Solution focused brief therapy(SFBT): strategies to reduce cyberbullying behavior student

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Abstract: The problem in this study is the high behaviour of cyberbullying among adolescents. This research focuses on group counselling with the Solution Focused Brief Therapy (SFBT) approach which aims to reduce cyberbullying behaviour in friends by helping them calm down to achieve their educational goals. This study uses a quantitative research design with quasi-experiments. To collect respondents used a purposive sampling method to obtain 30 students from all students of class XI. The instrument used in this study is the cyberbullying scale. The results of the study show that it is concluded that Solution Focused Brief Therapy (SFBT) can reduce cyberbullying behaviour, the approach used uses a more positive perspective on the counselee so that the counselee is treated as a "player" who actively determines the desired direction of change rather than a "patient" who must be handled.
Keywords: Cyberbullying; Group counselling; Solution Focused Brief Therapy(SFBT)

Introduction

Through education, values, knowledge, experience and skills are passed on to the younger generation from the older generation to prepare the next generation for the functions of physical and spiritual life. H. Mangun Budiyanto as quoted by (Kurniawan, 2017), " argues that education is preparing and growing students or human individuals whose process takes place continuously from the time he is born until he dies. Teachers function as educational guides, guiding students through classroom organization, developing educational goals, and facilitating learning activities with personal meaning and value to students (Hikmawan, 2017). Educated people should have an eye on long-term realization to keep them empowered with progress and learning. However, several obstacles in education make success in education difficult, such as academic anxiety, procrastination, and various instances of bullying are common. Bullying is when someone acts aggressively, either verbally or physically(Jeffrey & Stuart, 2020). Perpetrators and victims have different levels of strength, and these actions are repeated (Mahon et al., 2023).

The difference in power in this situation refers to impressions of physical and intellectual abilities and more importantly the number of perpetrators and victims. Bullying is also a type of violence in which a "weaker" person or group of people is subjected to psychological or physical coercion. Torture among students has a different quality from the atrocities committed by adults. While bullying by fellow students usually occurs in groups, adult violence against children is usually perpetrated by one person (Hammarén, 2022). Adults

and children alike can be affected by persistent bullying of someone who has been subjected to negative actions by one or more people.

Students in positions of authority repeatedly use violence against other students they believe are more vulnerable than themselves, fully intending to harm that person. In addition, it was found that children who were bullied tended to bully other children. It signifies an endless cycle in which the victim becomes the perpetrator. Like that, acts of brutality that have become a culture among young people must be eradicated. Child victims of cyberbullying feel unfriendly and ostracized by their friends because it happens a lot inside and outside school, where cyberbullying occurs.

Cyberbullying is a type of bullying that is currently rife. A form of harassment known as cyberbullying is perpetrated by someone using online platforms or channels for individual communication (Dardiri et al., 2020). Harassment through virtual entertainment is an intentional act by the perpetrator with the hope or intention of causing harm, and activity that is completed consistently or repeatedly is considered cyberbullying. The definition of cyberbullying itself is the demonstration of fear through media or electronic devices, cyberbullying consistently includes a relationship component that is illustrated by the awkwardness of power (Hellsten, 2017).

Based on the above, the researchers strengthened it with a preliminary study with observations in one of the schools in Mandailing Natal City. At present, there are still some students who have high cyberbullying behaviour, are unable to control themselves, and are unable to solve their problems. He does not yet have mutual trust, attention, understanding, or support for each of his friends because someone feels pressured and talks about the deep feelings they feel. Some students experience problems in themselves such as depression, stress, lowered self-confidence, and low learning motivation.

Cyberbullying is becoming increasingly common among international high school students. Preventing cyberbullying is very important because this finding adds to the growing body of evidence regarding the prevalence of cyberbullying. An indication of the crime rate of cyber bullying is the experience of environmental violence, especially among adolescents with little parental supervision. Children who were not involved in cyberbullying showed high levels of parental affection and communication (Gomez. O., Romera, E.m., Ortega Ruiz, R., & Del Rey, 2018). A child's family, especially his parents, is very important, and higher levels of parental support are thought to be associated with traditional bullying and cyberbullying victimization (Zsila, A., Orosz, G., Kiraly, O., Urban, R., Ujhelyi, A., Jarmi, E., Demetrovics, 2018).

It should be in the educational environment, namely schools, students must respect and respect each other, don't berate each other both in the school environment and in the social media environment because that will cause students to experience some disturbances in themselves because they are not happy with what friends treat victims. bullying. Seeing the problems above, a special strategy is needed, in guidance and counselling services there are several strategies, one of which is group counselling. Group counselling can make individuals express feelings and thoughts freely and be phenomenon oriented, express their deepest feelings, mutual trust, concern, understanding, and support for each counsellor in the group. The importance of group counselling services in helping overcome bullying has also been proven by research that reveals one of the problems that arise in schools is torturous behaviour

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(Walker et al., 2022). Bullying of juniors and their peers by seniors or upperclassmen regularly. This group counselling is combined with the Solution Focused Brief Therapy (SFBT) approach.

Solution-focused brief therapy group counselling services Solution Focused Brief Therapy (SFBT) is a form of brief counselling that builds on the strengths of counselees by helping them come up with and construct solutions to the problems they face (Hendar et al., 2019). A counselling approach that maintains aspects of effectiveness and efficiency in realizing change is an approach that departs from the foundation of postmodern philosophy and social constructivism. (Franklin & Hai, 2021). Solution-focused brief therapy (SFBT) group counselling is suitable for school settings because it is effective in creating changes in counselees during counselling sessions with a shorter time (Hana et al., 2020).

Based on previous research on the importance of group counselling in helping to deal with rampant cases of bullying in schools, this is the main objective of this research. However, there is still little research that focuses on group counselling with the Solution Focused Brief Therapy (SFBT) approach in overcoming cyberbullying cases, which is the novelty of this research. So that researchers are interested in studying more about the Benefits of Group Counseling with the Solution Focused Brief Therapy (SFBT) approach to reduce cyberbullying. This study hypothesises that there is the effectiveness of group counselling with the Solution Focused Brief Therapy (SFBT) approach in reducing cyberbullying.

Other studies have explained a lot about the Solution Focused Brief Therapy (SFBT) approach. However, it still focuses on Western values because this approach is indeed SFBT born in Western nations (Putabuga, 2020), some have integrated it with spiritual or Islamic values and there has even been research linking it with the philosophical values of Javanese culture to build the character of the millennial generation. Several previous studies, many have explained the Focused Brief Therapy (SFBT) approach. But it still focuses on Western values because this approach is Solution-Focused Brief Therapy (SFBT) born in Western nations, some have integrated it with spiritual or Islamic values and even there has been research linking it with Javanese cultural and philosophical values to help create character. millennials. Based on the problems above, the researcher is interested in studying group counselling using the Solution Focused Brief Therapy (SFBT) approach to reduce cyberbullying behaviour.

Methods

This type of research is quantitative using a quasi-experimental design. A type of experiment known as quasi-experimental has primary validity that is independent of random sampling. This study used a pretest-posttest control group design. The two classes are treated differently, which makes the difference clear. This study seeks to know the description of cyberbullying in students with the help of a cyberbullying measuring tool. Data collection was carried out directly by distributing questionnaires.

The population of this study were students of class XI IPA 1 and XI IPA2 at SMAN 1 Panyabung Utara, each of which consisted of 30 students. Purposive sampling was used to

ensure that the sample reflects the population. The instrument used is the cyberbullying scale, which is adapted to several aspects of cyberbullying proposed by Azwar (2010) (Sakban, 2019) namely Cyberbullying with a Likert scale to measure attitudes towards social phenomena. This indicator serves as the basis for making instrument items, which can be in the form of statements. Data collection used the statistical program SPSS 16.0 Windows to reduce cyberbullying behaviour in students.

Results and Discussion

The results showed that the data came from a normal population or normally distributed. Next, test the T-Paired in Table 1.

Table. 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	64.30	20	7.087	1.585
	POSTTEST	82.75	20	5.674	1.269

Based on the table above, the output analysis shows that the average value (mean) after being given treatment (treatment) is greater (82.75) compared to before being given treatment (64.30), it can be concluded that the average value (mean) of the posttest variable is greater than pretest so that after the treatment (treatment) is proven to reduce cyberbullying in students. Then test the correlation in Table 2.

Table. 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST POSTTEST	20	.498	.025

Sig value comes next. Because the value of 0.25 is greater than (>) 0.05, it can be concluded that there is no significant relationship or correlation between the data.

Tabel.3 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	PRETEST POSTTEST	-18.450	6.509	1.455	-21.496	-15.404	-12.677	19	.000

From the SPSS output analysis: Sig. (2-tailed) of 0.000, this value is smaller (<) than 0.05, so it can be concluded that students' scores on the pretest and posttest were significantly different before and after receiving treatment (treatment). Based on the Paired Sample Test

table, it is known that there is a change or decrease in cyberbullying behaviour in students before being given treatment and after being given treatment (treatment).

The results of the research subject's pre-test showed that all group members were identified as students whose cyberbullying behaviour was identified in the moderate category with a score range of 206 to 177 after the cyberbullying behaviour score was known during the pre-test, all group members were given intervention in the form of group counselling Solution Focused Brief Therapy (SFBT) to reduce cyberbullying behaviour of group members. The Solution Focused Brief Therapy (SFBT) group counselling service intervention was conducted in six meetings. After the intervention was given, there was a change in the level of cyberbullying behaviour shown by members of the research subjects. Changes in the level of cyberbullying behaviour can be identified through measurements carried out using a cyberbullying behaviour scale and carried out after the intervention process (post-test). The results of the post-test showed that all group members experienced a decrease in the level of cyberbullying behaviour with low-category cyberbullying behaviour with a score range of 103 to 129. Hypothesis testing was carried out using the Sample T Test, Paired-Sample T Test or better known as the Pre-Post Design. The results of the analysis show that cyberbullying behaviour has decreased from the initial average of 191.50 to 115.50, with an average decrease of 76. From the data above it can be concluded that Solution Focused Brief Therapy (SFBT) can reduce cyberbullying behavior.

If you look at the impact that students experience after being bullied by friends and their environment, it is very influential for them. In addition, intimidation is considered a form of violence in which "weaker" individuals or groups are subjected to psychological or physical coercion. Torture among students has a different quality than cruelty perpetrated by adults. While bullying by fellow students usually occurs in groups, adult violence against children is usually perpetrated by one person. Even repeated bullying of a person who is subjected to the negative actions of one or more people can affect both adults and children.

Factors that cause cyberbullying include; gender, age (Hamidah, T., & Emillya, 2018), emotion regulation (Wulandari., 2018), emotional intelligence, parenting in a family context, and conformity in peer groups (Arianty, 2018), as well as anonymity, rapid technological advances, lack of awareness of dangers, imitation of adolescent behaviour, and decreased social control. Teenagers are more likely to use negative outlets such as cyberbullying to express their emotions when these conditions are unfavourable (Utami., A. S. F. & Baiti, 2018). The negative impact that arises from this bullying also affects the psychological side of the victim, such as depression, stress, lowered self-confidence, and low motivation to learn. Parents are responsible for raising and educating their children so they don't deviate and behave badly. Cyberbullying is one of the deviant behaviours that can occur, and adolescents can be involved in it both as victims and perpetrators (Zhu et al., 2021). This is also closely related to the causal factors that come from the family (Malihah, 2018). Cyberbullying is also not liking someone who wants to entertain people so that people who use social media or the internet can have fun and laugh. They also think they are better and more qualified than other people, so they think cyber bullying is normal.

The impacts of cyberbullying are 1) Physical effects of cyberbullying: Headaches, stomach aches, difficulty sleeping, fatigue, back pain, and lack of appetite are common

symptoms in adolescents. 2) Emotional and psychological: Anxiety, fear, terror, suffering, sadness, stress, and signs of depression are experienced by adolescents. 3) Connected schools: Teenagers have lower grades, lower levels of concentration, and lower levels of motivation to attend school. 4) Psychosocial Adolescents experience feelings of social rejection, exclusion, and isolation (Farhangpour et al., 2019). Cyberbullying can negatively affect all aspects of social, physical and psychological life. Naturally, you want a significant positive impact when changes are implemented. However, like it or not, it will be accompanied by negative effects, one of which is cyber bullying (Agustina, 2019).

The goal of group counselling is for the counsellor or counsellor to help each member of the group find solutions to their problems so that they can develop optimally. For service goals to be effectively supported in group counselling, the dynamics must be well developed (Magrur, R.Y., Siregar, N.R.,& Silondae, 2020). The goal of group counselling is to offer support to people who need it in group settings to overcome the challenges they face (Prayitno, 2017). The development of one's socialization and communication skills is the goal of this group counselling. Using group dynamics to learn from one another's experiences and help students solve problems, group counselling is given to a group of students in a group setting.

The process of an expert (counsellor) helping someone who is experiencing problems by conducting counselling interviews with them ultimately solves the client's problem. Furthermore, group counselling is combined with Solution Focused Brief Therapy (SFBT). Solution Focused Brief Therapy (SFBT) is a psychotherapeutic tool that emphasizes creating solutions rather than solving problems. This type of approach is suitable for general development and has several characteristics, such as student behaviour problems at school, violence and division of children in families, helplessness (abandoned children), use of illegal drugs such as drugs, love problems and many more problems. Solution Focused Brief Therapy (SFBT) is a solution-centric approach with a fairly short time frame(Walker et al., 2022). In the counselling process, the counselee is focused on brief counselling focused on solutions during the counselling process, some specific intervention actions are the main ones. At the same time, various techniques in the consulting process can make it easier for the consulted to follow the consulting process and enhance the impression of the art of consulting. In principle, Solution Focused Brief Therapy (SFBT) is a brief approach that focuses on the future (future-based) and leads to goals (Novella et al., 2022). Compared to traditional approaches to coaching technology that focus on the dictatorship (authoritarianism) of the counsellor or counsellor over the counselee, the hierarchical structure between counsellor and counselee is often more equal and more equal in brief consultations that focus on democratic solutions. The approach used uses a more positive perspective on the counselee so that the counselee is treated as a "player" who actively determines the desired direction of change rather than a "patient" to be treated.

Conclusions and Suggestions

Based on the research results, it can be concluded that Solution Focused Brief Therapy (SFBT) can reduce cyberbullying behaviour, that some factors can cause cyberbullying behaviour, namely gender, age, emotional control, emotional intelligence in the family related

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to upbringing and environment, which include conformity, peer, school, social media, and anonymity, rapid technological developments, risk ignorance, imitative adolescent behaviour, and decreased social control. Students may be able to receive opportunities to overcome their problems by receiving group counselling services, especially on cyberbullying, one of which is by taking an approach, namely Solution Focused Brief Therapy (SFBT). The advice that can be given in this study is that it is hoped that students will be able to work together with the school to reduce cyberbullying behaviour, especially with counselling teachers and parents by providing encouragement and motivation so that they no longer carry out cyberbullying both in the school, family and environment. social. For future researchers, it is suggested to be able to research cyberbullying by combining several techniques in the cyberbullying variable.

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