Effectiveness of Behavioristic Counseling with Modeling Techniques to Minimize Cyberbullying Behavior in Students

I Made Sonny Gunawan*, Hariadi Ahmad, Aluh Hartati
Universitas Pendidikan Mandalika, Indonesia
*imadesonnygunawan@undikma.ac.id

ABSTRACT: The aim of this research is to confirm the effectiveness of behavioristic counseling with modeling techniques in minimizing cyberbullying behavior carried out by students. This research uses a pretest-posttest control group design experimental approach. The subjects in this research were 8 students who attended State Senior High School 3 (SMA Negeri 3) Mataram. Data was collected using a Personality Scale in the form of a questionnaire developed based on indicators of cyberbullying behavior. Data analysis uses one-way Anova statistics. The results of this research reveal that behavioristic counseling using modeling techniques is effective in minimizing cyberbullying behavior. The forms of cyberbullying behavior that can be minimized well in this research are verbal cyberbullying behavior such as insulting behavior using bad words and spreading rumors to embarrass one's friends.

INTRODUCTION

Current technological advances can help people make work easier, especially in the field of education which has positive impacts such as making the learning process easier for educators and students. Technology can act as an intermediary in delivering learning material. In this case, the effective use of information technology is one of the factors that can support improving the educational process in schools (Handono et al., 2019). Furthermore, in the current era, technology has become a daily necessity. Technological progress is something that cannot be avoided in this life because technological progress is always accompanied by scientific progress (Maritsa et al., 2021). The importance of technology in improving the quality of education in Indonesia is an increasingly important and relevant topic in the era of globalization and development of information technology. Meanwhile, along with rapid technological advances, education in Indonesia is also experiencing significant changes. The use of technology in the educational context has opened up serious new opportunities and challenges (Hetilaniar et al., 2023).

In the world of education, technology is not just a tool, but has also changed the entire educational paradigm. In this case, it can be seen how technology has influenced the education system in Indonesia, helping students and educators in the learning process, and exploring the potential of technology to continue to improve the quality of education in this country (Lestari, 2018). However, technological progress is not in line with what is expected, because apart from having a positive impact, technological progress actually has a negative impact on its users (Hetilaniar et al., 2023; Marryono, 2018). The negative impact of technological progress is caused by its use not being well controlled (Hinduja & Patchin, 2013). This can be illustrated by looking at the current phenomenon, namely students using cellphones too often without time limits which can cause problems with their health, lack of interaction with other people because they are too busy with their

cellphones or gadgets, the emergence of a feeling of laziness because they often play on social media and What is happening most at the moment is the increase in cybercrime such as cyberbullying committed by students (Handono et al., 2019).

Cyberbullying is an aggressive act carried out by a person or group with the aim of hurting another defenseless person or group using an electronic platform (Nuraeni, & Gunawan, 2023). There are several types of cyberbullying behavior, for example slander, identity theft, revealing other people's secrets, and deleting or blocking someone from a communication group (Prasetya et al., 2021). Some examples are attacking someone with bad words, using someone's identity without permission, spreading rumors to embarrass other people, and removing people they don't like from group chats (Tudkuea, & Laeheem, 2014). Cyberbullying according to Redmond et al. (2020) is a problem that is growing rapidly in society, and especially among the current student population. Cyberbullying involves the use of email, texts, chat rooms, cell phones, cell phone cameras, and websites (Campbell, 2005; Dooley et al., 2009).

Huifer et al. (2020) define cyberbullying as cruel behavior towards others by sending or posting harmful material or engaging in other forms of social aggression using the internet or other digital technology. Furthermore, Smith et al. (2008) revealed cyberbullying as an aggressive and deliberate act carried out by a group or individual, using electronic forms of contact, repeatedly and over a certain period of time against a victim who cannot easily defend himself. In general, it can be concluded that cyberbullying occurs over time as a patterned behavior involving a covert form of verbal and written intimidation through internet use (Redmond et al., 2020).

Cyberbullying is the same as bullying which has a negative impact on the victim, namely where the victim will both experience quite heavy psychological pressure (Gunawan, & Hasnawati, 2023). It is known that being a victim of cyberbullying can cause anxiety, stress, sadness, disappointment, and low self-esteem (Patchin & Hinduja, 2010) and feel lonely (Sahin, 2012). The consequences of cyberbullying can also lead to suicide in some cases. One of them was a girl who studied at SMP Negeri 147 Jakarta, Indonesia, who was depressed because she was often insulted, attacked and humiliated on social media by her school friends, so she was determined to commit suicide by jumping from the fourth floor of the building (BBC News Indonesia, 2020).

Problems related to cyberbullying are increasing and this is a reality that has a negative impact on students. This problem also occurred at SMA Negeri 3 Mataram where based on the results of interviews with guidance and counseling teachers or school counselors, information was obtained that there were several students who carried out bullying in cyberspace or what is often called cyberbullying. Cyberbullying behavior that is often carried out by students is often insulting their friends by using bad, impolite or inappropriate words, and spreading rumors to embarrass their friends. This behavior is an example of the results of observations in peer groups who tend to think that cyberbullying behavior is normal. In this case, cyberbullying experienced by students directly or indirectly can damage themselves and their interpersonal relationships with other people in their peer group. Cyberbullying in this case is considered as damage to students' morals because they have learned to use force and aggression to control and trouble others. Students who become victims will become increasingly helpless and unable to defend themselves from forms of cyberbullying violence perpetrated by their friends (O'Connell et al., 1999).

Seeing that this problem has often occurred in schools, it is hoped that as educators we must be able to identify cyberbullying, implement effective management strategies that are in line with school policies, and be involved in proactive programs for prevention. The hope as educators is that we need to develop knowledge and skills to be able to apply theory in practice in handling and reducing cases of cyberbullying. In this case, as educators we must be able to actively bridge the gap between theory and practice so that we can motivate ourselves to develop capacity to overcome the growing problem of cyberbullying. Efforts that can be made to help minimize the problem of cyberbullying against students are by seeking collaboration between teachers, counselors and school

administrators. This statement is also strengthened by Beringer (2011) who stated that the problem of cyberbullying that occurs in schools can be overcome through collaborative efforts between schools, families and communities.

However, based on information quoted from online newspapers BBC News Indonesia, (2020) Indonesian Child Protection Commission revealed that almost all schools in Indonesia do not have a team to prevent bullying of their students. This statement certainly contradicts the opinion of Redmond et al. (2020) who stated that schools should be able to utilize relevant school and community resources and support so that they can help resolve and reduce the impact of cyberbullying. Furthermore, currently cyberbullying has received a lot of attention but research investigating the awareness and ability of educators in dealing with this complex problem is still very limited (Handono et al., 2019; Redmond et al., 2020). In this case, as educators grapple with cyberbullying and its impact in schools, they need structures or guidelines to help identify, manage and prevent it.

One of the efforts that can be made by guidance and counseling teachers or school counselors to facilitate prevention or to minimize cyberbullying in schools is to utilize comprehensive guidance and counseling service programs because these programs are created to help students reach the stages of their development optimally (Asosiasi Bimbingan dan Konseling Indonesia [ABKIN], 2008; Gladding, 2009). In addition, Floros et al. (2013) revealed that a way that can be used to minimize cyberbullying is by providing students with the skills needed to manage online impulsivity through role-playing games. Furthermore, specific techniques that can be used to reduce the impact of cyberbullying on students include increasing self-awareness, guided practice, modeling, and applying problem-solving skills (Jacobs et al., 2014).

Based on input from expert opinion, one of the efforts that can be made by guidance and counseling teachers, or school counselors is to implement a comprehensive guidance and counseling program by providing responsive services to students. Furthermore, a responsive service that can be utilized by school counselors to help minimize cyberbullying behavior is by utilizing individual counseling using a behavioristic approach with an emphasis on modeling techniques. Apart from that, based on the results of initial interviews conducted with school counselors, information was obtained that cyberbullying behavior carried out by students was obtained from the results of their learning from their social environment. This statement is also reinforced by Bhat (2008) who stated that cyberbullying behavior can be experienced by individuals because it is influenced by wrong learning outcomes regarding the environment.

Furthermore, in this research it can be said that cyberbullying occurs because there is a pattern of wrong behavior resulting from learning and this is also reinforced by Corey (2009) statement which reveals that the behavioristic approach views humans as organisms that are controlled by the environmental conditions in which individuals learn from patterns of behavior that can be observed and influenced by external forces. The modeling techniques used in counseling are often also referred to as imitation, identification, observational learning, and vicarious learning which assist clients in illustrating target behavior through short videos, thereby allowing the counselor to have greater control over the accuracy of behavioral demonstrations (Erford, 2015). Many research results show that modeling techniques are more effective in their application if clients are able to perceive the model as similar to themselves. The aim of using modeling techniques in counseling is to teach many kinds of skills that involve cognitive and affective skills so that students can minimize cyberbullying behavior better and more accurately.

Study Aim and Hypothesis

This study aims to confirm the effectiveness of behavioristic counseling with modeling techniques in minimizing cyberbullying behavior carried out by students. The hypothesis is that

behavioristic counseling with modeling techniques is effective in minimizing cyberbullying behavior carried out by students at school.

METODE
Design

This research uses an experimental pretest-posttest control group design approach. This research method is considered quasi-experimental because there is an element of manipulation, namely systematically changing ordinary conditions to certain conditions and still observing and controlling external variables that can influence the research results. In this study, the samples used for the control group and experimental group were taken randomly (Sugiyono, 2011). In this design, there are two groups selected at random, then given a pretest to determine the initial situation, whether there are differences between the experimental group and the control group. After that the experimental group will be given treatment and the control group will not be given the same treatment. The results of the treatment will be measured again by giving a posttest to see the comparison before and after the treatment is given.

This research was conducted on class XI students at State Senior High School 3 (SMA Negeri 3) Mataram Mataram, Indonesia. The research subjects were 8 students who were chosen randomly based on recommendations from the guidance and counseling teacher. The subjects of this research were chosen as research samples because they were indicated to frequently carry out cyberbullying based on student behavior notebooks owned by guidance and counseling teachers or school counselors. In this research, 8 students who were research subjects were divided into two groups, namely the experimental group and the control group. Research subjects selected to be the experimental group and control group were given the opportunity to fill out the instrument as a form of pre-test assessment. After that, the experimental group was then given intervention in the form of behavioristic counseling with modeling techniques for six sessions. Meanwhile, subjects in the control group were given intervention in the form of information services six times. Each session of behavioristic counseling is given a duration of 45 minutes. Meanwhile, the information service session is also given 45 minutes. After the intervention was completed for both groups, a post-test assessment was then carried out to see the changes that had occurred. To make it clearer, the crystallization of the behavioristic counseling process using this modeling technique is visualized in Figure 1.
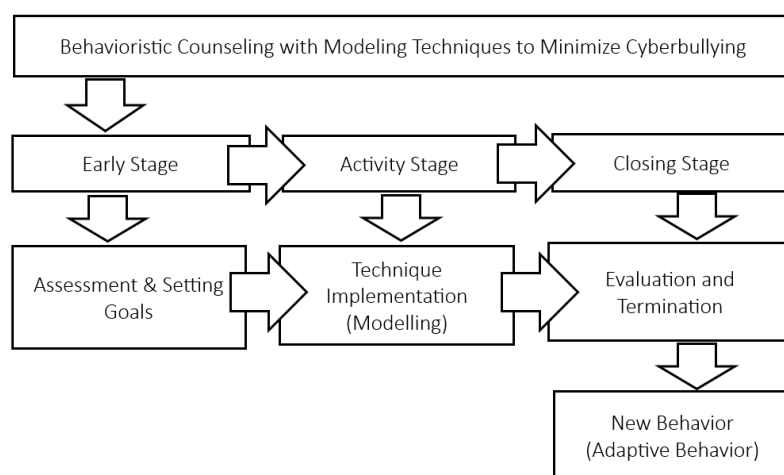

Figure 1. Flow of Implementation of Behavioristic Counseling

Participants

In this research, 8 students participated, consisting of 4 male students and 4 female students. Participants in this research were students at SMA Negeri 3 Mataram, Indonesia who were classified

as upper middle class and lived in Mataram City and were indicated to have committed acts of cyberbullying against their friends at school. Students who participated in this study were previously given the opportunity to fill out a cyberbullying personality scale and those who were selected were students who had high cyberbullying criteria.

Instruments

The instrument used in this research is a personality scale which was developed based on indicators of cyberbullying. This personality scale has 16 statement items, of which there are 8 items that describe aspects related to victimization and 8 items that relate to aggression. For both dimensions, the statement items refer to actions such as insulting, saying dirty words, threatening and spreading rumors. All items have a Likert-type design, with a score between 1 and 5, where 1 means never and 5 always. The method for determining the categorization of students' cyberbullying levels according to Azwar (2008) is based on the number of scores obtained, then grouped based on the criteria of maximum and minimum values. The maximum value is then subtracted from the minimum value and the results are divided into three levels, namely the high category, the medium category and the low category. Furthermore, for more details, the categorization of the personality scale is presented in table 1.

Table 1. Categories of Student Cyberbullying Levels

Interval	Category
58 – 80	High
37 – 57	Moderate
16 – 36	Low

In the behavioristic counseling session, the same facilities were provided to all research subjects from the initial stage, the implementation stage of the modeling technique and to the final stage. Each counseling session was conducted with a duration of 45 minutes and counseling activities were carried out for 7 sessions. The school counselor who was the executor in this study had the criteria of having taught for 10 years and already had a teacher certificate so that he was considered qualified in terms of mastery of theory and practice. In implementing the modeling technique, the counselor used a short video containing cyberbullying behavior, the impact of cyberbullying on victims, and how to reduce cyberbullying by increasing empathy. The modeling technique used in this counseling is often referred to as observational learning which helps clients illustrate target behavior through short videos, thus allowing counselors to have greater control over the accuracy of behavioral demonstrations (Erford, 2015). The modeling technique which is considered representative can help counselees reduce cyberbullying behavior because it teaches various skills that involve cognitive and affective (Bandura, 1997) so that counselees can minimize cyberbullying behavior better and more accurately.

Data Analysis

Furthermore, the data obtained from the assessment results were analyzed using the one-way Anova statistical test which aims to see a decrease in the intensity of cyberbullying behavior in students.

RESULTS AND DISCUSSION
Results

This research aims to test the effectiveness of behavioristic counseling using modeling techniques in minimizing cyberbullying behavior of students at SMA Negeri 3 Mataram. The data obtained in this research was collected through a personality scale regarding cyberbullying behavior

by distributing pre-test and post-test questionnaires to research subjects in both the experimental and control groups. The results of comparing the pre-test assessment in the experimental group and the control group using the independent t-test showed that there was no significant difference between the two groups in the level of cyberbullying behavior (t (6) = 0.65, p > 0.05). The pre-test results from the two groups will be presented in Table 2.

Table 2. Pre-Test Results of Experimental and Control Groups

No	Experimental Group			Control Group		
	Initials	Pre-test	Category	Initials	Pre-test	Category
1	AS	65	High	JP	65	High
2	AZ	65	High	HM	64	High
3	LM	64	High	SZ	65	High
4	RM	65	High	SS	64	High
Sum		259			258	
Mean		64.75			64.50	
SD		0.50			0.57	

Based on the results of data collection for the experimental group, the pre-test results were obtained (M = 64.75, SD = 0.50) and the control group pre-test results (M = 64.50, SD = 0.57) showed that the mean of the two groups was not significantly different. from the level of cyberbullying behavior. Based on the data that has been obtained, the experimental group was then given treatment in the form of behavioristic counseling with modeling techniques for six sessions, each session being carried out for 45 minutes in accordance with the regulations in force at the school. The control group was given treatment in the form of information services for six sessions and the duration of each session was 45 minutes. After being given treatment, each group was measured again by carrying out a post-test. For further clarity, the post-test results from the two groups will be presented in table 3.

Table 3. Post-Test Results of Experimental and Control Groups

No	Experimental Group			Control Group		
	Initials	Post-test	Category	Initials	Post-test	Category
1	AS	55	Moderate	JP	65	High
2	AZ	51	Moderate	HM	63	High
3	LM	53	Moderate	SZ	65	High
4	RM	55	Moderate	SS	64	High
Sum		214			257	
Mean		53.50			64.25	
SD		1.91			0.95	

The results of comparing the post-test assessment in the experimental group and the control group using the independent t-test showed that the two groups had significant differences in the level of cyberbullying behavior (t (6) = -10.04, p < 0.05). Based on the results of data collection for the experimental group, post-test results were obtained (M = 53.50, SD = 1.91) and for the control group pre-test results (M = 64.25, SD = 0.95) which showed that there were significant differences between the two groups. From these results it can be seen that after being given treatment, the tendency for cyberbullying behavior which was initially high decreased to the moderate category. As for the control group, after being provided with information services there were no significant changes where the results remained the same, namely cyberbullying behavior carried out by students was classified as high.

Furthermore, to find out the results of the main effects and interaction effects for each group, you can see the results of the one-way Anova statistical test. In table 4, the descriptive characteristics of cyberbullying behavior variables are presented.

Table 4. Descriptive Characteristics of Cyberbullying Variables in the Research Group

Groups	Pre-Test (T1)		Post-Test (T2)		F (1,7)
	M	SD	M	SD	
Experimental	64.75	0.50	53.50	1.91	129.25, p < 0.01
Control	64.50	0.57	64.25	0.95	0.20, p < 0.01
M$_{time}$	59.13	6.15	64.38	0.74	

Based on the results of the one-way Anova test, the main effect value of time on reducing cyberbullying behavior in the experimental group showed a significant effect (F (1,7) = 129.25, p < 0.01). The effect of time during measurement showed a decrease in cyberbullying behavior in the experimental groups T1 (M = 64.75, SD = 0.50) and T2 (M = 53.50, SD = 1.91). Meanwhile, the results of the one-way ANOVA test showed that the main effect value of time on reducing cyberbullying behavior in the control group showed that there was no significant effect (F (1,7) = 0.20, p > 0.01). The effect of time at the time of measurement showed that there was no decrease in cyberbullying behavior in the experimental groups T1 (M = 64.50, SD = 0.57) and T2 (M = 64.25, SD = 0.95).

Discussion

In this research, the behavioristic counseling process is a process arrangement or learning experience to help individuals change their behavior in order to solve their problems. So far, several efforts have been made by the school for cyberbullying perpetrators, namely giving sanctions and calling parents to the school. So far the results achieved have not been optimal, because the changes in attitudes and behavior of cyberbullying perpetrators are only temporary. In this research, behavioristic counseling is considered relevant in helping students reduce cyberbullying behavior because behavioristic counseling emphasizes a process of helping individuals learn to solve interpersonal, emotional and behavioral problems (Corey, 2009).

This research investigates the effectiveness of behavioristic counseling with modeling techniques to minimize cyberbullying among students at SMA Negeri 3 Mataram, Indonesia. Based on the results of data analysis, information was obtained that behavioristic counseling with modeling techniques was effective in minimizing students' cyberbullying behavior. The results of this research strengthen previous research which revealed that behavioristic counseling is effective in minimizing bullying behavior (Tiasari et al., 2023; Nilasari & Setiawati, 2022). Furthermore, Nasir (2018) revealed that behavioristic counseling can be used as an appropriate alternative to minimize the occurrence of bullying or cyberbullying behavior because basically individual behavior is the result of the learning process, so it can be changed by manipulating and creating learning conditions.

Behavioristic counseling is an approach that applies a variety of techniques and procedures rooted in various theories about learning. Behavioristic counseling in its application uses systematic stages in accordance with learning principles for changing behavior towards more adaptive methods. Furthermore, behavioristic counseling has made many significant contributions to the fields of education (Corey, 2009). According to Seniarsih et al. (2018) stated that behavioristic counseling is an approach that is expected to produce real changes in the client's behavior. Apart from that, if you look further from a behaviorist perspective looking at human nature then, every behavior can be learned, old behavior can be replaced with new ones, humans are seen to be able to behave both good and bad, humans can reflect on their own behavior, and humans can influence the behavior of other students (Cooper et al., 2007). In this case, human behavior is controlled by environmental conditions where individuals learn a lot from behavioral patterns that can be observed and are

influenced by external forces, namely their environment. Individual behavior in this case is shaped and conditioned by socio-cultural conditioning. Apart from that, the main concept of behavioristic counseling is focusing on visible behavior, accuracy in setting treatment goals, developing specific treatment plans, and objective evaluation of counseling results. The counseling carried out by counselors aims to help clients understand problem behavior and new behavior which emphasizes the principles of learning theory through reinforcement of behavior and imitation (Hackney, & Cormier, 2012).

Furthermore, the use of modeling techniques as a form of new behavior in this research can effectively help students reduce cyberbullying behavior because in carrying out the learning process directly, counselees can see good behavior models to emulate or imitate (Usman et al., 2019). In this way, counselees can learn to strengthen their understanding of the negative impacts resulting from cyberbullying behavior, and have a high attitude of empathy because with high empathy counselees can feel the psychological state of other people so that when carrying out cyberbullying they will think again (Gunawan, 2021; Nawaldi et al., 2022). The effectiveness of modeling techniques in the behavioristic counseling process strengthens previous findings which show that modeling techniques use video (Williams et al., 2015; Gunawan et al., 2019) can increase empathy so that students are less likely to carry out cyberbullying behavior.

In this research, behavioristic counseling with modeling techniques using video is more effective in changing student behavior because illustrating target behavior through short videos that are observed and listened to directly makes it easier for students to understand the values conveyed so they can quickly implement effective behavior (Pervin et al., 2005). As for the application of the modeling technique, it also requires a shorter time so it is relevant to use in the counseling process which does not require a long time. Furthermore, James, & Gililand (2003) and Suranata (2013) revealed that the use of modeling techniques can help individuals learn to observe and imitate new expected behavior so that cyberbullying behavior such as insulting, saying dirty words, threatening and spreading rumors can be eliminated and replaced with more adaptive behavior.

CONLUSION

Based on the research results that have been obtained, it can be concluded that behavioristic counseling with effective modeling techniques can minimize cyberbullying behavior in students at SMA Negeri 3 Mataram, Indonesia. Meanwhile, in this research relevant modeling techniques are used as a medium to form new, more adaptive behavior so that clients have higher empathy and make it possible to minimize verbal cyberbullying behavior carried out by clients such as insulting, saying dirty words, threatening and spreading rumors. In the behavioristic counseling process carried out, the counselor invites the client to better understand how new behavior can be formed so that this behavior can become permanent behavior. To achieve this goal, what the counselor does is provide reinforcement in the form of rewards every time the expected change in behavior occurs. This is what accelerates changes in behavior in clients in the counseling process that has been carried out. In addition, it is hoped that the results of this research can also serve as a valuable source of information for policy makers in schools so they can develop programs that suit students' needs to minimize cyberbullying behavior in schools. Furthermore, the school, through guidance and counseling teachers or school counselors, can also work together with the perpetrators and their parents to find out why the perpetrators, in this case students, carry out cyberbullying behavior with the aim of being able to understand the impact of cyberbullying clearly, take responsibility for their actions, and plan positive actions in the future (Mason, 2008).

ACKNOWLEDGMENTS

AUTHOR CONTRIBUTIONS STATEMENT

The Author Contribution Statement is as follows: IMSG acted as the person who developed the main idea in this research and contributed fully to the experimental process conducted and acted as the person who developed the instrument and language translator. HA was responsible for conducting data analysis. AH was the person whose job was to collect supporting reference sources.

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