A Strategic Approach to the Guidance and Counseling of Teachers in Overcoming Bullying Behavior in Puberty

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Abstract. This study explores the strategic approaches adopted by Guidance and Counselling (GC) teachers in addressing bullying behaviour during puberty. Bullying, which frequently occurs in school settings, can have a detrimental impact on students' academic and emotional development, underscoring the necessity for counselling teachers to intervene. This study employed a qualitative approach, utilising interviews, observations, and documentation to collect data. Thematic analysis was applied to identify key themes, including the strategies employed by GC teachers, the impact of counselling services, and the challenges in implementing interventions. The findings highlighted that the counselling teachers used a combination of preventive, curative, and rehabilitative strategies, including the provision of information services, group guidance, group counselling, and individual counselling. This research emphasises the importance of creating a safe and supportive environment for students to prevent and deal with bullying behaviour. The research provides valuable insights into effective strategies that GC teachers can use to address and reduce bullying, especially in the context of pubescent adolescents.

Keywords: Guidance and Counselling Teacher, Bullying, Puberty Phase.

1. Introduction

The term bullying has become familiar in Indonesia. Incidents of bullying that often occur in the school environment continue without any effective resolution [1]. Even showing increasingly visible developments over time, there are many similar incidents in society. According to the National Human Rights Commission, bullying is defined as the urge to hurt or identify others through acts of physical or psychological violence that last for a long time, carried out by individuals or groups against someone who is in a weak position to defend themselves, often in a state of stress, trauma, or depression, so that they feel they have lost their ability to fight back [2].

Bullying refers to aggressive behavior carried out by an individual or group that has a physical or mental advantage over others who are perceived as less powerful. This act is often identified as a form of oppression that includes insults and intense dislike of the target who is deemed to deserve the treatment. According to [3] Bullying is a facial expression that shows a

condescending, rude, or impolite attitude, as well as actions that humiliate and exclude, is a form of behavior that does not respect others. Bullying is an aggressive and negative act carried out by individuals or groups who use their power inappropriately with the aim of hurting the target (victim), either mentally or physically [4]. Bullying in school environments is a form of violence and aggressive behavior that often occurs among students [5].

Bullying can come in various forms, such as verbal, physical, and psychological. In the school environment, bullying is often carried out by peers or older students. They tend to want to continue the tradition or show dominance and seek popularity by intimidating weaker individuals [6]. Bullying is one manifestation of juvenile delinquent behavior.

The term bullying has become popular in society since 2014 through social media. This action involves deliberate attempts to hurt, both verbally and nonverbally, and often has a significant negative psychological impact on victims who are in a vulnerable position. Bullying can happen anytime, anywhere, and involves anyone, either as a perpetrator or a victim. Including among high school students. Bullying can appear in various forms, such as physical violence (such as pinching or hitting), verbal (such as teasing or insulting), social (such as ignoring or isolating), and mental (such as giving a sarcastic look or staring in a way that is pressing). The bullying that is most often experienced by children usually occurs at home, school, and public places [7].

According to data from KPAI [8] revealed that bullying often occurs in educational environments. KPAI highlighted that stopping the chain of bullying is a challenge, considering the cycle where the perpetrator can become a victim and vice versa. Many cases of bullying at this time are increasingly worrying, considering that schools that should be places of learning and character formation have become fertile ground for bullying practices.

Based on information from the Indonesian Child Protection Commission (KPAI), Dompu Regency in West Nusa Tenggara is recorded as one of the areas with cases of bullying in educational environments. In 2021, KPAI documented 17 cases of violence involving students and teachers in several areas including Dompu Regency. These incidents occurred at various levels of education, from elementary school to high school [9]. In this case, the role of Guidance and Counseling (GC) teachers is very crucial, especially in handling cases of bullying in schools. GC teachers are responsible for resolving cases, analyzing, the causes and effects of bullying and providing the best solutions. In addition, GC teachers provide support to victims so that they remain confident and provide guidance to bullies regarding the negative impacts of their behavior. It is important to understand that the role of teachers is not only to teach, but also to supervise student development, especially in overcoming bullying problems [10].

The researcher's initial observations in schools revealed frequent cases of bullying, especially at the Junior High School level, where acts of teasing often lead to physical violence due to the non-acceptance of the bullied students. Other factors include differences in social class, lifestyle, and interests that vary between students. The rapid advancement of technology also expands children's exposure to various forms of bullying through social media. The author noted the presence of derogatory behavior, such as calling friends with unpleasant names such as "Fat, short, skinny, Black or even animal names, which if continued can reduce the victim's self-confidence.

In addition, cases of physical bullying were also observed, such as asking for money accompanied by threats of beatings if not followed, as well as actions that damage or take friends' belongings. Seeing the negative impact of bullying on children's mental development,

it can even be dangerous. Schools as educational institutions must strive to eliminate bullying practices. This is the importance of the role of teachers, especially GC teachers, who are needed to handle students involved in bullying cases. Collaboration between schools and GC teachers needs to be improved to help students build positive karate. As regulated in Permendiknas No.22 of 2006 [11], GC services in formal education include student self-development and prevention of bullying in schools.

The strategic approach applied by Guidance and Counselling (BK) teachers in overcoming bullying behaviour in puberty involves a series of steps that are structured and based on understanding the emotional and social development of adolescents [12]. During puberty, adolescents frequently encounter physical, emotional and social changes that have the potential to influence their behaviour, including the manifestation of bullying behaviour. The counselling teacher, as the primary facilitator, employs a multifaceted approach encompassing prevention, intervention, and rehabilitation to address this issue. The initial strategy entails the provision of education and awareness to students regarding the detrimental impact of bullying through group and classroom guidance activities. These activities are designed to enhance empathy and social awareness among students. This approach encourages students to be more sensitive to the feelings of others and recognise behaviours that may harm their peers.

Furthermore, counselling teachers implement individualised approaches for students involved in bullying, whether as perpetrators or victims. The utilisation of individual counselling facilitates a more profound exploration into the underlying causes of bullying behaviour, including but not limited to familial issues, peer influence, and the insecurities experienced by students. The provision of a secure environment wherein students can articulate their sentiments and recount their experiences is instrumental in the alleviation of emotional distress and the identification of constructive resolutions. This approach is of particular importance during the period of puberty, when adolescents often experience difficulty in expressing their emotions openly [13].

The final strategy is social rehabilitation, in which counselling teachers collaborate with the school, parents and peers to establish a supportive and secure environment for all students [13]. This strategy not only addresses the issue of bullying but also focuses on rebuilding relationships between students and cultivating a culture of mutual respect within the school environment. This multifaceted approach enables BK teachers to address bullying behaviour in a manner that not only resolves the immediate conflict but also fosters positive character traits in adolescents undergoing puberty.

2. Method

In this study, researchers employed a qualitative method with a descriptive phenomenological design, which aims to describe the phenomena that occur systematically and accurately [14]. The research is grounded in the philosophy of post positivism, which considers that knowledge is constructed through natural experiences and complex social contexts [15]. The researcher functions as the primary instrument in collecting data through interviews and documentation, with the objective of exploring the underlying meaning of bullying phenomena in educational settings. The decision to utilize Descriptive Phenomenology was predicated on the understanding that this design permits researchers to explore in depth the experiences and perspectives of Guidance and Counseling (GC) teachers

with regard to their role in dealing with bullying. The present study aspires not only to describe the events that transpired, but also to compile a comprehensive depiction of the role of counseling teachers in mitigating bullying problems, in addition to elucidating the dynamics that occurred at SMPN 1 Manggelewa.

The subjects of this study are the counseling teachers at SMPN 1 Manggelewa, as they have an important role in providing guidance and detecting problems faced by students, especially related to bullying. GC teachers were chosen because of their strategic role in helping students through guidance services that focus on social and emotional development, as well as problem solving. In order to ensure the validity of the data, the researcher used the triangulation technique, which combines various data sources and collection methods, such as interviews with counseling teachers and documentation analysis related to bullying cases at school [15]. This triangulation technique was used to reduce potential bias and ensure the validity of the data obtained [16]. In terms of data analysis, the researcher used thematic analysis, which began with organizing the data that had been collected into categories relevant to the research objectives. The researcher identified the main themes that emerged, such as strategies for handling bullying, the influence of guidance services, and the challenges faced in bullying intervention.

The analysis was conducted inductively, whereby the researcher sought to identify patterns and meanings that emerged naturally from the data without being influenced by existing theories [17]. This methodological approach enables researchers to delve more profoundly into the underlying meanings associated with bullying phenomena in educational settings [18]. The final step in the research process entailed a holistic description of the findings, with consideration given to the specific context of SMPN 1 Manggelewa. This approach was undertaken to provide a comprehensive understanding of the role of counseling teachers in dealing with bullying and its impact on students.

3. Results

3.1 Types of Student Behaviour

3.1.1 Physically hurting

Based on data analysis, it was revealed that in general, the type of bullying behavior at SMPN 1 Manggelewa was most often related to acts of physical harm, with an average percentage of 17.5%. Actions such as hitting and hurting are the most common forms of bullying carried out by students, with a percentage reaching 25%. This condition is caused by the desire to injure, which leads to emotional pain or physical injury, and involves actions that can hurt and provide satisfaction to the perpetrator when causing suffering to the victim.

This statement is in line with that conveyed by Sonia Agustin and Nurfarida Deliana in [10], who stated that bullying in the form of physical violence is a type of bullying that can be clearly seen. This action involves physical contact between the perpetrator and the victim, so that it can be witnessed by others. Examples of actions that fall into this category include hitting, pushing, choking, biting, slapping, kicking, punching, locking someone in a room, pinching, damaging clothes or personal belongings, scratching, threatening with weapons, stepping on friends' feet, damaging personal belongings, throwing things, spitting, punishing with push-ups, pulling clothes, pinching, nudging, punishing by cleaning the toilet, squeezing, and damaging other people's belongings.

3.1.2 Verbally hurting

Based on data analysis, overall it was found that bullying behavior among students of SMPN 1 Manggelewa, especially in the indicator of verbal torture, showed an average percentage of 19.4%. This verbally hurtful act is generally carried out with harsh words, which is a form of verbal bullying. This is the most common form of verbal bullying, with a percentage reaching 25%. This condition is triggered because the perpetrators of bullying are often individuals who are bigger, stronger, or more adept at communicating verbally, so they are able to attack the victim's psychology with the power of their words. Words are very influential tools and can destroy the spirit of someone who receives them. This verbal bullying is a form of bullying that is often used by both boys and girls.

Verbal bullying is very easy to do and can even be delivered secretly in front of adults or peers without being detected, this form of bullying includes giving nicknames, teasing, slander, insults, and statements with sexual nuances or harassment. This action can also be in the form of accusations, shouting, insults, insults, and spreading gossip. In addition, verbal bullying can also appear in the form of threats via telephone, intimidating e-mails or anonymous letters containing threats of violence [19].

3.1.3 Mentally hurt

Based on data analysis, it was generally revealed that bullying behavior among students of SMPN 1 Manggelewa in terms of mental illness had a percentage of 10.3%, mental actions such as bullying were the most frequent form of bullying, with a percentage of 12.5%. This condition is caused by the desire to hurt, which is manifested through direct action by a person or group that is stronger and is carried out irresponsibly. This action usually occurs repeatedly with a feeling of pleasure by the perpetrator, while the or others experience suffering.

According to[19]Mental or psychological bullying is the most dangerous type because it is difficult to recognize with the naked eye. It can take the form of a cynical look, sticking out the tongue, showing a condescending expression, mocking, staring threateningly, humiliating in front of many people, ostracizing, staring contemptuously, isolating, distancing, and belittling someone in public, and so on.

From the description above, it can be concluded that various forms of bullying are acts of violence and aggressive behavior of students at school, as well as acts of violence and aggressive behavior of students at school, as well as abuse of power or authority carried out by individuals or groups. The form can be in the form of ridicule, cheers, insults to harassment. Bullying often occurs in junior high school students including verbal aggression such as harsh words that put pressure on the victim through the verbal superiority of the bully, in addition, there are also forms of physical aggression such as hitting, mental intimidation, and bluffing. This needs serious attention from the school, especially GC teachers or counselors, although the presentation is still relatively low, this bullying has the potential to continue to develop if not handled immediately.

3.2 Factors Causing Student Bullying

Based on data analysis, it is known that family factors and peer influence are the main causes of bullying behavior among junior high school students, with a percentage reaching 18.7%. According to Setiawan in [4], there are several factors that influence children to do bullying, namely:

3.2.1 Family factors

In the event of family bullying, perpetrated by parents or siblings, children are likely to imitate and thereby develop bullying behaviour. Conversely, children who are subjected to physical punishment by their parents are more likely to engage in bullying behaviours themselves. The phenomenon of bullying is interpreted by children as a force that serves to protect them from an environment that is perceived to be threatening.

3.2.2 School Factors

Bullying cases can develop in the school environment, which often provides negative input to students, such as punishments that are not constructive, so that a sense of respect and appreciation is not developed among fellow school members.

3.2.3 Friends of the same age

Peers are one of the main factors that influence someone to bully. This action is often driven by the desire to be accepted in a particular social group, even though the views of the group may conflict with the individual's personal views. Based on this, it can be concluded that the family as the closest environment of a child or student has a significant role in triggering bullying behavior. In the context of imitation behavior in children, if a child is raised in a family that tolerates violence or bullying, he will learn that bullying is considered normal in building relationships or achieving something desired, so he tends to imitate this behavior.

3.3 Characteristics of Bullying Behaviour

Bullying consists of four main elements which usually involve three important aspects, namely: (1) inequality of power, (2) Desire to hurt, (3) The threat of repeated attacks, and (4) acts of terror[20]. Bullying can be done by someone who is older, bigger, or stronger because bullying is not a fight between two parties with equal power. This behaviour often causes emotional pain, physical injury, or even both.

Bullies feel satisfied when they see their victims suffer. Bullying is not a single incident; both the bully and the victim realize that this action can be repeated indefinitely and even increase in intensity, thus creating an atmosphere of terror. When this terror succeeds in hitting its target, the terror turns into a tool for the bully to achieve his goals, and the bully can act without fear of retaliation from the victim. Bullying has three interrelated characteristics, namely: (1) The existence of aggressive actions that give the perpetrator satisfaction in hurting the victim, (2) The action was carried out disproportionately, causing pressure on the victim, and (3) This behaviour occurs repeatedly and continuously [21].

Bullies generally feel satisfied or happy when they see their targets or victims suffer, getting emotional satisfaction from hurting their victims. Usually, bullies are individuals or groups who are stronger, so bullying is carried out in an unbalanced situation, causing the victim to feel pressured. This condition allows the perpetrator to continue bullying repeatedly. Characteristics of children who are vulnerable to becoming victims of bullying include; a) a child who is new to the environment; b) the youngest child in school; c) children who have experienced trauma; d) obedient child; e) children whose behavior is considered to be disturbing to others; f) children who do not want to fight; g) shy child; h) poor or rich children; i) children whose race, ethnicity or tribe is considered inferior by the perpetrator; j) children whose religion is seen as inferior by the perpetrator; k) children who are intelligent, talented or have advantages; l) fat or thin children; m) children who have different physical characteristics from other people [21].

3.4 Implementation of Guidance and Counselling Teacher Strategy in Overcoming Bullying Behaviour at SMPN 1 Manggelewa

Based on interviews with informants, namely three guidance and counseling teachers at SMP Negeri 1 Manggelewa, only two could be interviewed because 4 teachers were undergoing training. The first guidance and counseling teacher revealed that the type of bullying that often occurs at SMP Negeri 1 Manggelewa is verbal bullying, such as teasing friends or calling friends by their parents' names. According to the interview, this verbal bullying mainly occurs in grades VII and VIII.

The results of the interview with the second guidance and counselling teacher are in line with the statement of the first guidance and counselling teacher, that the form of bullying that often occurs in their school is verbal bullying. Often, a group of students or a student taunts another student by calling the name of the parent of the student who is the target. To overcome this verbal bullying, the two informants, namely guidance and counselling teachers, use various strategies that are specifically designed to handle cases of bullying.

The results of interviews with both guidance and counselling teachers revealed that they used several strategies to deal with bullying. These strategies include: Provide individual counselling services to students who bully, Delivering information about bullying and its psychological and emotional impacts, both for perpetrators and victims, during guidance and counseling lessons, Inviting external parties to provide a deeper understanding of the impact of bullying, both verbal and nonverbal, at SMP Negeri 1 Manggelewa. And the goal is for students to realize the importance of understanding the consequences of bullying.

Based on data from interviews and documentation, guidance and counseling teachers work together with homeroom teachers, especially for grades VII and VIII, in implementing the strategies above. This collaboration, according to the two guidance and counseling teachers interviewed, includes a clear division of tasks. The homeroom teacher is responsible for monitoring, recording developments, and handling problems that arise in class. If the problem is minor, the homeroom teacher can solve it themselves without involving the guidance and counseling teacher. However, if the problem is more serious, such as a case of bullying, the homeroom teacher will involve the guidance and counseling teacher for further handling. The method applied in implementing this strategy involves calling the students concerned and recording their names in a problem notebook. Furthermore, students who face these problems are called one by one. Before providing individual counseling services, the guidance and counseling teacher first clarifies the problems that occur, to understand the causes of bullying. The next step, according to the guidance and counseling teacher, is to identify the root of the problem that triggers bullying. After the cause is found, the teacher provides individual counseling services to the perpetrators of bullying.

Another strategy implemented by guidance and counseling teachers to handle bullying behavior, based on interviews with the two teachers, is to involve external parties who provide education about the dangers and impacts of bullying for perpetrators and victims. These external parties, who have a deep understanding of bullying and the authority to handle perpetrators, come from the police. Unfortunately, the results of this strategy were only able to reduce verbal bullying at SMP Negeri 1 Manggelewa, because there were several obstacles in its implementation.

Based on the statements above, obtained from interviews and documentation, it can be concluded that the strategy of guidance and counseling teachers in dealing with bullying behavior involves cooperation with homeroom teachers for grades VII and VIII, as well as external parties, namely the police, to provide information and understanding to students regarding the impacts and dangers of bullying, both for perpetrators and victims. Although the

bullying that occurs is verbal, not all students are able to respond to it well, so that verbal bullying behavior can be reduced, although it has not been completely resolved due to certain obstacles.

3.5 Obstacles faced by guidance and counseling teachers in implementing strategies to overcome bullying at SMPN 1 Manggelewa

From the results of interviews with guidance and counseling teachers 1 regarding obstacles in dealing with verbal bullying behavior, it was revealed that one of the main obstacles came from the parents of students. Some parents felt that their children were innocent or considered the actions as normal. In addition, obstacles also arose from the students themselves, where even though they had been advised repeatedly, the students often returned to bullying.

In line with the interview with guidance and counseling teacher 2, the obstacles in implementing these strategies mainly come from the students themselves, where even though they have been given an understanding, children are often not able to practice the advice given, so it is considered trivial and the behavior tends to be repeated. In addition, the parent factor is also an obstacle, because many parents are less concerned about this problem. As a result, the cooperation expected by guidance and counseling teachers in dealing with bullying behavior has not been able to run optimally and effectively.

4. Discussion

Counselling guidance is the process of providing assistance through counselling or face-to-face by an expert, known as a counsellor, to individuals who have problems, referred to as clients, to help them overcome them. In the context of education, especially in schools, counselling guidance is an important instrument that plays a significant role in supporting the optimal development of students.

In addition, guidance and counselling in schools have an important role in supporting the optimal development of students. Guidance and counselling teachers are not school discipline enforcers, so they should not act as part of the discipline team. Instead, their role is more to support efforts to enforce school rules. In order for students to feel comfortable and familiar with guidance and counselling teachers, teachers need to be supportive and nurturing in depth, so that a safe environment is created for students who come for consultation.

In order for guidance and counselling services to be implemented properly, a special strategy is needed, especially in dealing with bullying behaviour carried out by one or a group of students against other students. It is known that bullying is very dangerous for the personal development of students, especially for those aged 11-15 years. At this age range, students are in adolescence with emotional development that is still unstable or unstable, so that when bullying occurs, the negative impact will be very pronounced on the victim. This impact can be in the form of emotional development disorders, such as depression, anxiety, mental health problems, difficulty sleeping, impaired physical health, and others.

Various strategies can be applied to reduce bullying behaviour. According to Prayitno in [19], the duties of guidance and counselling teachers in counselling services include helping students overcome problems through various types of services. Several strategies applied by teachers to deal with bullying behaviour must be carried out appropriately and efficiently in order to be effective for the students who are targeted. Tohirin (2013:267) in [22] explains that the implementation of guidance and counselling service strategies generally involves four

main steps: "identifying needs, preparing work plans, implementing activities, and evaluating activities." These four steps form a series of activities that are carried out continuously.

In the academic context, the strategies implemented by guidance and counselling teachers in schools have a significant influence on the educational process. According to Bimo in [10] , these strategies include several things: a) Creating a comfortable school environment so that students feel at home; b) Understand students comprehensively, including aspects of academic achievement, social, and all personal characteristics; c) Implement guidance and counselling programs with optimal quality; and d) Building harmonious relationships between schools, parents and the community.

In implementing strategies to overcome bullying behaviour, guidance and counselling teachers face various obstacles. One of the main obstacles comes from parents, who sometimes feel that their children are not guilty or consider the action as trivial. In addition, obstacles also arise from the students themselves, because even though they have been given repeated advice, some students continue to repeat bullying behaviour [23].

Another obstacle faced is the limited time given by schools to implement strategies in dealing with bullying behaviour. For example, information services related to bullying are only allocated for one lesson hour, so that important points are often not conveyed optimally. Even in the implementation of individual counselling services, the time available is sometimes not enough to provide adequate understanding, advice, and awareness that bullying is dangerous behaviour and must be avoided.

Andi Priyatna in [24] explains that one of the inhibiting factors is the family factor, where parenting patterns in the family play an important role in shaping children's behaviour, including the tendency to bully. Families with permissive parenting patterns allow children to freely do what they want, so that children tend to be spoiled and insist on fulfilling their wishes. Children are also often unaware of their mistakes and consider all their actions to be right. On the other hand, a strict parenting pattern, which limits children's freedom, can make children accustomed to receiving harsh treatment, which they then consider normal and practice in friendships [9].

In line with the view [25] A family environment that leads to negative things, such as physical violence (hitting, kicking tables, and so on), the use of harsh words, or exposure to television shows containing violent scenes, can influence children's behaviour. Children, who have a tendency to imitate, will try to do things similar to what they often see.

From the explanation above, it can be understood that the implementation of the right strategy can help overcome bullying behaviour. Although there are obstacles in its implementation, guidance and counselling teachers must remain optimistic and try their best to implement these strategies.

5. Conclusions

The findings of the aforementioned study indicate that the implementation of strategies by guidance and counselling teachers is indeed efficacious. However, it should be noted that this efficacy is impeded by several obstacles. The strategies employed by guidance and counselling teachers include the identification of the underlying causes of bullying behaviour through probing questions, the implementation of negative reinforcement through punishment, and the provision of information, orientation, and mediation services. Notably, the parents of the students have been identified as a key obstacle to the success of these strategies, as they often demonstrate a lack of support for their children. Furthermore, students themselves have

been found to perpetuate bullying behaviour, even in the face of guidance and counselling interventions aimed at modifying their behaviour. While these interventions have been found to reduce the frequency of bullying behaviour, they have not yet been successful in fully eradicating it.

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