



The Effectiveness of Group Counseling Using Modeling Techniques to Reduce Bullying Behavior at SMA Negeri 3 Kupang Timur

Yuliani Hau Pia¹, Maria Natalia Loban^{2*}, Triati Lestari Salau³
^{1,2,3}*Insititut Agama Kristen Negeri Kupang, Indonesia*

Corresponding Author:  lobanmelly@gmail.com *

ABSTRACT

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Bullying in schools—including verbal, physical, psychological, and cyberbullying—has negative consequences for both victims and perpetrators. This study aimed to determine the effectiveness of group counseling using modeling techniques in reducing bullying behavior at SMA Negeri 3 Kupang Timur. A quantitative approach with a pre-experimental one-group pretest–posttest design was employed. The sample consisted of eight students from Grade X, Class IPS 4. Data were collected through questionnaires and documentation, and the instrument was tested for validity and reliability. The results indicated a decrease in bullying scores following group counseling using modeling techniques. The mean pretest score was 97, while the mean posttest score was 70.25, representing a mean reduction of 26.75 points. The Wilcoxon signed-rank test yielded $Z = -2.533$ and an Asymp. Sig. (2-tailed) value of 0.011. Because $0.011 < 0.05$, the null hypothesis was rejected, indicating a statistically significant difference between pretest and posttest scores. These findings suggest that group counseling using modeling techniques was effective in reducing bullying behavior.

Keywords: *Bullying, Group Counseling, Modeling Techniques.*

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INTRODUCTION

Bullying is a common problem among adolescents and children. It can occur in various settings, including among peers and in educational environments. In education, bullying is recognized as a form of school violence. Such violence may lead to other forms of aggression. Rahman (2019) discusses intimidation in the context of education and the importance of addressing it through appropriate responses.

Bullying is a form of cruelty or violence perpetrated by an individual or a group with greater power, with the intention of harming another person. During adolescence, young people often form peer groups with others who appear to share similar characteristics. Within these groups, adolescents may engage in unwanted behavior toward others; this behavior is known as bullying. If left unaddressed, bullying can cause prolonged psychological distress for victims. Some cases of physical bullying begin with verbal abuse that has been allowed to continue. Tang and Supraha

(2021) reported that the highest number of bullying victims was found in the 13–17 age group, with 3,764 cases.

Cases of violence in Indonesian educational settings have shown an increasing trend. The Indonesian Education Monitoring Network (JPPI) recorded 91 violence-related cases in 2020, 142 in 2021, 194 in 2022, and 285 in 2023. In 2024, the number nearly doubled to 573. JPPI reported that approximately 31% of these cases were related to bullying. The Indonesian Child Protection Commission (KPAI) also reported 3,800 bullying cases in 2023, nearly half of which occurred in schools and Islamic boarding schools. According to JPPI and KPAI data, physical bullying was the most common type, accounting for approximately 55.5% and including hitting, kicking, and other forms of physical violence. Verbal or psychological bullying ranked second at 29.3%, including insults, mockery, and exclusion that cause emotional distress among victims (Pusiknas Polri, 2025).

At SMA Negeri 3 Kupang Timur, bullying occurs in various forms, including verbal, physical, social, and cyberbullying. Effective intervention is therefore needed, one option is group counseling using modeling techniques. According to Bandura's (1986) theory, students may find it easier to change their behavior by observing social models presented during counseling. Group counseling helps members address difficulties and focus on personal growth and development. It is also part of guidance and counseling services. Group counseling is often used to help clients address problems with a counselor, including bullying, and may provide an efficient approach. Ahiruddin et al. (2023) explained that group counseling using role-play techniques can reduce bullying among students.

Group counseling is a service that can be used to address individual problems within a group setting. It can employ various approaches and techniques, including modeling. Modeling is a concept in the social learning theory developed by Albert Bandura and refers to learning by observing other people. There are several basic forms of modeling. Overt modeling, also called live modeling, occurs when one or more people demonstrate the behavior to be learned. Live models may include professional counselors, teachers, or peers, while symbolic modeling presents the target behavior through video or audio recordings (Erford, 2017).

Modeling techniques in group counseling allow students to learn by observing and imitating positive behavior demonstrated by a model. This process can support the internalization of social values such as empathy, tolerance, and self-control. Fauziyah (2024) reported that modeling techniques reduced bullying among students. Arista et al. (2020) similarly found that symbolic modeling was effective in reducing student bullying. Their findings were reflected in pretest and posttest bullying scores, with an average score reduction of 76. Modeling enables students to learn from concrete examples of positive behavior, making such behavior easier to internalize. This study is particularly relevant to current social conditions, in which increasingly extensive digital interactions raise the risk of cyberbullying.

Based on the theoretical review and the phenomena observed in the field, an appropriate intervention is needed to address this problem. Accordingly, group counseling using modeling techniques is proposed to reduce bullying behavior among students.

METHOD

This study employed a pre-experimental design using a one-group pretest–posttest model. Sugiyono (2019) stated that experimental research is used to examine the effect of a particular treatment on an outcome under controlled conditions.

The population consisted of 30 students in Class X IPS 4 at SMA Negeri 3 Kupang Timur during the 2023/2024 academic year. Purposive sampling was used. The sample comprised eight students with the highest bullying behavior scores. This sample size was also consistent with the typical size of a group counseling group, which ranges from two to eight members.

This study used a quantitative approach with a pre-experimental one-group pretest–posttest design. The participants were eight students from Class X IPS 4 selected through purposive sampling because their pretest results indicated bullying behavior. The instrument was a bullying questionnaire measuring four aspects: verbal bullying (6 items), physical bullying (7 items), psychological or relational bullying (8 items), and cyberbullying (7 items), for a total of 28 items scored on a scale of 1–4. The instrument was developed based on bullying theory, indicators, and dimensions, and items were formulated for each dimension. It was then reviewed by experts and subjected to validity and reliability testing.

Validity was tested using Pearson correlation, while reliability was assessed using Cronbach's alpha. Data were collected using the tested bullying behavior questionnaire. The validity criterion was $r \geq 0.361$, and reliability was $\alpha = 0.853$. Data were analyzed using the Wilcoxon test in SPSS 26. The research was conducted in several stages: (1) administering a pretest to measure students' bullying behavior; (2) conducting six group counseling sessions using modeling techniques; (3) administering a posttest to identify behavioral changes; (4) testing the hypothesis; and (5) analyzing the research data.

RESULTS AND DISCUSSION

Identification of Pretest Bullying Behavior

A previously tested student bullying questionnaire was administered to assess bullying behavior among students at SMA Negeri 3 Kupang Timur. Interval analysis and comparative charts were used to classify bullying behavior as high, moderate, or low. The pretest procedure was based on statistical calculations of the questionnaire results, which provided an initial profile of students' bullying behavior. The results are presented in the table below.

Table 1. Categories of Bullying Behavior

Interval	Frequency	%	Category
$X \geq 74$	5	17%	Low
$74 < X < 96$	12	40%	Moderate
$X > 96$	13	43%	High
Total	30	100%	

The categories of bullying behavior are illustrated in the following graph.

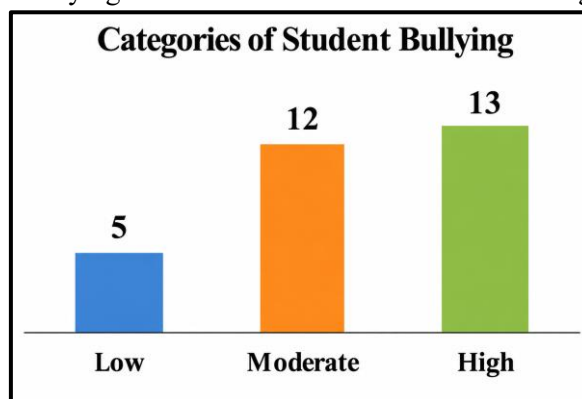


Figure 1. Bullying Behavior

Table 2. Pretest Results for Bullying Behavior

Initials	Pretest Score	Category
SA	97	High
AA	96	High
RL	101	High
BT	96	High
DS	96	High
BR	99	High
KN	96	High
DA	96	High
Total Mean	777:8 = 97,1	
N:8		

The pretest results are presented in the following graph:

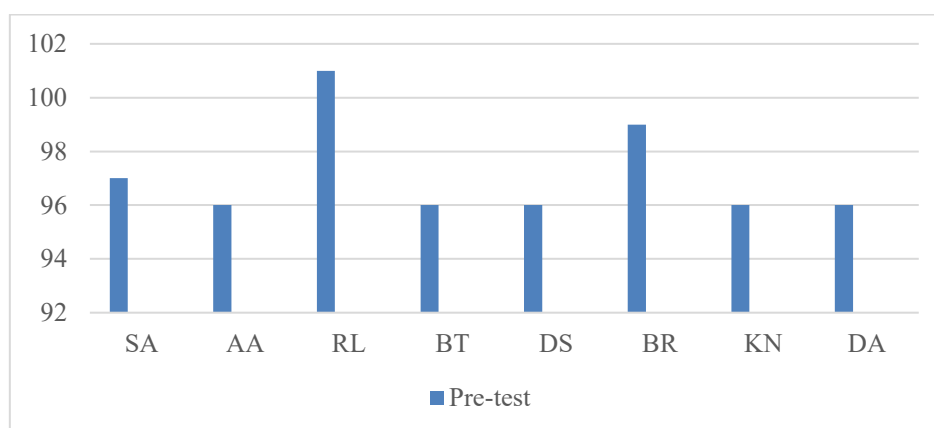


Figure 2. Pretest Results

The questionnaire results from 30 students showed that 13 students fell into the high bullying category, 12 into the moderate category, and 5 into the low category. To examine the effectiveness of group counseling using modeling techniques, eight male and female students in the high category, based on their pretest results, were selected as the sample and agreed to participate in group counseling.

Description of Posttest Data

After the students received the treatment—group counseling using modeling techniques to reduce bullying behavior—the researcher administered the bullying questionnaire to the eight group members who participated in the counseling sessions. The resulting posttest data are presented in the table below.

Table 3. Posttest Results

Student ID	Posttest Score	Category
SA	72	Low
AA	69	Low
RL	71	Low
BT	72	Low
DS	70	Low
BR	73	Low

Student ID	Posttest Score	Category
KN	70	Low
DA	65	Low
Mean 562:8 =70,25		

The posttest results are illustrated in the following graph:

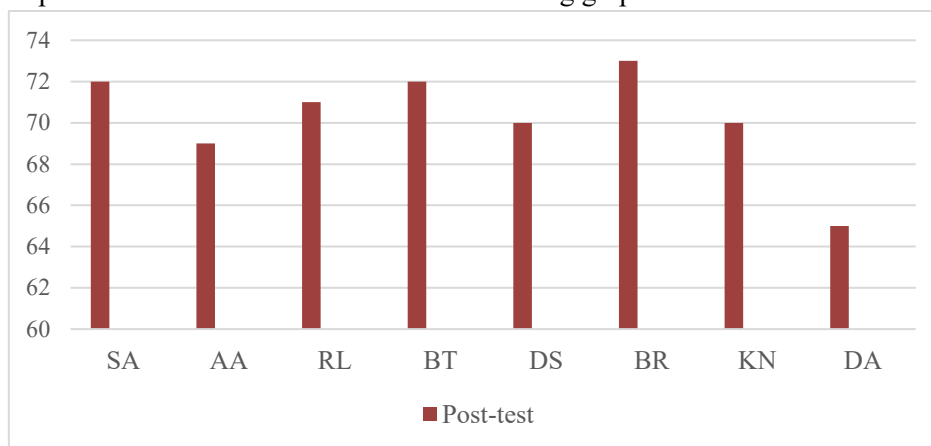


Figure 3. Posttest Results

The pretest and posttest results show that, before receiving group counseling using modeling techniques, the group members were in the high category. After the modeling intervention, their scores shifted to the low category. A comparison of the pretest and posttest results is presented below.

Comparison of Pretest and Posttest Data

Table 4. Comparison of Pretest and Posttest Results

Participant	Pretest–Posttest Comparison			
	<i>Pretest</i>	<i>Category</i>	<i>Posttest</i>	<i>Category</i>
SA	97	High	72	Low
AA	96	High	69	Low
RL	101	High	71	Low
BT	96	High	72	Low
DS	96	High	70	Low
BR	99	High	73	Low
KN	96	High	70	Low
DA	96	High	65	Low
Total	777		562	
Mean (N = 8)	777:8=97		562:8=70,25	Mean Reduction: 26.75

The comparison of the pretest and posttest results is illustrated in the following graph:

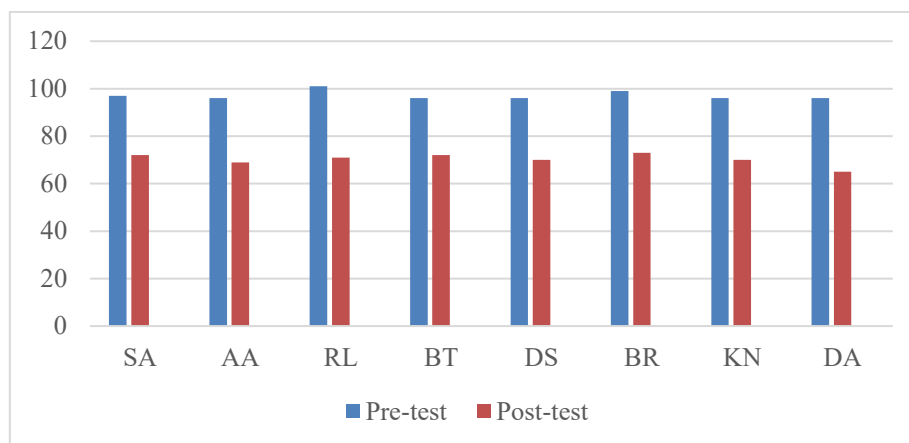


Figure 4. Comparison of Pretest and Posttest Results

The table and graph above show a difference between the pretest and posttest results. Before group counseling using modeling techniques, the group members were classified in the high category. After the intervention, they were classified in the low category. The following sections compare bullying behavior across its individual dimensions.

Table 5. Pretest and Posttest Comparison for Verbal Bullying

No	Participant	Pretest–Posttest Comparison for Verbal Bullying			
		<i>Pretest</i>	Category	<i>Posttest</i>	Category
1	SA	23	High	10	Low
2	AA	22	High	15	Low
3	RL	19	Moderate	12	Low
4	BT	18	sedang	14	Low
5	DS	12	Low	10	Low
6	BR	21	Moderate	13	Low
7	KN	20	sedang	9	Low
8	DA	19	sedang	10	Low
Total		154		93	
Mean (N = 8)		154:8=19.25		93:8=11,6	

The following graph compares the pretest and posttest results for verbal bullying.

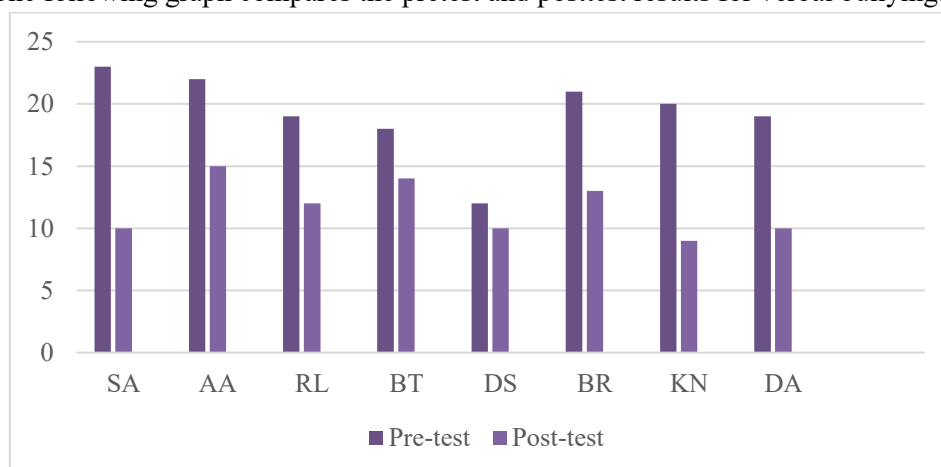


Figure 6. Pretest and Posttest Comparison for Physical Bullying

The table and graph indicate a reduction in physical bullying, with a mean pretest score of 19.7 and a mean posttest score of 14.

Table 7. Pretest and Posttest Comparison for Psychological or Relational Bullying

Comparison table of pre-test and post-test results					
No	Participant	Psychological or Relational Bullying			
		<i>Pretest</i>	<i>Category</i>	<i>Posttest</i>	<i>Category</i>
1.	SA	26	Moderate	13	Low
2.	AA	21	Moderate	17	Low
3.	RL	20	Moderate	14	Low
4.	BT	19	Low	14	Low
5.	DS	25	Moderate	16	Low
6.	BR	30	High	15	Low
7.	KN	27	Moderate	18	Low
8.	DA	24	Moderate	18	Low
Total		192		125	
Mean (N = 8)		192:8=24		125:8=15,6	

The following graph compares the pretest and posttest results for psychological or relational bullying.

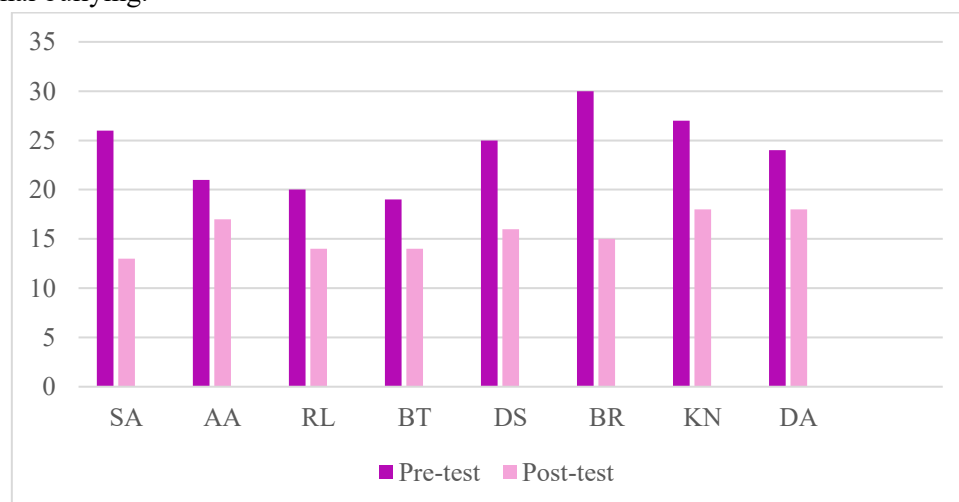


Figure 7. Pretest and Posttest Comparison for Psychological or Relational Bullying

The table and graph indicate a reduction in psychological or relational bullying, with the mean score decreasing from 24 at pretest to 15.6 at posttest.

Table 8. Pretest and Posttest Comparison for Cyberbullying

Comparison table of pre-test and post-test results					
No	Participant	for Cyberbullying			
		<i>Pretest</i>	<i>Category</i>	<i>Posttest</i>	<i>Category</i>
1	SA	19	Moderate	13	Low
2	AA	19	Moderate	17	Low
3	RL	18	Low	14	Low
4	BT	21	Moderate	14	Low
5	DS	21	Moderate	16	Low
6	BR	25	High	15	Low

No	Participant	Comparison table of pre-test and post-test results for Cyberbullying			
		Pretest	Category	Posttest	Category
7	KN	23	High	18	Low
8	DA	21	Moderate	18	Low
Total		167		125	
Mean (N = 8)		167:8=20,8		125 :8=15.6	

The following graph compares the pretest and posttest results for cyberbullying.



Figure 8. Pretest and Posttest Comparison for Cyberbullying

The table and graph indicate a reduction in cyberbullying, with the mean score decreasing from 20.8 at pretest to 15.6 at posttest, a reduction of 5.2 points.

Normality Test

The normality test is said to be normal if the significance value is greater than or equal to the probability value ($\text{Sig} > 0.05$). The normality test used in this study is the Shapiro-Wilk normality test because the sample size is less than 100, using SPSS 25 for Windows.

Table 9. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,350	8	,005	,692	8	,002
Posttest	,210	8	,200*	,883	8	,199

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

A Shapiro–Wilk test was used because the number of respondents was fewer than 100. The significance values for the pretest and posttest were 0.002 and 0.199, respectively. Since the pretest value was below 0.05, the data did not meet the normality assumption; therefore, the Wilcoxon test was used.

Hypothesis Testing

Table 10. Wilcoxon Test Results

Test Statistics ^a	
	Posttest – Pretest
Z	-2,533 ^b
Asymp. Sig. (2-tailed)	,011
a. Wilcoxon Signed-Rank Test	
b. Based on positive ranks.	

The test statistics show an Asymp. Sig. (2-tailed) value of 0.011. Because this value is ≤ 0.05 , H_0 is rejected, and H_a is accepted, indicating a difference between the pretest and posttest scores. The significant difference and reduction in scores suggest that modeling techniques were effective in reducing bullying behavior.

According to Bandura's (1986) social learning theory, individuals can learn new behaviors by observing and imitating a model's behavior. In this study, modeling techniques were applied through group counseling, in which students were shown positive behaviors as alternatives to the bullying behaviors they had previously displayed. This interpretation is consistent with Fauziyah's (2024) findings that bullying among students decreased significantly after an intervention using modeling techniques. The pretest indicated that bullying behavior was relatively high among the study participants. Following group counseling using modeling techniques, bullying scores decreased significantly, suggesting that the intervention was effective in reducing the targeted negative behavior.

The posttest data suggest that students became more aware of the harmful effects of bullying and began to show greater empathy toward their peers. Students who had previously engaged in bullying began to reduce aggressive behavior and show greater respect for their classmates. These findings are consistent with Fauziyah (2024), who reported that modeling techniques can change student behavior, particularly by reducing bullying, improving students' understanding of its effects, and providing more positive examples of social behavior.

Modeling techniques in group counseling appear to help students understand the effects of bullying. By presenting desired behavior through a live model and facilitating group discussions, students can understand positive values and apply them in everyday interactions. Komalasari et al. (2011) described modeling as a learning process involving cognition through observation of behavior, which may lead to the addition or reduction of particular behaviors. Repita et al. (2016) described modeling as a process of developing behavior—by adding, reducing, changing, or improving it—through observing a model, thereby engaging cognitive processes that can support the formation of new behavior.

Modeling techniques can help individuals develop social skills, change negative thought patterns, and improve emotional control (Corey, 2012). This is also supported by Arinata et al. (2017), who found that combining group counseling with modeling techniques reduced bullying in the experimental group, whereas the control group showed no significant change. Modeling can also help students improve their social skills by learning to communicate more effectively, resolve conflicts peacefully, and regulate their emotions in challenging social situations. In addition, group counseling can improve self-management (Loban et al., 2024).

Counseling using modeling techniques can serve as an intervention to support clients' development, including minimizing bullying behavior (Diastrimarina et al., 2023), improving self-efficacy (Noviyanti et al., 2023), enhancing emotional intelligence (Indrayani et al., 2023),

and improving self-regulated learning (Simanjuntak & Lestari, 2023). Group counseling using modeling techniques may also improve students' social skills (Ardila et al., 2019).

Modeling is a learning process in which individuals observe another person's behavior, potentially developing more positive thoughts, attitudes, and behaviors. Based on the explanations above, modeling can be defined as observational learning that enables individuals to learn positive behaviors and apply them in daily life.

CONCLUSION

Group counseling using modeling techniques was found to be effective in reducing bullying behavior among students. Significant changes were observed across all measured dimensions. This technique is recommended for broader implementation in schools as one strategy for addressing student bullying. The mean pretest score was 97, compared with a mean posttest score of 70.25. The mean bullying score decreased by 26.7 points. The Wilcoxon test yielded $Z = -2.533$ and Asymp. Sig. (2-tailed) = $0.011 < 0.05$; therefore, H_0 was rejected, and H_a was accepted, indicating a statistically significant difference between pretest and posttest scores. Based on the Wilcoxon test and the differences in scores, group counseling using modeling techniques can be concluded to be effective in reducing bullying behavior at SMA Negeri 3 Kupang Timur.

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