



Development of a guide for group counseling in Indonesian junior high schools utilizing the cognitive behavioral model

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Abstract

The purpose of this study was to produce and test the effectiveness of the guide of group counseling with the cognitive behavior model in improving junior high school student's understanding of the dangers of bullying. It employed seven out of nine stages of research and development by Sugiyono. The effectiveness test relied on the experimental method with the one-group pretest-posttest design involving 15 junior high school students as the subject. Further, questionnaires were used as the primary data collection technique. The data were then analyzed by applying the percentage analysis and t-test. The results showed a guide of group counseling with a cognitive behavior model to improve students' understanding of the dangers of bullying had been produced; the guide was also proven to be effective in bettering the understanding of the dangers of bullying.

Keywords: Bullying; cognitive behavior model; group counseling.

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1. INTRODUCTION

A safe and comfortable school is important to create an excellent learning process for students that will lead to the best achievement. Besides, teachers are also able to show their best performances. Such a school can make students fearless of going there, and develop a conducive learning process and positive interaction between the school community. Once they interact well and appreciate and respect each other, a safe, comfortable, and violence-free school will be created.

School violence is still prevalent, such as bullying. Bullying is considered a behavior that negatively impacts students' psychological development, both the bully and the victim (Ahmed et al., 2022). As a form of violence at school, bullying usually occurs in many ways, including threats, intimidation, and even physical abuse that injures the victim (Zhou et al., 2024). Bullying practices are generally grouped into physical bullying, verbal bullying, and mental/psychological bullying (Tim Yayasan Semai Jiwa Amini, 2018; Al-Darmaki et al., 2022). A study involving 883 participants has shown that the victim and non-victim of bullying represent 69.5% and 30.5% of the participants, respectively (Gomes et al., 2017). In other words, the high prevalence of bullying in the school setting is a major problem.

1.1. Theoretical review

1.1.1. Second order head the nature of bullying

Bullying is derived from the noun "bull" that attacks; this term is finally taken to describe a destructive action. Bully etymologically means the one who intimidates a weak person. Bullying is a repeated aggressive behavior where one person (or group of people) in a position of power deliberately intimidates, abuses, or coerces an individual intending to hurt that person physically or emotionally (EDC learning Transform Live) (Wiyani, 2012). In addition, a bully is a repeated psychological or physical oppression or abuse towards a less powerful person from a more powerful one (Rigby, 2007).

Further, bullying has three basic elements: aggressive, repeated, and imbalanced power between the parties involved (Olweus, 1993). The forms of bullying include mocking, spreading rumors, provoking, ostracizing, intimidating, threatening, oppressing, extorting, or physically attacking. Moreover, bullying is a behavior that has drawn the attention of global educators and policymakers in recent years (Oliveira et al., 2018). Even trivial things can eventually lead to severe and fatal impacts if done repeatedly. Two subtypes of bullying, namely direct bullying (physical attack) and indirect bullying (social aggression) (Olweus, 1993).

To sum up, bullying is repeated aggressive and negative behavior of a person or a group of people, which abuses the power imbalance to intimidate the target (victim) mentally or physically. The imbalance between the bully and the victim can be real or emotional. Bullying can occur anywhere in school, the workplace, the internet, the political environment, the military environment, and hazing.

Several experts state that bullying may be the form of aggressiveness between students that has the most negative impact on the victims. Findings of several studies conclude that bullying behavior at school affects students' learning activities (Brown & Taylor, 2008; Kibriya et al., 2015; Sarzosa & Urzua, 2015; Oliveira et al., 2018). Another effect the victim may experience is low psychological well-being, that is, they feel uncomfortable, fearful, inferior, valueless, have poor social adaptation, are unwilling to go to school, withdraw from social life, have lower academic achievements due to difficulty concentrating, and even are willing to commit suicide rather than having to face the pressures of humiliation and punishment.

1.1.2. Group counseling with a cognitive behavior model

A behavioral approach is a highly successful behavioral therapy as it is simple, practical, easy to understand, and easy to apply. Such an approach emphasizes positive behavior. All behaviourally adaptable groups focus on

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the relationship between individuals and themselves and other people in a dynamic, observable, and more productive manner. The purpose of counseling in a behavioral framework depends on each member's problems (Burks & Steffler, 1979). The purpose is formulated specifically on what the counselee will do, where the behavior will occur, and how it is shown.

This approach attempts to teach the counselee self-management to control their lives, cope with future and present problems, and function adequately without regular therapy (Krumboltz & Thoresen, 1976). The mind game is the central part of determining actions, and thoughts the popular behaviorism in counseling (Beck, 1976; Meichenbau, 1977). The behavioral approach views that problematic behavior, cognition, and feeling are formed because they are learned. Likewise, they can change through a learning process.

The main assumption of the behavioral approach is that problematic behavior, cognition, and feeling are shaped because they are learned (Natawidjaja, 2009). Thus, they can change through a new learning process. Another assumption of this approach is that the behavior expressed by the counselee is the problem itself and not merely an indication of the problem. The success in overcoming the problematic behavior means that it already solves the problem without raising a new one.

Group counselors who work under a behavioral approach use interventions that come from social learning theory, namely reinforcement, modeling, shaping, realigning cognition, relaxation, behavioral practice, stimulus control, and differentiating practice. Nevertheless, behavioral group counselors can develop other strategies based on different viewpoints as long as the effectiveness in achieving the therapeutic goals can be accounted for (Natawidjaja, 2009). Cognitive-behavioral therapy is a term used to explain psychotherapeutic intervention form and intends to reduce psychological distress and maladaptive behavior by changing the client's cognitive process (Stallard, 2002; El Fatah et al., 2022). Cognitive-behavioral therapy combines behavioral techniques, including exposure, and cognitive techniques, such as cognitive restructuring (Nevid et al., 2003).

Cognitive-behavioral therapy encompasses many behavioral and cognitive techniques used together as one package. There are certain similarities between the cognitive approach and the behavioral therapy approach in terms of goals and procedures. Various forms of cognitive-behavioral therapy into three main parts, namely cognitive restructuring, coping skills therapy, and problem-solving therapy (Dobson & Dozois, 2010). The therapy applied in cognitive restructuring assumes that emotional distress results from maladaptive thinking. For this reason, the goal of the clinical intervention is to examine and challenge maladaptive thinking patterns and to develop adaptive thinking patterns.

The cognitive-behavioral therapy techniques are (a) self-monitoring and early cue detection (Simons, 2002). The first step in therapy is detecting the early cue that triggers the impression. These cues may be internal or external. Important internal cues include attention, thought, image, body sensations (especially muscle tension), emotion, and behavior. In contrast, external cues refer to stressful events in the counselee's life. The problem for the counselee is not their reaction to an event, but the response towards their reaction. Therapy aims to change the response to their reaction and strengthen the new coping response; (b) stimulus control method.

Group counseling with a cognitive behavior model has some advantages, as follows: (a) the principles are easy to understand and adapt; (b) it tends to be short-term and applies brief interventions that are appropriate in a school setting when time is limited; (c) the concepts are easy to teach and can be demonstrated to obtain life skills; (d) it helps the participants handle the things they cannot change and accept them; (e) cognitive principles help empower children, manage present problems, and anticipate future problems; (f) children/teenagers can

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control their emotions and behavior by understanding the correlation between thought, feeling, and behavior (Dobsons & Dozois, 2010).

1.2. Purpose of study

The school community has made considerable efforts to overcome bullying behavior among students, through guidance and counseling. Yet, it still takes place, particularly in junior high schools. The preliminary assessment data suggested that the unsuccessful effort to cope with bullying among junior high school students in Gorontalo strongly correlated with the teachers' guidance and counseling strategies. These data become a reference for essentially developing a guide of group counseling with a cognitive behavior model in helping overcome bullying among junior high school students. The guide will facilitate the guidance and counseling teachers/counselors in performing the group counseling with the cognitive behavior model to improve the students' understanding of bullying dangers. The present work intends to produce and test the effectiveness of the guide of group counseling with the cognitive behavior model in improving junior high school student's understanding of the dangers of bullying.

2. METHOD AND MATERIALS

This research and development were conducted in some junior high schools in the city of Gorontalo. It relied on the procedures of research and development, which were limited to the following seven stages: (1) potentials and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, and (7) product revision (Sugiyono, 2013).

2.1. Participants

Research subjects consisted of (1) four experts as the validators of product design, (2) eight students in the following schools: SMP 2 state junior high school in Gorontalo, SMP 3 state junior high school in Gorontalo, and MTs (Islamic junior high school) in Gorontalo. The number of subjects was determined based on Dick and Carey (as cited in Rahim & Hulukati, 2021) that 9-12 people can perform a small group trial, and (3) 15 students of MTs Gorontalo for the experiment as the large group trial. Determining the number of experimental research subjects followed that the minimum size of experimental research subjects is 15 people (Rahim & Hulukati, 2021).

2.2. Data collection tools

Research variables comprised (1) variable Y was students' understanding of the dangers of bullying with the following indicators: (a) translation, i.e., the ability to understand an idea expressed differently from the previously known original statement, (b) interpretation, the ability to comprehend an idea that is recorded, modified, or arranged in another form, (c) exploitation, i.e., the ability to predict trends according to particular data by explaining the consequences and implications; (2) variable X was group counseling with a cognitive behavior model to improve students' understanding of the dangers of bullying with the following stages: (a) pre-counseling, (b) initial, (c) transition, (d) work, (e) evaluation, (f) final, and (g) post-counseling. Instrument validity was carried

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out to test questionnaire items' validity and readability. The data were collected from questionnaires and analyzed using the percentage analysis and t-test.

3. RESULTS

3.1. Guide of group counseling with cognitive behavior model to improve students' understanding of the dangers of bullying

This research and its development were conducted to create a guide for group counseling with a cognitive behavior model to improve students' understanding of the dangers of bullying. The results of the validation were obtained through the following steps:

3.1.1. Finding potentials and problems

It is revealed that the potential competencies of guidance and counseling teachers in Gorontalo junior high schools are as follows: (1) 100% of guidance and counseling teachers have graduated from Guidance, and Counselling Major; (2) the supporting facilities and infrastructure of the counseling are adequately provided, including guidance and counseling program and the room for this service. However, several problems are also found, comprising: (1) 76% of the students do not have a clear understanding of bullying behavior with its dimensions; (2) the concept of bullying among students is discussed in general, not based on specific stages; (3) 36% of guidance and counseling teachers perform the guidance and consoling service regarding bullying among students in the form of classical guidance, not in a group counseling; (4) there is no implementation guide of group counseling service, especially the guide of group counseling with the cognitive behavior model in resolving the issue of bullying among students.

3.1.2. Product design

Based on the results of studies on different approaches to group counseling, specifically group counseling with the cognitive behavior model and bullying behavior, as well as preliminary studies, a draft guide for group counseling with a cognitive behavior model is developed to better the understanding of the dangers of bullying in junior high school students. The developed guide elaborates on the implementation of group counseling with a cognitive behavior model to enhance the understanding of bullying dangers among students.

The key components outlined in this guide include: (1) Section 1: Counselor Guide contains a description of (a) Introduction, (b) Purpose, (c) Guide Target, (d) Guide Material, (e) Total Group Members, (f) Implementation Time, (g) Implementation Place, (h) Seating Arrangement, (i) Principles of Group Counselling, and (j) Group Counselling Stages; (2) Section 2: Topic and Procedures of Group Counselling with Cognitive Behaviour Model elaborates the topic and procedures of group counseling with cognitive behavior model; (3) Section 3: Evaluation Guide explains the evaluation instruments and scoring and interpretation guidelines.

3.1.3. Design validation

3.1.3.1. Data analysis of the validation of guidance and counseling experts

The validation results of guidance and counseling experts towards the aspects of "service stages" and "materials of group counseling with cognitive behavior model to improve students' understanding of the dangers of bullying" are presented in Table 1, Table 2, Table 3, and Table 4 below.

Table 1

Validation results towards stages of group counseling with cognitive behavior model to improve the understanding of the dangers of bullying

Indicators	Score	Evaluation
Pre-counseling stage		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	9	Good

c. Clarity of procedure description	8	Good
Initial stage		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	8	Good
c. Clarity of procedure description	7	Fair
Transition stage		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	9	Excellent
c. Clarity of procedure description	7	Fair
Work stage		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	8	Good
c. Clarity of procedure description	7	Fair
Final stage		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	9	Excellent
c. Clarity of procedure description	7	Fair
Post-counselling stage		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	9	Excellent
c. Clarity of procedure description	7	Fair
Average Score	7.94=8	Good

Table 1 displays that the validation average score of guidance and counseling experts towards the stages of group counseling with cognitive behavior model to better students' understanding of the dangers of bullying arrives at 7.94 rounded to 8 (good category). In addition to quantitative evaluation, the validators also provide suggestions/inputs concerning the aspects of "procedures of each counseling stage" and "service purpose" shown in the following Table 2.

Table 2

Suggestions/inputs from guidance and counseling experts as validators

No.	Suggestion/Input	Consideration
1.	Detailing the activities of both the counselor and the counselee in the procedure description	Revising the procedure description by explaining the activities of both the counselor and the counselee
2.	Purpose needs to be re-operationalized	Perfecting the purpose formulation in operational form

The validation results of guidance and counseling experts towards the aspect of "materials of group counseling with cognitive behavior model to improve students' understanding of the dangers of bullying" are presented in Table 3 below.

Table 3

Validation results towards materials of group counseling with cognitive behavior model to improve the understanding of the dangers of bullying

Indicators	Score	Evaluation
Description of bullying		
a. Clarity of purpose formulation	8	Good
d. Ease of reaching the purpose	9	Good

e. Clarity of materials	7	Fair
Dynamics of bullying behavior		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	9	Excellent
c. Clarity of materials	7	Fair
Causes of bullying behavior		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	9	Excellent
c. Clarity of materials	7	Fair
Dangers of bullying behaviour		
a. Clarity of purpose formulation	8	Good
b. Ease of reaching the purpose	8	Excellent
b. Clarity of materials	7	Fair
Average Score	7.91=8	Good

Table 3 indicates that the validation average score of guidance and counseling experts towards the materials of group counseling with cognitive behavior model to enhance students' understanding of the dangers of bullying gets 7.91 rounded to 8 (good category). Besides the quantitative evaluation, the validators also provide suggestions/inputs concerning the "service material" aspect shown in Table 4.

Table 4

Suggestions/inputs from guidance and counseling experts as validators

No.	Suggestion/Input	Consideration
1.	Developing the material description by using various theories.	Developing the service material description by using various theories.

3.1.3.2. Data analysis of learning design experts

The validation results of learning design experts are presented in the following Table 5.

Table 5

Validation results of learning design experts

Indicators	Score	Evaluation
The conformity of the book design with the content	10	Excellent
The clarity of the book design in delivering the content	8	Good
The image design of the book cover	8	Good
The font size of the book cover	8	Good
The font style of the book cover	8	Good
The color used on the book cover	8	Good
The font size of the book content	6	Poor
The font style of the book content	6	Poor
The book design	8	Good
The book's physical size	8	Good
The overall book display	7	Good

Average Score	7.72	Good
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Table 5 shows that the validation average score of learning design experts reaches 7.72 rounded to 8 (good category). Along with the quantitative evaluation, the validators also provide suggestions/inputs regarding image arrangement on the book cover, conformity with the color, and information position. Such inputs are given in the following Table 6.

Table 6
Suggestions/inputs from learning design experts as validators

No.	Suggestion/Input	Consideration
1.	Reviewing the font size	Revising the font size
2.	Reviewing table	Revising the table
3.	Paying attention to the image of the book cover, preferably an originally-produced image	Revising the image of the cover
4.	Reviewing the typography	Revising the typography

3.1.3.3. Data analysis of the validation of Indonesian language experts

The validation results of Indonesian language experts are provided in the following Table 7.

Table 7
Validation results of Indonesian language experts

Indicators	Score	Evaluation
Diction	8	Good
Coherent sentence	8	Good
Coherent paragraph	8	Good
Sentence clarity	8	Good
Clarity of the main ideas in paragraphs	9	Excellent
Capital letter	8	Good
Punctuation	7	Good
Conformity with Indonesian writing rules	8	Good
Ease of understanding of readers	8	Good
Average Score	8	Good

Table 8 reveals that the validation average score of Indonesian language experts arrives at 8 (good category). In addition to the quantitative evaluation, the validators also provide suggestions/inputs regarding punctuation and capital letters, numbering, and sentence clarity. The inputs are displayed in the following Table 8.

Table 8
Suggestions/Inputs from Indonesian Language Expert as Validator 1

No.	Suggestion/Input	Consideration
1.	Paying attention to the term consistency, such as the word "bullying"	Replacing the term "bullying" (English term) with the word <i>perundungan</i> (Indonesian term)
2.	Carefully use punctuation.	Paying attention to the punctuation
3.	Carefully write the citation.	Paying attention to the citation

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4.	Paying attention to the rules of referencing	Paying attention to the rules of referencing
5.	Using references published in the past 5-10 years	Paying attention to the use of references in terms of the publication year

3.1.4. Design revision

After the results of expert validation, the design is revised.

3.1.4.1. Revisions based on the validation data of guidance and counseling experts

Based on the quantitative validation results, aspects that get a score of 7 and below should be revised. The qualitative evaluation also requires revisions to the aspects that need to be corrected/perfected.

3.1.4.2. Revisions based on learning design experts

Following the quantitative data from the validation results of learning design experts, the developed guide requires revisions to the “fair” aspects.

3.1.4.3. Revisions based on the validation data of Indonesian language experts

Drawing upon the quantitative data from the validation results of Indonesian language experts, the developed guide requires revisions to the “fair” aspects.

Revisions based on the validation results of guidance and counseling, model development, learning design, and Indonesian language experts have produced a valid guide for group counseling with a cognitive behavior model to improve students’ understanding of the dangers of bullying.

3.2. The effectiveness of the guide of group counseling with cognitive behavior model to improve students’ understanding of the dangers of bullying

The effectiveness testing towards the guide of group counseling with the cognitive behavior model to improve students’ understanding of the dangers of bullying is performed through product and usage trials. Product trials are through individual and large group trials. The individual trial is done to obtain the guide mentioned earlier that fulfills the element of practicality. On the other hand, the large group trial is to test the effectiveness of the guide in bettering students’ understanding regarding bullying dangers. Provided below is the process of the product trial.

3.2.1. Individual trial

The results of the individual trial are presented in the following Table 9.

Table 9

Results of individual trial of guide of group counseling with cognitive behavior model to improve the understanding of the dangers of bullying

No.	Evaluated Aspect	Understanding			Implementation		
		Easy	Medium	Hard	Easy	Medium	Hard
CHAPTER 1							
1.	Description of bullying behavior	100%	0%	0%	100%	0%	0%
2.	Description of group counseling with Cognitive behavior model	80%	20%	0%	100%	0%	0%
3.	Description of group member recruitment procedures	100%	0%	0%	100%	0%	0%
4.	Description of total group members	100%	0%	0%	100%	0%	0%
5.	Description of implementation time	100%	0%	0%	100%	0%	0%
6.	Description of implementation place	100%	0%	0%	100%	0%	0%

7.	Description of seat arrangement	100%	0%	0%	100%	0%	0%
8.	Description of group counseling implementation principles	100%	0%	0%	100%	0%	0%
9	Evaluation	90%	10%	0%	90%	10%	0%
	Average Percentage	96.67%	3.33%	0%	98.88%	1.12%	0%
CHAPTER II							
10.	Pre-counselling Stage						
	Purposes	100%	0%	0%	100%	0%	0%
	Procedures	100%	0%	0%	100%	0%	0%
11.	Initial Stage						
	Purposes	100%	0%	0%	100%	0%	0%
	Procedures	100%	0%	0%	100%	0%	0%
12.	Transition Stage						
	Purposes	100%	0%	0%	100%	0%	0%
	Procedures	100%	0%	0%	100%	0%	0%
13.	Work Stage						
	Purposes	100%	0%	0%	90%	10%	0%
	Procedures	90%	10%	0%	90%	10%	0%
14.	Final Stage						
	Purposes	100%	0%	0%	100%	0%	0%
	Procedures	100%	0%	0%	100%	0%	0%
15.	Post-counselling Stage						
	Purposes	100%	0%	0%	90%	100%	0%
	Procedures	80%	20%	0%	80%	100%	0%
	Average Percentage	97.5%	2.5%	0%	95.83%	4.17%	0%
CHAPTER III							
16.	Definition of bullying	100%	0%	0%	100%	0%	0%
17.	Forms of bullying	100%	0%	0%	100%	0%	0%
18.	Causes of bullying	100%	0%	0%	100%	0%	0%
19.	Dangers of bullying	100%	0%	0%	100%	0%	0%
	Average Percentage	100%	0%	0%	0%	0%	0%

It is concluded from the results of the individual trial that the guide of group counseling with the cognitive behavior model to improve students' understanding of bullying behavior is easy to understand and easy to implement by guidance and counseling teachers/counselors in junior high schools in Gorontalo. Simply put, the guide has met the aspect of practicality with no revisions.

3.2.2. Large group trial

The large group trial employed a pre-experimental method with one group pretest-posttest design. Data analysis was performed with a difference test between two average pre-test and post-test scores using SPSS 22. The calculation results obtain $t_{list} = -5.703$ less than $t_{count} = -1.699$, meaning H_0 is rejected and accepts H_1 . Meanwhile, in the Sig. (2-tailed), the value of Sig. $.000/2$ is 0.00 (0.05 > the Sig. value); therefore, H_0 is rejected and accepts H_1 . Overall, the guide of group counseling with the cognitive behavior model positively contributes to students' understanding of the dangers of bullying. The guide is also proven to improve their understanding of the issue mentioned above effectively.

4. DISCUSSION

Bullying behavior, particularly among students, is recognized as a critical problem to be concerned about since it has both short-term and long-term impacts on students. Short-term impacts of bullying can cause insecurity, fear of going to school, feeling isolated, inferior, depressed, and even stressed out, resulting in suicide. In terms

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of long-term impacts, the victim will be dealing with emotional and behavioral disorders (Prasetyo, 2011). Numerous previous studies have suggested that bullying behavior negatively impacts both the bully and the victim. To sum up, bullying indirectly hurts student academic achievement (Gomes et al., 2020).

If delved into it, bullying behavior occurs due to internal and external factors. One of the internal factors is that the bully has little understanding of the dangers of bullying. They do it just because their friends do the same, watch it on television and other media, or simply want to give it a try without realizing that their behavior will harm others and themselves.

The increasing prevalence of bullying behavior among students, specifically junior high school ones, implies that it is also crucial to manage this behavior. Bullying behavior is the responsibility of the family, school, and community. Guidance and counseling services are among the efforts carried out by the school in overcoming bullying behavior, i.e., the prevention effort to prevent the students from doing it. Such an effort is made by giving students insights and understanding regarding bullying. One way to prevent bullying behavior is by making the teachers, students, and parents understand the concepts and dangers of bullying through bullying characteristics, prevention, and management (Kohut, 2007; Xia et al., 2024; Böhmer & Steffgen 2024). It is also essential to conduct an alleviation effort, helping the bully not act that way.

Group counseling is a guidance and counseling service implemented to help students who experience personal problems through group dynamics. Each group member will reveal their problems, expecting that they can get solutions from other members. Behavioral problems are also personal problems, so the solution to the problem of bullying behavior among students is group counseling, especially group counseling with a cognitive behavior model.

Group counseling with a cognitive behavior model is a service that overcomes bullying behavior among students. This research and development have produced a guide for group counseling with a cognitive behavior model to improve students' understanding of the dangers of bullying. As the name implies, this guide is designed through the stages of research and development for guidance and counseling teachers to implement group counseling with a cognitive behavior model to better students' understanding of the dangers of bullying.

The experimental results show that this guide is proven to be effective in enhancing the understanding of the issue mentioned earlier. In short, this guide is very appropriate for guidance and counseling teachers/counselors to overcome bullying behavior in junior high schools, specifically in improving the student's understanding of bullying dangers. Its effectiveness is indeed inseparable from the cognitive behavior model as a technique for performing group counseling.

A guide serves as a significant factor in carrying out an activity and as a reference for everyone involved in the activity. Those referring to the guide will have the same perceptions of the activity's objective, what to do to achieve the objective, the role of each party involved, the technique, and how to evaluate the activity. The same perceptions are expected to be actualized in the same stages, according to their respective roles.

The guide of group counseling with a cognitive behavior model to improve students' understanding of the dangers of bullying will facilitate the guidance and counseling teachers/counselors in performing this service. It elaborates on the purpose of each stage, the activity of the counselor and counselee, and the evaluation procedures to measure the success of the service in bettering junior high school student's understanding of the dangers of bullying. Such clarity of guidance is assumed to make group counseling with a cognitive behavior model able to improve the student's understanding of the issue mentioned previously.

Another aspect strongly supporting the effectiveness of this guide is the group counseling itself. Further, the concepts of group counseling, are as follows: (1) group counseling is an intervention form that is more efficient compared to individual counseling because the counselor can meet many students at once; (2) from the perspective of development and pedagogy, the best way of learning for students is learning from fellow students.

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Group counseling provides the proper forum for student-to-student learning. In regards to this, the strength of peer groups can improve the positive growth and development under the skilled leadership of professional school counselors; (3) a group is a microcosm community and able to provide a real-life setting where students can find solutions to various problems (Gladding, 2003; Brigman & Early, 2008).

Apart from these characteristics, the advantages of group counseling can be interpreted from the purpose of the group counseling itself. Group counseling aims to help the members develop the abilities they already have in solving interpersonal problems to avoid problems or resolve them quickly through the help of other group members (Wibowo, 2005; Gladding, 2012). Through group counseling, students will be able to improve their willingness to evolve personalities, cope with personal problems, and be skilled in taking alternatives to problem-solving. Such a service also contributes to the ease of individual growth and development to take action according to their maximum abilities. As group members, the students will provide psychological assistance to each other for personal development, discussion, and solving personal problems they experience (Nurfitasari, 2014).

Cognitive behavior counseling is executed in groups, which are highly suitable for students because it is an educational process that intends to teach counselees to become therapists themselves and emphasizes prevention (Beck, 2011). Further, the objective of cognitive therapy is for clients to learn to be therapists themselves, including teaching them to (1) monitor their negative automatic thoughts, (2) identify the relationship between cognition, affection, and behavior, (3) examine and test the evidence that supports and contradicts distorted automatic thoughts, (4) replace biased cognitions with realistic interpretations, and (5) identify and change beliefs that predispose them to distort their experiences (Beck, 2011).

The advantages of group counseling with a cognitive behavior model have been tested through multiple studies, which conclude that group counseling with a cognitive behavior model can change students' behaviors. Cognitive behavior counseling can address individual problems related to social and behavioral conditions by changing judgments and reconstructing their cognitions (Aydin et al., 2010). The intervention in the form of group counseling with cognitive behavior can be considered moderately effective in improving self-esteem. In the same tune, cognitive behavior counseling with cognitive restructuring can influence students' self-esteem (Damayanti & Nurjannah, 2017).

5. CONCLUSION

In terms of the counseling model used, namely the cognitive behavior model, bettering the students' understanding regarding the dangers of bullying is through group counseling with the cognitive behavior model. The group counseling with this model applied in the present study consisted of six stages: pre-counseling, initial (formation stage), transition, work (activity stage), final, and post-counseling. These stages are different from the general stages of counseling, comprising formation, transition, activity, and final stages. The difference lies in the pre-counseling, the final, and the post-counseling stage employed in this research. They are not explained in detail at the general group counseling stages.

The findings show that group counseling with the cognitive behavior model is proven to be effective in enhancing junior high school student's understanding of bullying dangers. Its effectiveness is inextricably linked with the advantages of the cognitive behavior model.

The most prominent finding to emerge from this research is that a guide of group counseling with the cognitive behavior model to improve students' understanding of the dangers of bullying has been created and proven to be effective. On this ground, these results are among the results of research concluding that group counseling with the cognitive behavior model that has been outlined in the guide of group counseling with the cognitive behavior model can affect students' behaviors, in this case, their understanding regarding the dangers of bullying.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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