School Counselor Management in Handling Bullying Cases in Students

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Article Information :	ABSTRACT
Keywords: Management, School Counselor, Bullying, Students.	Bullying cases between students at school are still a frequent problem in various countries, including Indonesia. Thus, the role of Bk teachers in schools is crucial in solving the problem of bullying in schools. The purpose of this study is to reveal how school counselors carry out management in solving bullying cases in schools. This research uses an Intrinsic Case Study approach with school counselor research subjects who have succeeded in solving bullying cases in their schools. Data is revealed by interviews, documentation, and Forum Group Discussion (FGD) then the data that has been collected is analyzed through the following stages: 1) category collection; 2) direct interpretation; 3) form patterns and seek compatibility between two or more categories; and 4) develop natural generalizations. The results revealed that in solving bullying cases in schools, BK teachers use a personal approach (individual counseling and advocacy), create bullying prevention programs, peer counselor training, and collaborate with principals, vice principals for student affairs and homeroom teachers and parents in developing anti-bullying programs at school.

INTRODUCTION

Cases of Bullying among students in the school environment are still a problem that often occurs in various countries, including Indonesia. Bullying can devastate the mental and physical health of victimized students and interfere with teaching and learning at school (Olweus, 2013; Yandri et al., 2013, 2023). Bullying is an act done to hurt or frighten someone. Bullying can happen anywhere, including in the school environment. Bullying is an act that can harm both victims and perpetrators. Bullying can happen anywhere, but the school environment is where it happens most often (Rigby, 2007); this aligns with the report Komisi Perlindungan Anak Indonesia (KPAI), which received at least 37,381 reports of bullying between 2011 and 2019. Of these, as many as 2,473 cases allegedly occurred in education.

Meanwhile, the Organization of Economic Cooperation and Development (OECD) Research Programed for International Students Assessment (PISA) In 2018 revealed that as many as 41.1 percent of students in Indonesia claimed to have experienced bullying. In addition, in the same year, Indonesia was fifth out of 78 countries with students experiencing the most Bullying (Kasih, 2021). In addition to experiencing bullying, students in Indonesia said as many as 15% experienced bullying, 19% were ostracized, and 22% were humiliated and had their belongings stolen. Furthermore, as many as 14% of students in Indonesia admitted to being threatened, 18% were encouraged by friends, and 20% had students whose bad news was spread (Jayani, 2019)

Bullying always refers to the abuse of power and is done consciously to intimidate someone repeatedly (Beane, 2008; Scott et al., 2001; Yandri et al., 2013, 2022). Bullying is also an aggressive and disrespectful act committed by a person or group of people against someone considered weaker or less powerful. Bullying can be humiliation, intimidation, blackmail, ostracism, or physical violence (Olweus, 2013; Papanikolaou et al., 2011). This bullying behavior can be verbal, physical, relational, and cyberbullying (Colorosa, 2007; Nawaldi et al., 2022; Sujadi et al., 2021). Bullies generally look for victims of individuals who are helpless or weak in terms of physical and psychic. Victims of Bullying will generally feel pressure physically, mentally, and socially, so victims tend to withdraw from their environment (Ruswita et al., 2020; Sujadi et al., 2021).

Based on the results of a meta-analysis of the factors of bullying, there are factors of a damaged and disharmonious family environment (Papanikolaou et al., 2011), Intimidation and aggression (Malhi et al., 2014), Peers and media influence (Kartal et al., 2019), Social Media and Online Gaming (Pranawati, 2018), psychosocial distress (Pengpid & Peltzer, 2013), uneven economic strata (Azeredo et al., 2015), low self-efficacy (Wibowo et al., 2021), low moral values (Anderson, 2020), low level of attachment of parents with children (Latif & Kurniawan, 2022), parenting style, play environment, association, and mass media (Aswat et al., 2022).

In some cases, bullying can harm victimized students, such as stress, depression, and even suicide; getting bullied treatment will bring up various emotional responses such as anger, frustration, sadness, and self-guilt (Dyer & Teggart, 2007; Juliawati, 2016), loneliness, withdrawal, isolation, fear, shame, helplessness, and low self-esteem (Smokowski & Kopasz, 2005). Then, in the long run, it will lead to mental health problems such as anxiety and depression, self-harm, and suicidal ideation (Jones, 2020; Swearer & Hymel, 2015). This will also have an impact on the image of the school is not good, children drop out of school, absenteeism in class, poor concentration, and low academic achievement (Card et al., 2007).

Therefore, the role of school counselors is crucial in handling bullying cases in schools. School counselors can assist students who are victims of bullying in coping with the fear, anxiety, and depression they may experience. In addition, school counselors can also help students who are bullies to understand the adverse effects of their actions and help them change these negative behaviors (Bauman, 2008).

This study shows cases of bullying experienced by students and is discussed with school counselor management, so this study is unique in several ways. This study is the first to expose bullying cases discussed by school counselor management. Second, this study is the first to reveal school counselors' management in solving school bullying cases. Third, this study was conducted by researchers by meeting face-to-face with school counselors and analyzed widely and in-depth related to school counselor management in dealing with bullying problems in schools that were different from previous studies (Wahdanah et al., 2022), which discusses counseling services. Fourth, it differs from Kamalia's research (2019); it is qualitative and can be discussed more broadly and in-depth. Fifth, this study focuses on discussing school counselors' problems so that the bullying problem can be appropriately resolved.

RESEARCH METHODS

This research method uses a Case Study approach that is often viewed as a helpful tool for the early stages of exploring larger research projects as a basis for developing more structured

research required in surveys and experiments (Rowley, 2002). A case study is an investigation or examination of a particular or special event in depth, detail, and detail (Yin, 2009). The Case Study used in this study is the Intrinsic Case Study because researchers are interested in exploring how a school counselor manages bullying problems at school.

The participant in this study was a school counselor who had successfully handled bullying cases at school, with the characteristics of school counselors who had solved five cases of bullying and prevented bullying cases from happening again at school. Data is revealed using interviews, documentation, and Forum Group Discussion (FGD) inviting three school counsellors and the principal to see their program, then the data that has been collected is analyzed through the following stages: 1) category collection; 2) direct interpretation; 3) form patterns and seek equivalence between two or more categories; and 4) develop natural generalizations (Creswell et al., 2007).

The procedure for implementing the Case Study is carried out through stages: 1) choosing themes, topics, and cases; 2) literature review; 3) formulating research focus and problems; 4) data collection; 5) data enhancement; 6) processing data; 7) data analysis by performing category collection, direct interpretation, looking for patterns and commensurate between two or more categories, then developing naturalistic generalizations (Wahyuningsih, 2013); 8) conformability or triangulation of findings; and 9) research conclusions (Nuriman, 2021). Then an ethical agreement was agreed with the client directly as the subject of the bullying case, and the school counselor agreed to be interviewed more deeply. However, for the sake of research and scientific publications, the client allows his name to be exposed with initials to maintain the confidentiality of data, and the school counselor does not allow the school's name to be included in this article for the excellent name of the school.

RESULTS AND DISCUSSION

School counselors play an essential role in identifying and addressing bullying. They are trained to assess bullying situations and develop appropriate interventions. School counselors can also work with bullied students, bullied students, and their parents or guardians to create a safe and supportive environment. They can also provide training to school staff on how to prevent and respond to bullying. Then, school counselors can collaborate with other school professionals, such as teachers, administrators, and social workers, to create a comprehensive bullying prevention and intervention plan. This plan should be tailored to the specific needs of the school community.

The results revealed that a school counselor worked with a student bullied by a group of peers by conducting individual counseling and providing advocacy services. Counselors meet with students to assess the situation and develop a plan to cope with bullying. Counselors also meet with students who bully students to help them understand the impact of their behavior. Then also, the school counselor created a bullying prevention program for the school. The program includes training for students, peer counselors, and parents on preventing and responding to bullying. The program also includes a system for reporting bullying incidents. School counselors work closely with principals, vice principals for student affairs, and homeroom teachers to develop comprehensive bullying intervention and prevention plans. The plan includes training for staff on how to prevent and respond to bullying. The plan also includes a system for reporting bullying incidents and a process for investigating and resolving bullying incidents.

Other findings also revealed that school counselors often face challenges in handling bullying cases, such as 1) lack of resources, such as time and staff; 2) lack of training on how to prevent and respond to bullying; 3) lack of support from school administrators and staff; 4)

resistance from students and parents. However, despite these challenges, school counselors can effectively deal with bullying cases. They can do so by 1) building relationships with students and staff; 2) creating a safe and supportive environment; 3) providing training on how to prevent and respond to bullying; 4) collaborating with other professionals such as psychologists to obtain trauma therapy for victims of bullying; 5) Advocating for students who are bullied.

School counselors play an essential role in preventing and addressing bullying. School counselors can create a safe and supportive environment for all students by working alongside students, staff, and parents. This is also in line with the results of research conducted by Jacobsen & Bauman (2007), which reveals that the role of school counselors is crucial in identifying, preventing, and handling cases of bullying in schools. School counselors can help students who are victims of bullying by providing emotional support, coping strategies, and information about available help resources. In addition, school counselors can also help bullying students by providing counseling and supporting changes in their behavior.

In handling bullying cases, school counselors can use a holistic approach that includes developing programs that involve the entire school community, including students, staff, and parents. School counselors can work with the school's anti-bullying committee to develop these programs and train students on identifying and reporting Bullying (E. Ahmed & Braithwaite, 2006; M. Z. Ahmed et al., 2021). School counselors may also use solution-oriented rather than problem-oriented counseling techniques, and can help students develop the social and emotional skills needed to cope with Bullying (Holen et al., 2012).

School counselors can also use a collaborative approach by involving students, teachers, staff, parents, and other parties involved in the school environment in handling bullying cases. This can help build strong support and cooperation to address the issue of Bullying (Ortiz-Bush & Schultz, 2016). According to Espelage & Swearer (2003), School counselors can use a multi-technical approach to bullying, which includes individual and group counseling, social and emotional training, and the development of anti-bullying programs in schools. This can help ensure that students who are victims of bullying get appropriate and practical support. Then, the use of guidance and counseling modules for bullying prevention in schools can also be used by school counselors in preventing bullying behavior in students (Yandri et al., 2013).

CONCLUSION

School counselors, in solving bullying cases in students, are taking a personal approach by conducting individual counseling services and advocacy services for victims of bullying. Furthermore, school counselors develop bullying prevention programs with the principal, vice principal for student affairs, homeroom teachers, and parents so that all parties are involved in preventing bullying incidents at school. Next, school counselors conduct peer counselor training with students and train school staff in preventing and taking action to resolve bullying issues.

Advice to other school counselors to try to implement the program that has been done, then the next researcher should research to see the effectiveness of the program that has been made by school counselors in solving bullying cases in schools

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