



RESEARCH ARTICLE

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Decrease of Bullying Behavior in Children Age School Based on Cognitive Behaviour Therapy

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ABSTRACT

The violence that occurs in education is known as bullying. Violence can occur in mild degrees such as cheating on exams, to fights or beatings that result in death. Bullying in children often leads to school phobias (ask for school change, reduced learning concentration, decreased learning achievement, and likes to carry certain items). Interventions that can be done include Problem Solving Therapy (PST), Behavior Modification (behavior modification), and Cognitive Behavior Therapy (CBT). The purpose of this study was to produce CBT modules in school-aged children that were useful for reducing bullying behavior, using a pre-post test with control group design. The subject of this research is 52 elementary school age children in Tembalang District Semarang selected by purposive sampling technique. Data were collected using bullying behavior checklist, CBT module and workbook, then analyzed using T-Test. The results showed a decrease in bullying behavior in the intervention group after CBT Individual therapy was given.

Keywords: CBT, Bullying, School-age children

INTRODUCTION

The problems in education are varied and diverse, ranging from lack of educational facilities to negative student behavior, such as cheating on exams, fights or beatings that lead to death. As an example of a real case is the beating of a 5th grader of a primary school by a friend, who is then reported to the police; And a "smack down" game case by elementary school students who mimic the scene on television. There are also elementary school students who were beaten by his friends, also the death of elementary school students because beaten school friends (Milson & Gallo, 2010). The above cases are a manifestation of the iceberg phenomenon, in fact cases that are not revealed are much more numerous. Preliminary survey results of some elementary school students and their teachers in the Tembalang sub-district, Semarang showed some cases of bullying occurring in the students.

The most common case is the presence of an elementary school student who acts as a 'boss' for his weaker friends. This child will always ask for something from his friends, like candy, snacks; Or ask for schoolwork, or ask for a cheat sheet during the exam. Another case is to taunt his friends to tears. There is also a habit of calling a friend by the name of his father or a nickname for the purpose of harassing. Bullying behavior is not only in visible physical form, but also in an invisible form that can have serious consequences (Gunarsa, 2006).

According to Christin (2012), bullying can have negative impacts on children such as self-imposed, school phobia, ask for change of school, decreased learning concentration, decreased learning achievement, likes to carry certain goods (as requested by bullying agent), become coward, Being anxious, uninspired, being quiet, being sensitive, aloof, being rude and grudging, easily anxious, nightmares, and bullying behavior toward others. To avoid negative impacts from poor management of anger, certain interventions can be applied as solutions such as Problem Solving Therapy (PST), Behavior Modification, or Cognitive Behavior Therapy (CBT).

CBT has often been implemented to deal with problems related to behavioral disorders. Martin, P.F. (2010) report that CBT is effective in reducing problems associated with anger, aggression, and disruptive behavior in school-aged children. Bryant, et al. (1999) also reported on the effectiveness of CBT implementation to manage anger. Mills (2008) reported that cognitive behavioral is the most effective approach

in behavior management. He argues that with cognitive change it can effectively change a person's behavior. Donnellan (2006) argue that one way of managing bullying behavior is to change our perspective on the situation at hand. In this case, CBT aims to change the client's perspective on a problem, so it can be used to assist clients in managing bullying behavior.

Referring to the results of research on CBT, it appears that this intervention is appropriate to solve problems related to behavior management and anger, and can be applied to children. Thus, CBT is seen as a more appropriate intervention to apply to school-aged children in order to reduce bullying behavior. In this study will be studied the extent to which the effectiveness of CBT to change aspects of cognitive, emotional and behavioral subjects, when they are faced with situations that can trigger them to bullying.

This study aimed to analyze the effectiveness of the implementation of CBT to change the cognitive, emotional and bullying behavior of school-aged children in Tembalang sub-district, Semarang, Indonesia.

METHODS

The research design of this quasy experiment is pre-post test with control group, with treatment in the form of CBT implementation. Referring to the explanation of Arikunto (2009), this study aims to study the extent of CBT effectiveness by looking at the difference in outcomes between intervention groups and control groups. The population in this study were all the students of grade 5 and grade 6 of elementary school in Tembalang sub-district who had been Bullying actors, with population size 52 children. The sample was chosen by purposive sampling technique, where the researcher selects the respondent randomly and meets the quota in the three primary schools (SD Kedungmundu, SD Sambiroto 1 and SD Sambiroto 2). Furthermore, the sample is divided into 2 groups namely the treatment group and the control group. Data were collected using bullying behavior checklist, CBT module and workbook. The type of measurement scale of the data on bullying behavior is "interval", so it refers to Nugroho (2014) presented as an average score, which is compared between the intervention group and the control group, followed by hypothesis testing using T test.

RESULTS

Table 1. Differences in mean score of bullying behavior in the control group between before and after intervention

	Mean	P value
Before intervention	16.62	0.000
After intervention	14.35	

Table 1 shows that the mean score of bullying behavior before assertive training was 16.62, while the mean score after being given assertive training was 14.35, with p-value 0.000, so it was concluded that there was a difference in bullying behavior in the control group between before and after intervention.

Table 2. Differences in mean score of bullying behavior in the intervention group between before and after intervention

	Mean	P value
Before intervention	17.73	0.000
After intervention	11.27	

Table 2 shows that the mean score of bullying behavior before CBT was 17.73, while the mean score after being given CBT was 11.27, with p-value 0.000, so it was concluded that there was a difference in bullying behavior in the intervention group between before and after intervention.

Table 2. The effectiveness of CBT therapy and assertive therapy to reduce bullying behavior

	Mean	P value
Intervention group	17.73	0.000
Control group	11.27	

The result of analysis shows that p-value = 0.001 so it was concluded that there was difference of effectivity between CBT and assertive therapy to decrease bullying behavior. In this case CBT was more effective to decrease bullying behavior.

DISCUSSION

According to the Commission on Child Protection, violence can occur in schoolchildren and the Central Bureau of Statistics also notes that in 2009 there were 472 cases of bullying in schools, 30% of which were child abuse by peers (Alika, 2012).

The results show that bullying by children is at a mild and moderate level such as mocking and teasing friends, calling friends with nicknames such as "fat", tackling or stepping on foot, and throwing things. Bullying is an act that can harm others both physically and mentally or ostracize the victim (Dake, et al, 2005).

American Association of School Administrators (2009) states that bullying can occur physically or verbally. Examples of physical bullying include slapping, poking, spitting, punching, yapping, stepping on foot, tackling and throwing things. While bullying is done verbally for example calling a friend with a nickname ugly, insulting and threatening. Physical or verbal assault will make the victim feel powerless (Hamburger, et al., 2011).

The results showed that the group receiving CBT treatment (intervention group) experienced a greater decrease in bullying behavior than the group receiving the assertive training (control group). This suggests that CBT is more effective at reducing bullying behavior in children.

This condition is in line with the CBT philosophy as stated by Oemarjoedi (2008) that this therapy is a form of psychotherapy based on the theory that physiological signs and phenomena are related to the interaction between thought, behavior and emotion.

According to Epigee (2009), CBT is a therapy based on a combination of several interventions designed to change the way of thinking and understanding situations and behavior so as to reduce the frequency of adverse reactions and emotions. This therapy has been applied in several studies such as "Outcomes of Cognitive Behavior therapy in Adolescent after Natural Disasters" (Shoostari, et al., 2007), "Influence of CBT on self-esteem changes of clients with CRF in Hemodialysis Unit, Husada Hospital, Jakarta" Setyaningsih, et al., 2011), and "The Effect of CBT on Self-efficacy and Depression in Adolescents in Junior High Schools in Bogor City" (Florensa & Keliat, 2012).

CONCLUSION

Based on the results of the study concluded that CBT is a more effective treatment to reduce bullying behavior in elementary school children, either cognitively, affectively and psychomotorically. It is recommended for elementary school managers to make early detection of bullying behavior so that this behavior can be prevented. Children who have received CBT therapy can be an model for other children. In addition, rewards are required for children who never do bullying and punishman for children who are bullying. It is also recommended to follow up continuously in the form of health education on various activities held by the school, both for students and parents. In addition it is also required the formation of the group "Anti Bullying" as a media campaign in schools to reduce this negative behavior.

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