



Group Counseling Using Behavioral Contracts to Reduce Verbal Bullying

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Abstract

This study aimed to determine the effect of implementing group counseling services using the behavioral contracting technique on reducing verbal bullying among ninth-grade students at Junior High School X in Samarinda during the 2024/2025 academic year. The study employed an experimental method with a pre-experimental one-group pretest-posttest design. The subjects consisted of four students selected through purposive sampling. A verbal bullying scale was used as the research instrument, and the data were analyzed using a Paired T-Test. The results indicate no reduction in verbal bullying among the students following the intervention group counseling using the behavioral contracting technique ($t\text{-value} = -2.954$; $\text{sig.} = 0.060$). This lack of reduction may be attributed to several factors, such as the short duration of the counseling sessions, students' subjective self-assessments, limited feedback from the field supervisor, insufficient student commitment to the counseling process, and limitations inherent in the research design. Therefore, the behavioral contracting technique's failure to reduce verbal bullying in this context does not imply the technique itself is flawed; rather, these external factors likely explain the outcome and should be addressed in future implementations.

Keywords: behavioral contracting techniques, group counseling services, verbal bullying

INTRODUCTION

Adolescence is a developmental stage characterized by the search for one's identity (Fahrurnnisa, 2019). During this search, adolescents may face various challenges that can influence personality development (Branje et al., 2021). One such challenge that can arise during adolescence is bullying, defined as actions carried out consciously, intentionally, and repeatedly over a period of time to harm others. This

behavior can manifest in physical, verbal, or psychological forms (Irmasyanti & Agustin, 2023).

The Indonesian Child Protection Commission (KPAI) has stated that bullying remains a concerning issue among students. In 2023, approximately 2,355 cases of bullying were recorded within school environments (Vasudewa, 2023). The Federation of Indonesian Teachers' Unions (FSGI) further noted that 50% of these bullying cases occur at the junior high school level (Rosa, 2023). Among the various forms of bullying, verbal bullying is one of the most frequently occurring types (Visty, 2021). The high prevalence of verbal bullying in schools is partly due to the perception that such behavior is merely "joking around" or intended to be funny (Hamzah et al., 2023). In reality, however, such behavior can lead to various negative consequences not only for the victims but also for the perpetrators. For victims, bullying can result in a range of psychological issues, including anxiety, depression, low self-esteem, loneliness, psychological distress, and difficulties with social adjustment (Setiawan & Saputra, 2024). Meanwhile, for perpetrators, persistent bullying can lead to difficulties in emotional regulation, the emergence of aggressive behavior, problems with interpersonal relationships, and antisocial conduct (Lusiana & Siful Arifin, 2022).

One instance of bullying identified by the researcher at Junior High School X in Samarinda involved extortion, carried out by a group of ninth-grade students against seventh-grade students. This incident was confirmed directly by a Guidance and Counseling (BK) teacher and has been documented in the student incident log. The event began when a group of ninth-grade students approached some seventh-grade students to demand money. The seventh-grade students targeted for extortion had recently won a competition and were in possession of the prize money they had received. Feeling fearful due to these actions, the

seventh-grade students reported the incident to a teacher. Their decision to come forward was bolstered by the presence of friends who were with them when the incident took place.

This case demonstrates that bullying behavior within the school environment requires attention and appropriate intervention to prevent its recurrence. At SMP X Samarinda, the school counselors have previously employed strategies such as classroom-based guidance and individual counseling to mitigate verbal bullying. However, the individual counseling provided has been limited to offering advice and issuing reprimands, constrained by the counselors' restricted time and resources. Additionally, the counselors once utilized role-playing techniques as a form of "shock therapy" to help address verbal bullying; however, this approach has not been used for some time. These circumstances highlight the need to develop more optimal school counseling strategies, ensuring that the handling of verbal bullying can be carried out in a sustainable manner.

Group counseling is a form of guidance and counseling service that can be utilized to help address issues of verbal bullying in schools. This service is conducted within a dynamic group setting, facilitated through interactions among the members and the counselor. One approach that can be applied within group counseling is the behavioral approach, specifically utilizing the "behavioral contract" technique. This technique involves an agreement between the counselor and the counselee regarding the behaviors expected to be performed and the behavioral changes that need to be achieved (Alfiyah & Widyastuti, 2023). The implementation of a behavioral contract aims to foster desired behaviors such as improving student discipline while simultaneously reducing inappropriate behaviors, such as violations of school rules (Reswastiyo & Rahmi, 2019). Based on interviews with the school counselor, it was revealed that the school has not previously

implemented group counseling using the behavioral contract technique to address such issues. Therefore, this study was conducted to determine the impact of implementing group counseling with the behavioral contract technique on reducing verbal bullying behavior among students at Junior High School (SMP) X in Samarinda.

RESEARCH METHODS

Research Approaching and Design

The researcher employed an experimental method using a one-group pretest-posttest pre-experimental design, aimed at determining the effect of implementing group counseling services utilizing a behavioral contracting technique on reducing verbal bullying among students at Junior High School X in Samarinda for the 2024/2025 academic year.

Research Subject

The subjects of this study are ninth-grade students at SMP X Samarinda for the 2024/2025 academic year. The subjects were selected using non-probability sampling, specifically purposive sampling, which involves choosing a sample based on specific criteria (Sugiyono, 2021). The criteria for selection were as follows: students recorded in the student disciplinary log for acts of extortion (bullying/demanding money from others) who had not previously participated in group counseling sessions utilizing the behavioral contracting technique. Based on the student disciplinary log, four students were selected to receive group counseling interventions incorporating the behavioral contracting technique.

Research Instruments

This study adapts the verbal bullying scale from Sofia (2024), which consists of the following indicators: mocking nicknames,

disparaging physical appearance, making threats, and intimidation. The scale comprises 34 items with a Cronbach's Alpha coefficient of 0.809, which is greater than 0.355 (R table).

Research Procedure

First, the researcher selected the research subjects by reviewing student case records and conducting interviews with the school counselor. Based on these records and interviews, four students were chosen to receive a group counseling intervention utilizing the behavioral contracting technique. Second, the researcher developed a counseling session plan (RPL) and gathered intervention materials aligned with the indicators of verbal bullying to be used during the counseling process. Third, the researcher coordinated with the school counselor and the students to determine a suitable time for the intervention, ensuring it would not interfere with the students' academic activities.

This study consisted of five sessions. The first session involved a pretest using a verbal bullying scale. The second session focused on an ABC (Antecedent, Behavior, Consequence) analysis, in which each participant identified the triggers, behaviors, and consequences associated with verbal bullying by completing a student worksheet. The results indicated that participants were aware that these behaviors had persisted since the seventh grade and understood their consequences. However, they lacked knowledge of how to address or overcome them. In the third session, participants identified specific forms of verbal bullying that they agreed to transform into positive behaviors.

In the fourth session, members actively discussed and determined the rewards and sanctions to be included in their behavioral contracts. Participants were also asked to complete a homework assignment to track their positive behaviors over seven days. During the fifth session, reinforcement was provided in the form of praise whenever

members demonstrated positive behaviors in line with their contracts or showed progress in their homework assignments. As stipulated in the contracts, members were awarded pens inscribed with the message "Stop Verbal Bullying." This fifth session concluded with the administration of a post-test using a verbal bullying scale. As a follow-up to this group counseling intervention, which utilized the behavioral contract technique, members were monitored for one week, both at school and on social media.

Summary of Materials

The counseling material addresses forms of verbal bullying such as teasing, name-calling, mocking, insulting, and threatening and their consequences, which include physical and psychological pain, low self-esteem, trauma, withdrawal from school, social anxiety, and even the risk of mental health disorders. The counseling process employs an ABC analysis to identify triggers, the nature of the problematic behavior, and the consequences of maintaining that behavior. The counselor and the client determine which behaviors to change, establish appropriate forms of reinforcement, and provide such reinforcement whenever the client demonstrates positive behavior in accordance with their agreement.

Data Analysis

The data analysis technique employed in this study is the Paired T-Test, conducted using the SPSS 26 for Windows software. This analysis is used to compare the means of two paired groups. Paired samples consist of the same subjects measured on two different occasions, specifically, before and after the application of a treatment (Rosalina et al., 2023). As a parametric statistical method, the Paired T-Test requires certain prerequisites to be met; one such requirement is

normality. The researcher utilized the Shapiro-Wilk test to assess normality, as the number of subjects was fewer than 50.

RESEARCH RESULT

Table 1

Normality Test Results

	Shapiro-Wilk	df	Sig.
Pretest	.942	4	.665
Posttest	.937	4	.639

The results of the normality test using the Shapiro-Wilk method yielded values of 0.665 for the pretest and 0.639 for the posttest ($p > 0.05$), indicating that the data in this study are normally distributed.

Table 2

Paired T-Test Results

Mean	SD	Std. Error Mean	Lower	Upper	t	df	Sig.
-4,000	2,708	1,354	-8,309	,309	-2,954	3	0,60

The results of the Paired T-Test yielded a significance value (sig.) of 0.060 ($p > 0.05$), indicating that there is no difference in verbal bullying between the pretest and posttest scores. These findings suggest that the treatment administered by the researcher has not yet been successful in reducing verbal bullying.

Table 3

Comparison of Pretest and Posttest Scores for Verbal Bullying Among Students

Subject	Pretest	Posttest	Difference
GAM	54	54	0
AR	60	63	+3
ERP	52	57	+5
MNAA	65	73	+8
Average	57.75	61.75	4

From the table above, it can be seen that three subjects (AR, ERP, and MNAA) showed an increase in their posttest scores compared to their pretest scores, although the improvement was not significant.

Meanwhile, one subject (GAM) showed consistent scores between the pretest and posttest.

DISCUSSION

The results of this study indicate that, statistically, implementing group counselling using the behavioural contracting technique has not yet reduced students' verbal bullying. Because the study involved only four subjects, these findings should be interpreted cautiously. The group counselling intervention utilising the behavioural contracting technique was followed up by monitoring the participants for one week, both at school and on social media. Although the statistical results did not show a significant change, observations indicated positive shifts in students' behaviour.

The author's observations at school and on social media revealed that the students began to reduce their verbal bullying following the counselling sessions, even though some instances of mocking others through nicknames persisted. This suggests that, while not statistically quantifiable, the researcher's intervention had a positive impact by fostering students' awareness of negative behaviour. The researcher found support for this study's observational findings in Afriana et al. (2014), who noted a decrease in students' bullying behavior based on observational data. Furthermore, the researcher identified several factors believed to have influenced the study's outcomes: the relatively short duration of the counseling sessions, the subjective nature of the assessments, the lack of feedback from observers, and students' level of commitment throughout the intervention.

First, the relatively short duration of the counselling intervention may influence changes in student behaviour. In this study, group counselling was conducted over one month due to time constraints. However, behavioural change is a process that cannot always be

achieved within a short timeframe (Juul et al., 2023). This aligns with findings from Kagan (2020) that long-term counselling benefits are linked to intensive engagement between the counsellor and the counselee, the development of a positive relationship, and ongoing reflection and self-reinforcement. A longer counselling duration allows students to grasp the material, reflect on their behaviour, and gradually implement changes in their daily lives (Robinson et al., 2020). Conversely, a group counselling program lasting only one month may limit students' chances to process their counselling experiences in depth and internalise new behaviours (De Geest & Meganck, 2019). Therefore, the duration of counselling is an aspect that future researchers should consider so that the process of behavioural change in students can be examined more optimally.

Second, the subjective nature of the assessment may influence the study's results, as students complete the homework sheets used to monitor behavioural changes. This presents a potential limitation in objectively assessing behavioural changes, as students may not be able to conduct a comprehensive self-evaluation. Furthermore, students may provide responses that do not fully reflect their actual situation. Therefore, assessing behavioural changes should not rely solely on student reports; it should also incorporate input from parents, family members, peers, or school personnel who can observe students' behaviour in daily life (De Los Reyes, Tyrell, et al., 2022). Involving those close to an individual in assessing behavioural changes relates to the "observer effect" a phenomenon in which others' presence can influence an individual's behaviour, for instance, by encouraging more positive conduct or improved academic performance (Zhang, 2024). Consequently, assessing a student's behavioural changes should incorporate multiple perspectives to ensure greater objectivity (McLean et al., 2025). Furthermore, collaboration among students, families, the

school, and peers is essential to support and continuously monitor these behavioural changes (De Los Reyes, Talbott, et al., 2022).

Third, the lack of feedback from field supervisors during the implementation of certain treatments warrants attention in this study. The lack of regular feedback makes it difficult for novice researchers to assess whether they are carrying out the treatment in accordance with established procedures (Coleiro et al., 2023). However, discussions about counselling sessions with a field supervisor can help counsellors obtain a more objective assessment of changes in student behaviour (Weallans et al., 2022). Therefore, a field supervisor's involvement is essential to provide input that can serve as a basis for evaluation and improvement throughout the counselling process (American Psychological Association, 2025).

Throughout this study, the counsellor was observed only during the first and fourth sessions of five; the remaining sessions took place without a field supervisor present. Observations from these two sessions indicate that the counsellor delivered the treatment in accordance with established procedures. However, because observations were limited to only two sessions, they do not provide a comprehensive picture of the counsellor's consistent skill level or the precision with which the treatment was implemented. Consequently, the counsellor lacked an adequate benchmark to evaluate the quality of the counselling sessions and identify areas for improvement. Therefore, it is recommended that future research involve a field supervisor consistently in every session, ensuring that the evaluation and refinement of the treatment implementation can be carried out in a more focused and structured manner.

Fourth, the students' perceptions, understanding, and commitment to participating in the treatment. Interviews with the two subjects revealed that the first subject's initial reaction to completing

the behavioural contract was indifferent; their response was largely neutral. However, upon realising that sanctions would be imposed if the expected behaviours were not met, the subject became fearful. This suggests that the subject's understanding of the behavioural contract's consequences was still general rather than fully comprehensive. It appeared that the subject did not yet grasp the contract's full meaning and implications, which is why an emotional reaction emerged only after learning about the potential sanctions. In contrast, the second subject approached the behavioural contract seriously from the start. This suggests that the second subject had a higher level of commitment and acceptance of the contract, even without showing an excessive emotional reaction. This serious attitude reflects a better understanding and greater readiness to undergo behavioural change.

The difference in the two subjects' responses suggests that an individual's perceptions, understanding, and commitment to the agreement can affect how a behavioural contract is implemented. This factor must be considered when interpreting the research findings; without adequate understanding and commitment to change, a behavioural contract may be less effective at reducing verbal bullying among students (Schrieber et al., 2023). Furthermore, resource limitations such as time, effort, and costs prevented the researcher from expanding the study's scope to examine external factors that might influence outcomes. Consequently, the researcher cannot definitively determine the nature of changes in students' verbal bullying behaviour.

Prior research specifically addressing students' perceptions of group counselling to reduce verbal bullying remains limited. However, the concept of commitment to change as developed in the Transtheoretical Model (TTM) can help explain this context (Park & Song, 2024). This model explains that behavioural change is a gradual process comprising several stages: precontemplation (not yet aware of

the need for change), contemplation (beginning to consider change), preparation (getting ready for change), action (implementing change), and maintenance (sustaining change) (Dadras, 2024). Consequently, behavioural change depends not only on the intervention provided but also on an individual's readiness and awareness regarding the importance of that change (Xie et al., 2025). This study uses a one-group pretest-posttest design, comparing measurements taken before and after administering a treatment within the same group. However, this approach has limitations because it does not directly control for other factors that might influence the results. Furthermore, resource constraints such as time, effort, and budget prevented the researcher from examining external factors that could affect the study's outcomes.

CONCLUSION

Based on the research findings and discussion regarding the implementation of group counselling services using the behavioural contracting technique to reduce verbal bullying among ninth-grade students at SMP X Samarinda for the 2024/2025 academic year, no significant difference was found between the pretest and posttest scores. Consequently, this study indicates that applying group counselling with the behavioural contracting technique did not reduce verbal bullying among the participating students. This outcome is likely influenced by several factors: the relatively short duration of the counselling sessions; the subjective nature of the behavioural change assessments (as the monitoring forms were completed by the students themselves); a lack of feedback from the field supervisor during the intervention; the level of student commitment to the treatment; and the inherent limitations of the one-group pretest-posttest design, which does not account for variables outside of the intervention. Therefore, these findings suggest that several aspects of intervention

implementation and research methodology require further refinement and evaluation to ensure this technique can be examined more effectively in future research.

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