%, and 3 students in the high category, with a percentage of 37.5%. After being given an intervention different from the experimental group, namely group counseling using the general method of lecturing, the posttest results showed no significant changes. The posttest data showed the same number, with 5 students in the moderate category with a percentage of 62.5% and 3 students in the high category with 37.5%. Based on this data, there was no significant change in the control group.

Table 3. General Bullying Behavior Tendencies in the Experimental Group and Control Group

Group	Data Type	Mean	Interval	Category	Gain Score
Experimental Group	Pretest	78.37	$X \geq 75$	High	20
	Posttest	58.37	$55 \leq X < 75$	Moderate	
Control Group	Pretest	72.62	$55 \leq X < 75$	Moderate	0.37
	Posttest	72.25	$55 \leq X < 75$	Moderate	

Tables 2 and 3 show an overview of the level of bullying behavior tendencies in the experimental and control groups based on the pretest and posttest results. Based on the results of the pretest and posttest obtained by the researcher, the average gain score in the experimental group was 20, while the control group only had an average pain score of 0.37. This indicates a difference in the impact of the intervention implemented on the experimental and control groups in reducing students' tendency toward bullying behavior.

Based on the data, 8 students in the experimental group who received the intervention through group counseling services using reframing techniques showed different results between the pretest and posttest. During the pretest, the average score was 78.37; during the posttest, the average score was 58.37, indicating a decrease from the high to the low category. Meanwhile, in the control group, which also consisted of 8 students but only received an intervention in the form of group counseling services using the lecture method, the results were not significantly different between the pretest and posttest. The pretest yielded an average score of 72.62, while the posttest yielded an average score of 72.25. This indicates that there was only a slight change in the students in the control group, who remained in the high category. This suggests that there was no significant change.

b) Implementation of the Reframing Technique

The implementation of the reframing technique was carried out in six main stages, according to (Pandang et al., 2024), namely: (a) Establishing Awareness and Identifying the Issue; (b) Discovering the Positive Intention; (c) Recognizing Secondary Gains and Feedback; (d) Identifying Higher-Level Positive Intent; (e) Reframing the Issue; (f) Integrating the Reframe. During the intervention process, observations were conducted to assess student activity at each meeting. The following table presents the student observation data:

Table 4. Student Participation Observations

Interval	Criteria	Meeting					
		I	II	III	IV	V	VI
$X < 55$	Low	-	-	-	3	5	6
$55 \leq X < 75$	Medium	3	3	4	5	3	2
$75 \leq X$	High	5	5	3	-	-	-
Total		8	8	8	8	8	8

Based on the above observations, in the first and second meetings, there were no changes in the students, with 5 students still in the high category and 3 students in the medium category. However, changes were observed in the following meetings, with 3 students in the high category and 4 in the medium category in the third meeting. In the fourth to sixth meetings, no students were in the high category, and they changed to the medium and low categories.

3. Reframing Technique to Reduce Bullying Behavior
    The hypothesis testing in this study was intended to test the research hypothesis that the reframing technique can reduce bullying behavior among students at MTsN 1 Makassar City. Before determining the effect, the hypothesis must be changed to the null hypothesis (H0): "Reframing techniques cannot reduce bullying tendencies among students at MTsN 1 Makassar City." The testing criteria are to reject H0 if the sig value is < 0.05.

Table 5. T-Test Results

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Bullying	Equal variances assumed	0.021	0.887	-3.738	14	0.002	-13.875
	Equal variances not assumed			-3.738	13.878	0.002	-13.875

Based on the t-test results using SPSS 25 for Windows, the probability sig value was 0.002, which did not reach the significance level (0.05). Therefore, it was concluded that there was a significant difference in the average bullying behavior tendencies between the pretest and posttest, indicating that applying reframing techniques had an effect in reducing bullying behavior tendencies among students at MTsN 1 Makassar City.

3.2. Discussion

Bullying is a common and global issue among school-aged children. Although schools are ideally safe spaces that support learning, violence still often occurs in these environments (Meilita & Seniwati, 2024). Bullying is a highly harmful behavior that should be prevented, as it can cause deep trauma with serious effects on students' development in the future (Trisnani & Wardani, 2019). According to Rosen, individuals who engage in bullying tend to have poor social skills and show little to no remorse or empathy when harming others (Jasni et al., 2023).

Zakiyah defines bullying as a deliberate act of violence that involves psychological or physical pressure by someone who feels dominant over a weaker individual or group (Bete & Arifin, 2023). Putri describes bullying as intimidation by someone stronger directed toward someone weaker, expressed in various forms (Sitohang et al., 2024). Based on the descriptive statistical analysis from the pretest, students in the experimental group at MTsN 1 Kota Makassar showed the following tendencies: 2 students were in the moderate category, and 6 students were in the high category. In the control group, 5 students were in the moderate category, and 3 were in the high category.

Bullying behavior among students was seen in repeated teasing, calling others with inappropriate nicknames such as parental names or insulting terms, body shaming, forming exclusive groups, giving judgmental looks to students outside their group, disturbing others, and even engaging in physical aggression. This aligns with Dewi's (2020) statement that bullying behaviors include mocking, insulting, and making hurtful remarks. Students may also hit, push, and kick others or isolate and treat others with contempt.

After the pretest results showed that bullying tendencies in the experimental group were in the moderate and high categories, students were given an intervention using reframing techniques in group counseling sessions. Following the intervention, a posttest revealed a significant change in the students' bullying behavior. Four students improved from the high to the moderate category, and four were in the low category. This decrease was reflected in behavioral changes such as a greater focus on studying to achieve personal goals and engaging in more productive activities like discussing academic topics, playing together, or exploring new hobbies instead of disturbing others. Students also began thinking more positively and viewed bullying as a waste of time with no benefit to themselves.

This study demonstrates a significant reduction in bullying behavior among students in the experimental group after receiving group counseling using reframing. The reduction is evident in the post-intervention scores, which were much lower than the pre-intervention scores. This finding is supported by Nopriyansah et al. (2023), who found that after receiving individual counseling with reframing techniques, clients exhibited reduced aggressive behavior, became calmer and more patient, better understood what was right and wrong, were more cooperative with parents, and no longer harbored resentment or suspicion toward others.

On the other hand, students in the control group, who received group counseling through traditional lecture methods, did not show significant change. This may be due to the counselor-centered lecture method, which limits student engagement (Wicaksono & Widiyaningrum, 2020).

The use of reframing techniques had a positive and significant effect on reducing the level of bullying among students at MTsN 1 Kota Makassar. This reduction was reflected in the indicators of success shown through the posttest results. The positive change in student attitudes was evident in their decision to focus on learning to achieve their goals, engage in meaningful activities like academic discussions and shared games, and pursue hobbies instead of disturbing their peers. They also developed a more positive mindset, realizing that bullying wastes time and does not benefit them.

Data analysis also showed a significant difference between students who received the reframing intervention and those who did not. Therefore, the alternative hypothesis, which proposed that the intervention had an effect, is accepted, while the null hypothesis is rejected. This indicates a significant difference between students who received the reframing technique and those who only experienced group counseling through traditional methods.

This shows that the experimental group experienced a clear decrease in bullying tendencies, with scores dropping from high to low categories. This points to a significant positive change. In contrast, the control group, which did not receive the specific intervention, remained in the moderate and high categories in both the pretest and posttest, showing no meaningful change. Thus, group counseling using the reframing technique effectively reduces bullying behavior among students at MTsN 1 Kota Makassar.

4. RESEARCH IMPLICATIONS

a) For Guidance and Counseling Teachers

This study is expected to provide practical benefits for guidance and counseling teachers in their efforts to recognize, understand, and reduce students' bullying tendencies through group counseling services using reframing techniques.

b) For School Principals

The results of this study are expected to serve as a basis for schools to design and facilitate more effective guidance and counseling services to address bullying issues in the school environment.

c) For Future Researchers

This research can serve as a useful reference for future researchers who wish to explore further bullying tendencies, particularly regarding reframing techniques as an intervention in counseling services.

5. CONCLUSION

This study proves that reframing in group counseling can significantly reduce bullying behavior among students at MTsN 1 Makassar City. Before the intervention, many students exhibited moderate to high levels of bullying, but after receiving counseling services using the reframing technique, there was a significant decrease in such behavior. The counseling process was conducted smoothly, and students actively participated, indicating that this technique was effective and well-received by participants. This study supports reframing techniques as an effective intervention to address bullying behavior and positively contribute to students' psychological well-being.

Reframing techniques are an effective intervention for addressing bullying behavior in school environments because they help students change negative thought patterns or cognitive distortions that underlie aggressive actions. Through this approach, students are guided to view situations or events from a more positive and rational perspective, resulting in more adaptive and constructive responses. This technique's effectiveness is evident in the reduction of bullying tendencies and the improvement of self-awareness and students' ability to manage emotions and build healthier social relationships.

These findings provide important contributions for guidance counselors and other educators in designing reactive and preventive bullying prevention and intervention programs, focusing on strengthening students' cognitive and emotional aspects. Programs based on reframing techniques can serve as a sustainable intervention strategy in school counseling services. For future research, it is recommended that the effectiveness of reframing techniques be evaluated in the long term to determine their sustained impact on student behavior. Additionally, incorporating supporting variables such as social support, coping strategies, and emotional regulation can enrich

research outcomes and expand the scope of interventions to be more holistic in reducing bullying behavior among students.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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