

The Influence of Individual Counseling Services With Coping Strategies To Minimize Stress In Bullying Victims At MTsS Ulumul Qur'an Boarding School Academic Year 2021/2022

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Abstract. This study aims to determine the effect of individual counseling with coping strategies to reduce stress on victims of bullying at the MTsS Ulumul Qur'an Boarding School for the 2021/2022 Academic Year. The research approach used in this study was quantitative with a *quasi-experimental type of research* with the *Desaighat One-Group Pretest-posttest research design*. The research subjects were 4 students at MTsS Ulumul Qur'an. The instrument used was a stress scale for victims of bullying based on the Likert scale given before and after the implementation of individual counseling services with *coping strategies*. The results showed that the average score of the *pre-test* was 53.25 and the *post-test* was 81.75, with a large change in the stress of the subject who was a victim of bullying by 53.5%. After the data was analyzed using the *Wilcoxon test* with the results $J \text{ count} = 3$ with $\alpha = 0.05$ and $n = 4$ so that the value of $J \text{ table} = 0$, from these data it can be seen that $J \text{ count} > J \text{ table}$ ($3 > 0$) and the immediate assessment results (LAISEG) with an average value of 72.5%. So, it can be concluded that "There is a significant effect of individual counseling with coping strategies in helping to minimize stress on victims of bullying at the Ulumul Qur'an MTsS Boarding School TA 2021/2022".

Keywords: Individual Counseling Services Coping Strategies, Stress on Victims of Bullying.

1 Introduction

The National Education System in Indonesia is constantly evolving along with the life journey of the Indonesian people and the demands of the times. The function of National Education itself is to shape the personality of students so that they believe in God Almighty, have noble character, are independent, creative and democratic, therefore it is very helpful if school education programs play a role in this realization. In shaping student development, one of them is counseling services provided by the counselor because the counselor's goal is to support students in solving problems that arise in their lives.

We can see that the current moral decay and deviant behavior often occur among students and students. One example is violence (bullying). Bullying behavior is an aggressive action or harmful behavior that is carried out repeatedly involving an imbalance of power between the victim or perpetrator [1].

Bullying can happen anywhere, but usually this bullying is more common in places that are quiet and away from the supervision of the general public, such as teachers, as well as adults who are around, places that are usually used as a means of bullying, namely the school parking lot, school hallways, school bathrooms, classrooms, empty rooms at school, playgrounds, and including dormitories for schools that have dormitories. The phenomenon of bullying is also one of the scary things and creates a sense of concern for parents who send their children to boarding schools because cases of bullying are more prone to occur in boarding schools because students have 24 hours to be together in that environment making it easier for perpetrators to carry out acts of bullying when they escape supervision at school or in the dormitory.

Based on observations and interviews that have been conducted by researchers with counseling teachers at MTsS Ulumul Qur'an which is a boarding school or known as a boarding school in Takengon, Central Aceh. Based on the data found in the field at this school it is not uncommon for acts of bullying to occur, there are 4 students in this school who the counseling teacher knows are victims of bullying. Forms of bullying that occur, for example, are isolating a friend in class or even in the dormitory, calling friends with names they don't like, senior students think they have power over the school so that juniors must obey and feel afraid of them, and often seniors also extortion against his junior money.

As a result of being bullied too often, it can cause students to experience inner pressure, stress, fear and even students who go home and don't want to go back to school anymore. The impact of this bullying can cause serious pressure and cause stress for the victim. Victims who experience acts of bullying must immediately get help, and a counselor must be able to reduce the pressure experienced by students who are victims of bullying so that these students are calm, focused on learning, happy to be at school and can continue to develop their potential.

Based on the problems above, the researchers conducted research to help and find out whether individual counseling services with this coping strategy had an effect on helping to minimize stress on victims of bullying at MTsS Ulumul Qur'an.

1.1 Individual Counseling Services

Individual (individual) counseling services are services that allow students to get direct face-to-face services with supervising teachers /counselors in order to discuss and resolve their problems [2]. Individual counseling services are carried out *face to face* between the counselor and the client, with the hope that the problems faced by the client can be resolved. Therefore these individual counseling services can support the alleviation function in guidance and counseling services [3].

1.2 Coping Strategy

Coping strategies are a form of plan that can be used to anticipate stressful situations and are effective in helping to reduce the level of stress experienced. There are two forms of *coping* strategies, namely problem focused coping and emotional focused coping [4].

1.3 Bullying

Bullying is a form of physically and verbally violent behavior, the perpetrator usually humiliates and intimidates the victim so they cannot fight back, the bully seeks pleasure that cannot be obtained and then takes it out by making other people suffer. Someone who commits an act of bullying usually uses his or her power to hurt an individual or group, causing the victim to feel depressed, traumatized and helpless. Bullying is also an act that makes victims feel insecure and uncomfortable [5]. In general, forms of bullying can be divided into four categories, namely physical bullying, verbal bullying, social bullying and victim bullying (cyber bullying) [6].

- a. Physical Bullying. The most obvious form of bullying is physical bullying, which includes hitting, kicking, pushing, damaging the victim's belongings (including stealing), and damaging the victim's hair. Physical bullying occurs when the bully and the victim make physical contact with each other.
- b. Verbal bullying, this verbal bullying is a type of bullying that can also be detected because it can be caught by the sense of hearing, for example, making fun of nicknames, demeaning appearances, and being unpleasant and scary.
- c. Social bullying. Because it goes unnoticed and goes unreported, social bullying is the most damaging type of bullying. This bullying behavior takes place clandestinely and without supervision. For example, spreading rumors or gossip, publicly shaming the victim, shunning others, or tricking someone into taking the blame for something they did not do.
- d. Cyber bullying, Bullying online or through electronic Cyberbullying, also known as bullying that occurs through electronic means or in cyberspace. Examples of cases of this type of bullying are embarrassing other people by spreading gossip on internet social networks (eg Facebook, Friendster, Twitter, Instagram, etc.), sharing private photos without the owner's permission on social media, or exposing other people's secrets that are spread through the media. social.

1.4 Stress In Bullying Victims

Stress is a problem or demand that disturbs a person's balance, which not only affects functional disorders but also affects the psychiatric field, such as anxiety and depression. The stress associated with bullying in students increases the possibility that it can have a negative impact on their daily lives. Students feel less secure and peaceful due to this situation. Apart from feeling inferior and useless around them, those who are bullied also experience fear [7,8].

Types of stress can be divided into two types, namely Distress and Eustress [9]. Distress (Negative Stress), Distress is a type of negative stress that disturbs the individual who experiences it. Meanwhile, according to Selye: Distress is the result of a response to stress that is unhealthy, negative, and destructive. Distress is a type of stress caused by unpleasant things. For example: quarrels, death of a spouse, and others. Eustress (Positive Stress), Eustress is a type of stress that is positive or constructive. Eustress is stress which is very useful because it can make the body more alert. Eustress makes the mind and body ready to face many challenges, even without realizing it. This type of stress can help empower and shape decisions, for example finding solutions to problems. Eustress is a type of stress caused by pleasant things. For example, changes in roles after marriage, the birth of the first child and

others.

2 Research methods

The research approach used is a quantitative approach with a *quasi-experimental type using the One Group Pre-Test and Post-Test Design* using the Wilcoxon test. The data collection instrument used in this study uses a psychological scale that is guided by the Likert Scale [9,10]. The subjects of this study were 4 students of class VII and class VIII of MTsS Ulumul Qur'an who lived in the dormitory. The sampling technique in this study was a purposive sampling technique, namely a technique by selecting a group of subjects based on certain characteristics which are considered to have a relationship with the characteristics or characteristics that are appropriate to the problem to be studied.

Golberg and Hiller are divided into somatization, anxiety and insomnia, social dysfunction and major depression [11]. All dimensions that have been compiled in the form of statements based on the indicators are then validated and tested for reliability to determine the number of valid items. To find out "The Effect of Individual Counseling Services With Coping Strategies to Help Minimize Stress in Victims of Bullying at MTsS ULUMUL

$O_1 \times O_2$

QUR'AN FY 2021/2022" using one group design pre-test and post test. The pre-test and post-test designs have the following pattern.

Information:

- O 1 : The pre-test is given before the treatment is carried out
- X : Treatment (Individual counseling with coping strategies)
- O 2 : Post-test will be given after treatment

Based on the design above, the steps for this research activity are as follows:

- a. Doing a pre-test by giving a valid scale to 4 students who are the subject of the study to determine the level of stress due to the bullying they experienced.
- b. Examine the scale and analyze the results of the pre-test about the stress experienced by students who are victims of bullying.
- c. Conducting individual counseling services with coping strategies 4 times to the subject alternately with different topics and discussions, namely:
 - i. The first meeting identified the stress experienced by students who were victims of bullying.
 - ii. The second meeting with the topic of explaining coping strategies and their implementation.
 - iii. The third meeting with the topic of discussion accepts the circumstances and situations that occur.
 - iv. The fourth meeting with the topic of implementing coping strategies independently to reduce stress.
- d. Deploy the same scale to do a post-test about the stress experienced by students who are the target of bullying.
- e. Conducting an analysis of the results of the post-test to determine the level of stress in students after being given assistance.
- f. Conducting an analysis of data from the pre-test and post-test results to determine the effect of individual counseling services with coping strategies to minimize stress on

- victims of bullying at MTsS Ulumul Qur'an for the 2021/2022 academic year.
- g. Making conclusions from the results of the pre-test and post-test.
 - h. Compiled a final thesis report on "The Effect of Individual Counseling Services With Coping Strategies to Minimize Stress in Victims of Bullying at MTsS Ulumul Qur'an Boarding School TA 2021/2022".

After knowing the number of valid statement items, the research was carried out by spreading the same psychological scale 2 times, namely at the beginning before carrying out Individual Counseling Services with Coping Strategies (pre-test) and the second when having been given Individual Counseling Services with Coping Strategies (post -test). The data obtained was analyzed using the Wilcoxon Test to determine whether there is an effect of Individual Counseling Services with Coping Strategies to Minimize Stress in Bullying Victims.

3 Results and Discussion

3.1 Data on the results of the *Pre-test* Stress of Students Victims of Bullying

Prior to holding individual counseling services, the researcher began the study by giving a pre-test to the research subjects which aimed to measure the stress experienced by students who were victims of bullying. Based on the *pre-test results data* given to 4 research subjects, namely class VII and VIII students of MTsS Ulumul Qur'an, the following results were obtained :

Table 1. Results of *Pre-test* Stress in Students Victims of Bullying

No	Initials	Pre-test score	Category
1	PN	82	Tall
2	FD	93	Tall
3	AM	67	Currently
4	PY	85	Tall
Amount		327	
The highest score		93	
Lowest Value		67	
Average		81.75	

Based on the results of the *Pre-test data analysis* in the table above, before the service was provided, the following data were obtained: PN students had a score of 82 in the high category, FD students had a score of 93 in the high category, AM students had a score of 67 in the medium category, and PY students had a score of 85. with high category. Respondents in this study were 4 people with a total score of 327, the highest score was 93 and the lowest score was 67 with an average score (M) of 81.75, and a standard deviation score (SD) of 163.5.

3.2 Analysis Results *Post-test* Data on Stress in Students Victims of Bullying

After providing individual counseling services, the researchers conducted a Post-test on

research subjects using the same scale when administering the *Pre-test* with the aim of measuring the stress experienced by students who were victims of bullying after being given Individual Counseling Services with *Coping Strategies* . Based on the *post- test result data* given to 4 research subjects, namely class VII and VIII students of MTsS Ulumul Qur'an, the following results were obtained :

Table 2. Results of *Post-test* Stress in Students Victims of Bullying

No	Initials	Post-Test Score	Category
1	PN	52	Low
2	FD	63	Currently
3	AM	47	Low
4	PY	51	Low
Amount		213	
The highest score		63	
Lowest Value		47	
Average		53,25	

Based on the results of the *Post-test data analysis* in the table above, after being given the service, it is obtained as follows: PN has a score of 52 in the low category, FD students have a score of 63 in the medium category, students with the initials AM have a score of 47 in the low category, and the last student PY has a score of 51 in the low category. Respondents in this study were 4 people with a total score of 213, the highest score was 63 and the lowest score was 47. From the results obtained in the table above, the average score (M) was 53.25 and the standard deviation score (SD) was 106.5.

3.3 Pre-Test and Post-Test result data

Based on the results of the *pre-test data analysis* and the results of the *post-test data analysis*, it can be seen that the average score in the *pre-test* is higher than the *post-test average score* , namely $81.75 > 53.25$. It can be concluded that there is stress reduction that occurs in students who are victims of bullying after being given individual counseling services. The results of all changes in *the pre-test* and *post-test* comparisons can be seen in the table below:

Table 3. *Pre-test* and *Post-test* Results Data

No	Initials	Pre-test	Post-test	Difference Change	
				Score	(%)
1	PN	82	52	30	28.84 %
2	FD	93	63	30	28.84%
3	AM	67	47	20	19.23%
4	PY	85	51	34	32.69 %
Total		327	213	114	109.6 %
Average		81.75	53,25	28.5	27.40 %

Based on the table of results of the *pre-test* and *post-test* conducted on 4 students, it can be seen that the change in the stress level score experienced by each student is as follows.

- The *pre - test* results obtained a score of 82, and the *post-test results* obtained a score of 52, so there was a difference in the score of 30. This means that PN experienced a decrease in stress for victims of bullying by 28.84 % .
- The *pre-test* results obtained a score of 93, and the *post-test results* obtained a score of 63, so there was a difference in the score obtained by 30. This means that FD experienced a decrease in the stress of bullying victims by 28.84 % .
- The *pre - test* results obtained a score of 67, and the *post-test results* obtained a score of 47, so there was a difference in the score obtained by 20. This means that AM experienced a decrease in the stress of bullying victims by 19.23 % .
- The *pre - test* results obtained a score of 85, and the *post-test results* obtained a score of 51, so there was a difference in the score obtained by 34. This means that PY experienced a decrease in stress for victims of bullying by 32.69 % .

Based on the results of the total *pre-test* and *post-test scores* obtained as a whole from the 4 research subjects, the results of the *pre-test* score were 327 and the total *post-test score* was 213, so that the difference in the total *pre-test* and *post-test scores* was obtained equal to 114 means that there is a difference in stress reduction experienced by students who are victims of bullying by 109.6%. The lowest score on *the pre-test* was obtained by 67 and the lowest score on *the post-test* was obtained by 47, so the difference in score was obtained by 20 meaning that there was a reduction in the stress experienced by students who were victims of bullying by 19.23%. The highest score on *the pre-test* was obtained at 93 and on *the post-test* was obtained at 63, so the difference in score was obtained at 34 meaning that there was a reduction in stress experienced by students who were victims of bullying by 28.84%.

Thus, the average *pre-test score* was 81.75 , *the post-test* was 53.25, with an average score difference of 28.5 (27.40%), with a large change in the stress of the subject who was a victim of bullying by 53 , 5%. The results of the description of stress reduction experienced by students who are victims of bullying in detail can be seen in the graph below:

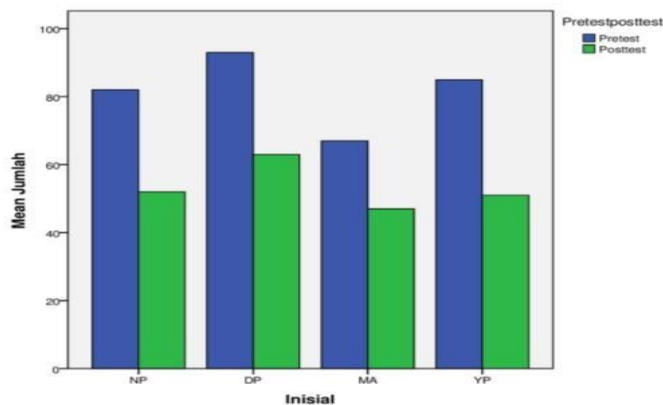


Fig. 1. Reducing Stress in Students Victims of Bullying

3.4 Data on Individual Stress Reduction Results

The reduction in stress experienced by the four subjects who were victims of bullying in each dimension is presented as follows:

a. PN subject

Table 4. Changes in Stress Levels of PN Subjects

Dimensions	Pre-Test	Post-Test	Difference Change	
			Score	%
Somatization	15	8	7	6.73%
Anxiety and Insomnia	18	11	7	6.73%
Social Dysfunction	17	11	6	5.7%
Major Depression	32	22	10	9.61%
Amount	82	52	30	28.77%

Based on table 4.7 Changes in the stress level of PN subjects on the Somatization dimension of 6.73% with a difference in score = 7 , the Anxiety and Insomnia dimensions are 6.73% with a difference in score = 7, the dimension of Social Dysfunction is 5.7% with a difference in score = 6 , the dimension of Major Depression was 9.61% with a difference in score = 10. So it can be concluded that the total difference in changes in the stress level of PN subjects was 28.77% with a difference in score = 30.

b. AM subject

Table 5. Changes in AM Subjects' Stress Levels

Dimensions	Pre-Test	Post-Test	Difference Change	
			Score	%
Somatization	18	11	7	6.73%
Anxiety and Insomnia	31	20	11	10.57%
Social Dysfunction	17	11	6	5.7%
Major Depression	27	21	6	5.7%
Amount	93	63	30	28.7%

Based on table 4.8 Changes in the stress level of AM subjects on the Somatization dimension of 6.73 % with a difference in score = 7, the Anxiety and Insomnia dimensions are 10.57 % with a difference in score = 11, the dimension of Social Dysfunction is 5.7% with a difference in score = 6 , the dimension of Major Depression is 5.7% with a difference in score = 6. So it can be concluded that the total difference in changes in the stress level of AM subjects is 28.7% with a difference in score = 30.

c. FD subject

Table 6. Changes in Stress in DF Subjects

Dimensions	Pre-Test	Post-Test	Difference Change	
			Score	%
Somatization	17	6	11	10.57%
Anxiety and Insomnia	27	14	13	12.5%
Social Dysfunction	17	9	8	7.6%
Major Depression	25	18	7	6.73%
Amount	86	47	39	37.4%

Based on table 4.9 Changes in the stress level of FD subjects on the Somatization

dimension of 10.57 % with a difference in score = 11 , the Anxiety and Insomnia dimensions are 12.5% with a difference in score = 13, the Social Dysfunction dimension is 7.6% with a difference in score = 8 , the dimension of Major Depression was 6.73% with a difference in score = 7. So it can be concluded that the total difference in changes in the stress level of AM subjects was 37.4% with a difference in score = 39.

d. PY subject

Table 7. Changes in PY Subjects' Stress Levels

Dimensions	Pre-Test	Post-Test	Difference Change	
			Score	%
Somatization	13	12	1	1.04%
Anxiety and Insomnia	23	8	15	14.42%
Social Dysfunction	17	13	4	3.84%
Major Depression	31	18	13	12.5%
Amount	84	51	33	31.8%

Based on table 4.10 Changes in the stress level of PY subjects on the Somatization dimension of 1.04 % with a difference in score = 1, the Anxiety and Insomnia dimensions are 14.42% with a difference in score = 15, the Social Dysfunction dimension is 3.84% with a difference in score = 4 , the dimension of Major Depression is 12.5% with a difference in score = 13. So it can be concluded that the total difference in the change in the stress level of the PY subject is 31.8% with a difference in score = 33.

3.5 Hypothesis test

The hypothesis will be tested by calculating the Wilcoxon rank or level test, the results of the Wilcoxon rank or level test can be seen in the table below:

Table 8. Wilcoxon Test Data Results

No	Respon-dents	Pre-test	Post-test	Differen D)	D- MD (d)	level	Level Sign	
							Positive	Negative
1	PN	82	52	30	1.5	2	2	
2	FD	93	63	30	1.5	2	2	
3	AM	67	47	20	-8.5	3		3
4	PY	85	51	34	5,5	1	1	
Amount		327	213	114		8	5	3

Based on the results of the Wilcoxon test data table, the smallest value is determined, namely J count = 3 with $\alpha = 0.05$ and $n = 4$ so that the value of J table = 0. From these data it can be seen that J count > J table ($3 > 0$). So it can be concluded that "There is a significant effect of individual counseling with coping strategies in helping to minimize the stress experienced by victims of bullying at the Ulumul Qur'an MTsS Boarding School TA 2021/2022" (Hypothesis accepted).

The discussion regarding the provision of Individual Counseling Services with Coping Strategies to the four bullying victims is described as follows:

- a. PN subject , for the first student, namely PN, counseling was carried out in 4 meetings. Based on the results of the *pre-test* before carrying out individual counseling with *coping strategies* , PN is a student who has experienced actual stress score of 82 (high category). The complaints that PN has are pressured by friends, often physically humiliated and treated roughly. During the counseling activities, the PN was initially hesitant to share his problems, but the researchers succeeded in convincing the PN of the secrecy of the problem and asked the PN to be open about the problems he had. After completing the counseling at the first meeting, the PN began to realize that the more stress he experienced the more he was kept silent the worse it would be for him, and tried to accept the problems he had and tried to run alternatives that could reduce his stress. However, at this second meeting PN was still unable to fully control the stress he was experiencing due to being pressured by his friends' bullying. At this meeting, the researchers explained what coping strategies were and how to apply coping strategies to help reduce the stress experienced by PN. The researcher invited PN to calm his mind by relaxing and telling stories. At the third meeting, the researcher again asked about the progress of PN and PN reported that he still felt stressed and uncomfortable with the treatment of his friends, then the researcher explained what things contained in coping strategies based on the type of PN facing problems and invited PN to start accepting the situation and events that occur accompanied by the implementation of coping strategies. At the fourth meeting, PN seemed much better and he said that he was starting to accept treatment regardless of the bullying of his friends, even though PN could not fully feel at ease. Then in this meeting the researcher explained again about how to apply coping strategies in everyday life that PN can do independently. After carrying out the PN Individual Counseling Service, he obtained a *post-test score* of 52 (low category). Based on the results of the *pre-test* and *post-test data analysis* , the difference in the change score was 30. This indicated that the PN experienced a reduction in the stress he felt due to bullying by his friends by 28.84 %.
- b. FD subject, Counseling activities for the second FD student were carried out on Wednesday 13 April 2022. Based on the results of the *pre-test* conducted the FD obtained a score of 93 (high category). Of the four subjects in this study, FD was a subject that was very difficult to talk to and based on FD's presentation during the service he also experienced physical bullying very often compared to the other three students. He also often experiences money extortion by his friends, and he is also ostracized alone in his class. Because he was very scared by his friends at the first start of doing the service he really didn't want to tell about the problems he was experiencing, but after the researchers tried to ensure confidentiality in this service and carried out coping strategies to calm him down he started to open up and at the fourth meeting he look more stories and laughs. After the researchers provided these services, the FD *post-test results* obtained a score of 63 (moderate category). Based on the results of the *pre-test* and *post-test data analysis* , the difference in the change score was 30. This indicated that the FD experienced a reduction in the stress he felt due to bullying by his friends by 28.84 %.
- c. Subject AM, Counseling activities for the third AM students were held on Tuesday 12 April 2022 as the first meeting. Based on the results of the *pre-test* , AM students have a score of 67 (moderate category). Even though these students are in the medium category, it does not mean that these students experience moderate stress because when carrying out counseling activities, the researchers found that AM also experienced quite high levels of stress. AM's complaints are that he really doesn't get along with his friends easily, and he prefers to be alone, he is an orphan who is often insulted by his friends so that it makes him feel depressed and stressed. Initially doing counseling AM was also very hesitant

about telling his complaints to researchers, but over time AM began to open up in telling his complaints and began to feel comfortable telling stories to researchers. He said that he felt there was someone who wanted to listen to his complaints. Then at the end of the meeting, after the researcher provided PM services, he obtained a *post-test score* of 47 (low category). Based on the results of the *pre-test* and *post-test data analysis*, the difference in the change score was 20. This indicated that AM experienced a reduction in the stress he felt due to bullying by his friends by 19.23%. The stress reduction that occurred in AM was only slightly due to the AM's stress level in the *pre-test administration*, which was included in the moderate category, different from the three friends who were still in the high category.

- d. The subject of PY, Counseling activities for the fourth student, namely PY, were held on Wednesday 13 April 2022 as the first meeting. Based on the results of the *pre-test* conducted, YP obtained a score of 85 (high category). PY's case was almost the same as her three friends, namely being ridiculed, insulted, ostracized and PY also had a stepmother and she was often insulted because of that. When doing the counseling service, PY was very open and continued to tell about the problems he was experiencing at the beginning of the meeting. In class he also began to dare to face his friends who bullied him. After the researcher finished providing these services, the results of the PY *post-test* obtained a value of 51 (low category). Based on the results of the *pre-test* and *post-test data analysis*, the difference in the change score was 34. This indicated that AM experienced a reduction in the stress he felt due to bullying by his friends by 32.69%.

In carrying out this series of studies, the researchers found several obstacles, including the BK room that was being renovated, so the BK room was temporarily moved to the teachers' room and given close proximity, the room was always full of teachers from other fields of study and when researchers want to carry out services or when there are students who have problems wanting to consult with the counseling teacher, but other teachers often visit and listen. Thus causing a lack of comfort. However, this difficulty can be overcome by asking for an agreement with the teacher who arranges the facilities and infrastructure and the counseling teacher to use the computer laboratory room when carrying out the service and also several times the researcher carries out the service in the bebalen in front of the dormitory. With the help of the teacher who manages the infrastructure and the counseling teacher, this research went well and smoothly.

4 Conclusion

The conclusion of this study is based on the Wilcoxon test data results table, the smallest value is obtained, namely $J \text{ count} = 3$ with $\alpha = 0.05$ and $n = 4$ so that the value of $J \text{ table} = 0$. From these data it can be seen that $J \text{ count} > J \text{ table}$ ($3 > 0$). As for the results of the immediate assessment (LAISEG) with an average value obtained of 72.5%. Based on the data from the pre-test and post-test results, it is known that the stress change in the subject of the bullying victim is 53.5%. So it can be concluded that "There is a significant effect of individual counseling with coping strategies in helping to minimize the stress experienced by victims of bullying at the Ulumul Qur'an MTsS Boarding School TA 2021/2022".

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