THE EFFECTIVENESS OF GROUP COUNSELING SERVICES WITH SELF DISCLOSURE TECHNIQUES TO REDUCE PSYCHOLOGICAL BULLYING BEHAVIOR

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Abstract
Psychological Bullying behavior that occurs in schools includes: isolating friends, ignoring, looking at them cynically and insulting their friends. This study aims to determine the effectiveness of group counseling services with the Self Disclosure technique in reducing Psychological Bullying Behavior in students of SMA N 1 Sunggal. The method used is quantitative with a One Group Pretest-Postest research design. The sample consisted of 9 students who showed indications of high to moderate Psychological Bullying behavior. Data collected through questionnaires, interviews and documentation. The results of the Wilcoxon test showed a significant value of 0,008<0,05, which means there is a significant difference between the pretest-posttest scores. These results indicate that group counseling services with the Self Disclosure technique are effective in reducing Psychological Bullying behavior.
Keywords: Group Counseling, Psychological Bullying, Self Disclosure

Abstrak
Perilaku Bullying psikologis yang terjadi disekolah diantaranya: mengkucilkan teman, mengabaikan, memandang sinis serta menghina temannya. Penelitian ini bertujuan untuk mengetahui efektifitas layanan konseling kelompok dengan teknik Self Disclosure untuk mereduksi perilaku Bullying Psikologis pada siswa SMA N 1 sunggal. Metode yang digunakan adalah kuantitatif dengan desain penelitian One Group Pretest-Postest. Sampel yang terdiri dari 9 siswa yang menunjukkan indikasi perilaku Bullying Psikologis tinggi hingga sedang. Data yang dikumpulkan melalui Angket, wawancara dan dokumentasi. Hasil analisis data menggunakan Uji Wilcoxon dengan bantuan SPSS STATISTIC 27 yang menunjukkan nilai signifikan sebesar 0,008<0,05, berarti terdapat perbedaan signifikan antara skor pretest-posttest. Hasil ini menunjukkan bahwa layanan konseling kelompok dengan teknik Self Disclosure efektif untuk mereduksi perilaku Bullying Psikologis.
Kata kunci: Bullying Psikologis, Konseling Kelompok, Pengungkapan Diri

INTRODUCTION

Bullying is a form of violence that occurs in the school environment that has a serious impact on the psychological development of students. Among the various forms of bullying, psychological bullying tends to be invisible physically but leaves deep inner wounds, such as social exclusion, degrading ridicule, and verbal bullying that erodes the victim's self-esteem. This phenomenon not only disrupts the learning atmosphere, but also

threatens students' mental health in the long run. Group counseling is a form of counseling service that is carried out in a small group setting, where several individuals with relatively similar problems or needs are guided by a counselor to share, listen, and provide emotional support. Through group dynamics, participants can learn from each other's experiences, develop social skills, and form better self-awareness. Group counseling also provides a safe space for the exploration of feelings and behaviors, making it very effective for addressing psychological problems, increasing empathy, and building healthy interpersonal relationships. (Pratama & Astuti, 2021) (Hidayati & Susanto, 2024) (Kartika & Siregar, 2023) (Sari & Lestari, 2022)

Field data in various high school units, including at SMA Negeri 1 Sunggal, show indications that psychological bullying practices are still rampant among students. Forms of behavior such as ostracization, spreading negative rumors, and verbal insults often appear both in person and through social media. Students who are perpetrators generally have problems in managing emotions and inability to foster healthy social relationships, while victims often experience decreased learning motivation, excessive anxiety, and mild depressive symptoms.

To overcome this problem, intervention through a psychopedagogic approach is very important. One of the strategies that could potentially be implemented is group counseling services with self-disclosure techniques. Self-disclosure is a counseling technique that encourages individuals to express their thoughts, feelings, and personal experiences honestly in a safe and supportive environment. Through this technique, students can understand each other's emotional experiences, so that empathy and social awareness are formed that can suppress the urge to engage in bullying behavior. Group counseling services provide a reflective and interactive space for students to support each other and develop healthy social skills. When students are invited to gradually open up in groups, they learn to understand the impact of their actions on others, as well as build more positive interpersonal relationships. Some previous studies have also shown that self-disclosure techniques are effective in reducing aggressive behavior and increasing social empathy. (Ramadhani & Rahmawati, 2023) (Wijaya & Pratiwi, 2023) (Putri C. A., 2021) (Nasution & Siregar, 2024)

Psychological bullying is a form of emotional violence that is often invisible but has a serious impact on students' social and psychological development. Previous research has shown that psychological bullying can cause anxiety, depression, and social withdrawal in victims. Treatment efforts carried out in schools are generally preventive and still centered on counseling, student discipline, or individual coaching, while group-counseling-based approaches are still not optimally utilized as a collective intervention. Studies show that group counseling services are effective in shaping students' social awareness and interpersonal skills. However, there have not been many studies that have specifically tested the effectiveness of group counseling with self-disclosure techniques as a method to reduce the intensity of psychological bullying behavior, especially in high school students in Indonesia. Self-disclosure techniques encourage individuals to open

up, express emotional experiences and personal conflicts honestly in a supportive environment. This openness allows understanding, empathy, and improvement of social relations between group members. (Utami & Suryadi, 2020) (Lestari & Wahyuni, 2024) (Jourard, 1971)

Previous research has focused on self-disclosure in the context of improving social relationships, mental health, or self-confidence, rather than as an intervention against bullying behavior. On the other hand, research in Indonesia is also still limited to conventional counseling techniques without a self-opening approach as a form of social behavior transformation. Thus, there is a research gap in terms of technical and contextual approaches to psychological bullying behavior, especially those that use self-disclosure techniques in group counseling services. This research offers novelty in two main aspects, namely integrating self-disclosure techniques into the dynamics of group counseling as a method to raise awareness of perpetrators on the impact of their bullying behavior. Presenting a counseling intervention model based on emotional relationships and empathy, which has not been extensively tested empirically in the context of high schools in Indonesia, especially in the SMA Negeri 1 Sunggal environment. It is hoped that this research can expand the insight of Guidance and Counseling teachers in choosing a more humanistic and reflective approach in dealing with aggressive behavior of non-physical students. (Putri & Maulida, 2022)

METHOD

This study uses a quantitative approach with a quasi-experiment type of research, which aims to determine the effectiveness of group counseling services with *self disclosure* in reducing students' psychological bullying behavior. The design used is One Group Pretest-Posttest Design, where subjects are given a pretest before treatment and posttest after treatment to see any significant changes. However, this design has limitations in controlling external variables because it does not involve a control group, so internal validity needs to be carefully scrutinized. Schematically the research design is described as follows: (Hasibuan, 2023)

$O_1 - X - O_2$

Description:O_1 = Pretest (measurement before treatment)
X = Treatment (group counseling services with self-disclosure techniques)
O_2 = Posttest (post-treatment measurement)

The population in this study is all students of class X9 at SMA Negeri 1 Sunggal which totals 34 students. Sampling was carried out by purposive sampling technique, which is to select students who meet certain criteria, in this case students who show high to moderate scores in the psychological bullying behavior questionnaire. Based on the results of filling out the questionnaire, 9 students were selected as research samples. Although this number is relatively small, it is still acceptable in the exploratory experimental approach, although generalizations of the results are limited. Data collection

techniques use questionnaires, interviews, and documentation. The main instrument is a psychological bullying behavior questionnaire using a Likert scale with five alternative answer options: always, often, sometimes, rarely, and never. This questionnaire was adapted and modified from previous research by , with adjustments to indicators relevant to the context of psychological bullying behavior in a high school setting. The validity test is carried out by testing the statement items through item-total correlation, but this report has not explained in detail which items are valid and invalid out of a total of 22 statement items. Likewise with reliability, it is necessary to convey the value of Cronbach's Alpha coefficient to show the internal consistency of the instrument. (Creswell, 2020) (Nurlaili & Huda, 2020)

RESULTS AND DISCUSSION

Instrument Validity and Reliability Test

The research instrument used to measure psychological bullying behavior was compiled in the form of a questionnaire consisting of 22 statement items. Before being used in the main study, this instrument was tested first on 30 students to test its validity and reliability. The validity test was carried out using Pearson's Product Moment correlation analysis with a significance level of 5% ($\alpha = 0.05$). Based on the number of samples (n = 30), the r-table value is 0.361. An item is declared valid if the r-value is calculated > r-table. The results of the analysis showed that of the 22 statement items, as many as 14 items met the validity requirements and 8 items were declared invalid because they had an r-count value below 0.361. Therefore, only 14 valid items were used in the primary research data collection. The following is a table of validity test results that contains the r-calculated value of each item:

Table 1. Results of the Validity Test of Psychological Bullying Behavior Instruments

NO	STATEMENT ITEMS	R-COUNT	INFORMATION
1	Item 1	0,467	Valid
2	Item 2	0,395	Valid
3	Item 3	0,172	Invalid
4	Item 4	0,515	Valid
5	Item 5	0,492	Valid
6	Item 6	0,230	Invalid
7	Item 7	0,476	Valid
8	Item 8	0,410	Valid
9	Item 9	0,325	Invalid
10	Item 10	0,403	Valid
11	Item 11	0,205	Invalid
12	Item 12	0,377	Valid
13	Item 13	0,385	Valid
14	Item 14	0,418	Valid
15	Item 15	0,459	Valid
16	Item 16	0,342	Invalid
17	Item 17	0,521	Valid
18	Item 18	0,473	Valid

19	Item 19	0,298	Invalid
20	Item 20	0,456	Valid
21	Item 21	0,483	Valid
22	Item 22	0,279	Invalid

Description: r-table (n=30, α=0.05) = 0.361

After the validity test is carried out, it is followed by a reliability test to determine the level of consistency of the measuring tool. The reliability test was carried out using Cronbach's Alpha formula. The results of the calculation showed that Cronbach's Alpha value was 0.818, which indicates that the instrument has high reliability. This means that the instrument is consistent and reliable for use in research. The following is a table of the results of the instrument reliability test containing each item:

**Table 2.** Instrument Reliability Test Results

RELIABILITY TEST	NUMBER OF RESPONDENTS	CRONBACH'S ALPHA	INTERPRETASI
PSYCHOLOGICAL BULLYING BEHAVIOR	30	0,818	Reliable (High)

With the results of this validity and reliability test, it can be concluded that the questionnaire instrument used in the study has adequate validity and high reliability, so it is feasible to be used to measure psychological bullying behavior in SMA Negeri 1 Sunggal students.

Visualization and Description of Pretest and Posttest Data

In this study, as many as 9 students who were identified as having a level of psychological bullying behavior in the medium to high category were determined as research subjects. This determination is based on the results of filling out a questionnaire before the intervention (pretest), which shows that the average score of psychological bullying behavior is 42.7. This value indicates a significant tendency for psychological bullying behavior, reflecting disturbances in the aspects of social relationships, empathy, and emotional control between students. After the subjects participated in group counseling services with the self-disclosure technique, the measurement was carried out again through a posttest. The results showed a decrease in the average score to 26.8. This decrease in scores reflects a positive change in students' behavior, especially in terms of their ability to express themselves openly, manage emotions, and build an understanding of other people's feelings and experiences.

Figure 1. Pretest and Posttest Data Graph
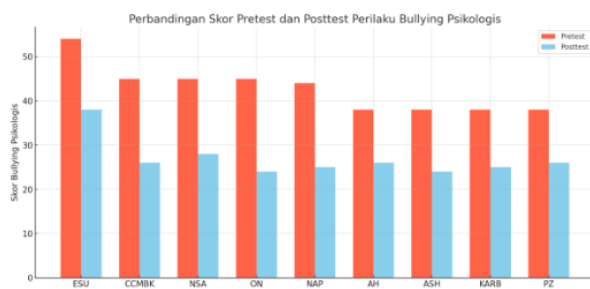
The bar graph shows that all participants experienced a decrease in score, which reflects the success of the intervention. These findings indicate that group counseling services with self-disclosure techniques are effective in reducing psychological bullying behavior, by providing a reflective and safe space for students to explore and communicate their personal experiences. This technique allows for the awakening of empathy and emotional connection between group members, which has a direct impact on the decrease in psychologically aggressive behavior tendencies.

Normality Test and Wilcoxon Test

In this study, a statistical analysis was carried out to test the effectiveness of group counseling services with *self-disclosure* techniques on reducing psychological bullying behavior. The initial stage of analysis begins with a normality test using the Shapiro-Wilk method. The test results showed that the posttest data was not normally distributed with a significance value of 0.000 (< 0.05). This indicates a violation of the assumption of normality, so the analysis is continued using the non-parametric Wilcoxon Signed Ranks Test.

Table 3. Normality Test Results (Shapiro-Wilk)

DATA	STATISTICS SHAPIRO-WILK	DF	SIG. (P-VALUE)
PRETEST	0,943	9	0,606
POSTTEST	0,662	9	0,000

The Wilcoxon test is used to find out if there is a significant difference between pretest and posttest scores. The test results show the value of Asymp. Sig. (2-tailed) is 0.008, which is smaller than the significance limit of 0.05. Thus, it can be concluded that there is a significant difference between before and after the intervention, which indicates that group counseling services with self-disclosure techniques are effective in reducing psychological bullying behavior in students.

Table 4. Wilcoxon Signed Ranks Test Results

TESTING	N	ASYMP. SIG. (2-TAILED)
PRETEST VS POSTTEST SCORE	9	0,008

The results above show that changes in bullying behavior scores before and after the intervention are not accidental, but rather a real effect of the group counseling interventions that have been implemented.

Effect Size Analysis

To complete the results of the significance test of the Wilcoxon Signed Ranks Test, an effect size (r) was calculated to determine the effect of the intervention on the reduction of psychological bullying behavior in students.

The calculation of effect size is carried out using the formula:

$$r = \frac{Z}{\sqrt{N}} = \frac{2,670}{\sqrt{9}} = 0,89$$

The calculation results show a value of r = 0.89, which is categorized as a large effect based on the classification of Cohen (1988), namely:

0.1 = small
0.3 = medium
0.5 and above = large

This value indicates that group counseling services with self-disclosure techniques have a very strong and significant influence on the reduction of psychological bullying behavior of students at SMA Negeri 1 Sunggal. Thus, the interventions provided are not only statistically effective, but also have a high practical impact in educational and psychosocial contexts.

Table 5. Calculation of Effect Size from the Wilcoxon Test

Z SCORE	N (NUMBER OF SUBJECTS)	√N	R (EFFECT SIZE)	CATEGORIES EFFECTS
2,670	9	3	0,89	Big

This value strengthens the conclusion that the self-disclosure-based group counseling approach is an effective method and has a strong impact on reducing psychological bullying behavior in students.

Interview and Observation Results

The quantitative findings in this study are reinforced by the results of interviews and documentation, which provide an in-depth picture of changes in students' behavior after participating in group counseling services with *self-disclosure* techniques. Some students admit that before attending counseling sessions, they are unaware that actions such as ostracizing, mocking, sneering, or making negative comments are considered psychological bullying. Through a counseling process that encourages openness and self-reflection, students show increased social and emotional awareness. One of the students stated:

"I used to joke with friends with harsh words, but after the counseling session, I realized it hurt. Now I'm more careful when I speak."

In addition, the documentation of the counseling process shows positive group dynamics, such as active participation, mutual respect for opinions, and increased empathy between students. Students appear to be more open in expressing their feelings and experiences, and begin to exhibit cooperative behavior in daily interactions. These findings reinforce the conclusion that changes do not only occur quantitatively (decreased bullying scores), but also qualitatively, reflecting transformations in the social, emotional, and interpersonal aspects of students. Thus, self-disclosure technique group counseling services have proven to be not only effective in terms of numbers, but also psychosocially in shaping the character of students who are more empathetic and responsible in social interaction.

The results of this study show that group counseling services with the *self disclosure* proven to be effective in reducing psychological bullying behavior in SMA Negeri 1 Sunggal students. The effectiveness of this intervention can be seen from the decrease in the average score of psychological bullying from 42.7 in the pretest to 26.8 in the posttest. This decline was confirmed through the Wilcoxon Signed Ranks Test with a significance value of 0.008 (< 0.05), which indicates that the difference is significant. Not only that, the results of the calculation *effect size* of 0.89 indicates a very large strength of effect, which according to , suggests that the intervention has a substantial influence on changes in student behavior. (Cohen, 1988)

This decrease in bullying behavior can be attributed to the working mechanism of the technique *self disclosure* in group counseling, which provides a safe space for students to express their personal experiences, build self-understanding, and develop empathy for fellow group members. In line with the opinion, in the dynamics of group counseling, openness between members (self-disclosure) plays an important role in building trust and deep emotional connections, thus creating a supportive environment that allows for meaningful behavioral transformation. (Aprilia & Hapsari, 2021)

Further, these changes can also be explained through social learning theory, which emphasizes that a person's behavior can change through observation and interactive experiences in social contexts. In group counseling sessions, students learn not only from personal experiences, but also from peer stories and reflections, which strengthen their awareness of the impact of psychologically aggressive behavior on others. This is reinforced by qualitative data from interviews that show increased student awareness of hurtful verbal acts that were previously considered mundane or "just joking." (Bandura, 1977). In this study, the quality of the measurement instruments has also been confirmed through validity and reliability tests. Of the 22 statement items on the questionnaire, 14 items qualified for validity (r-count > 0.361) and Cronbach's Alpha value of 0.818 indicating that the instrument had high reliability. The reliability of these instruments supports the validity of the research results and strengthens the claim that the interventions carried out have a real impact.

In addition, the observed behavioral changes are not only statistical, but also touch on the psychosocial aspects of students. This is in line with previous studies by which emphasized that effective bullying interventions should target the relational and emotional aspects of students, not just reduce surface behavioral symptoms. In this context, group counseling is a strategic medium because it is able to develop moral awareness, empathy, and social skills through a process of reflection and deep interpersonal communication. The transformation of students' behavior after participating in group counseling can also be seen from the documentation and observation of group dynamics which reflect an increase in active participation, openness in expressing opinions, and the growth of mutual respect. This shows that group counseling with self-disclosure techniques is able to create long-term changes in students' character and social behavior, not just temporary changes. (Ardi & Fitri, 2022)

Thus, these findings support the view, which states that group counseling is highly effective for behavioral problem intervention in adolescents because it creates opportunities for collective self-exploration, social acceptance, and social learning. Technique (Salsabila & Rohmana, 2022)*self disclosure*, which the intervention focuses on, significantly improves students' emotional awareness and interpersonal understanding, which in turn decreases their tendency to engage in psychological bullying behaviors. Overall, the results of this study strengthen the position of group counseling services as an effective approach in dealing with the problem of psychological bullying behavior in schools. This approach not only brings a quantitatively significant positive impact, but also qualitatively reshapes students' mindsets, emotional sensitivity, and social relationships. Therefore, it is important for schools to integrate group counseling services into student character development programs as a preventive and curative effort against social behavior problems in the educational environment.

CONCLUSION

The results of the study showed that group counseling with *Self Disclosure techniques* was effective in reducing Psychological Bullying behavior. This is evidenced by the results of the *Wilcoxon Signed Ranks Test* which showed a significant value of 0.008 (p<0.05), which means that there is a significant difference between Pretest and Postest scores. This is because the score of Psychological Bullying behavior decreased significantly in all group members after participating in the group counseling session. From the beginning having scores in the high and medium categories, 1 respondent showed a final score in the medium category and 8 respondents showed a low category after being given group counseling services with *the Self Disclosure* technique. Thus, Ha was accepted and Ho was rejected. This means that *Self Disclosure* techniques can help students to be open, aware of the impact of their behavior and be able to manage their emotions so that they can learn to prioritize assertive communication.

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