

E-Book-Based Group Counseling with Contingency Contracting to Reduce Bullying Among Islamic Boarding School Teenagers

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ABSTRACT

Bullying among teenagers in Islamic boarding schools poses significant challenges to student well-being and academic environments. This study investigates the effectiveness of behavioristic group counseling, utilizing contingency contracting strategies, to reduce bullying behaviors. A single-case experimental AB design was employed, involving ten eighth-grade students from Islamic boarding schools. Data were collected using validated youth instruments specific to the context of Islamic boarding schools. The intervention's impact was analyzed using the Wilcoxon Signed Ranks t-test to compare pretest and posttest bullying behavior scores. Statistical analysis revealed significant reductions in bullying behaviors among the participants following the intervention. All ten respondents in the experimental group demonstrated notable declines in bullying behavior scores from the baseline (pretest) to the intervention period (posttest). These findings indicate the efficacy of group counseling with contingency contracting strategies in mitigating bullying behaviors. The results support the potential of behavioristic group counseling as an intervention to address bullying among teenagers in Islamic boarding schools. The observed reductions in bullying behaviors highlight the utility of contingency contracting strategies as a targeted approach in educational settings. Group counseling with contingency contracting strategies effectively reduces bullying behavior in Islamic boarding schools. Future research with larger and more diverse samples is recommended to generalize these findings and explore additional contextual factors influencing intervention success.

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1. INTRODUCTION

Bullying has become a pervasive global issue, affecting the well-being and development of children and adolescents. According to World Health Organization (WHO) data from 2020, bullying victimization rates average 37% among females and 42% among males worldwide. In Indonesia, data from the Ministry of Women's Empowerment and Child Protection (KemenPPPA) reveal alarming trends. Anggin Nuzula Rahma, Acting Assistant Deputy for Fulfillment of Children's Rights to Health and Education, reported

at least 17 documented cases of bullying across educational institutions in 2021 (Kemenpppa.go.id, 2022). Between 2011 and 2019, 326 girls and 440 boys were reported to have been involved in school-related bullying incidents, underscoring the persistent and gender-diverse nature of the issue. These statistics highlight the urgent need for effective interventions to address bullying and its detrimental effects within educational environments.

The Ministry of Education, Culture, Research, and Technology's Curriculum and Educational Assessment Standards (2022) identifies three major "sins" in education: intolerance, bullying, and sexual violence. Among these, bullying is characterized as the abuse of power by an individual or group with the intent to harm others (Tarshis, 2010). Karneli et al. (2023) identify several contributing factors to bullying behavior among teenagers, including peer dynamics, the influence of social media, educational settings, and environmental conditions. These factors suggest that bullying is a complex phenomenon rooted in social and contextual interactions, necessitating multifaceted approaches to prevention and intervention. Addressing these underlying causes is essential for creating safer and more inclusive educational environments.

KPAI statistics (2020) states that 37,381 incidences of abuse against children were registered between 2011 and 2019. There have been 2,473 reports of bullying events in the education sector, and the number is still rising. There were 12 bullying offenders and 76 child victims of bullying at the school. According to KPAI data, there were 226 incidents of psychological and physical abuse in 2022, including bullying (Kompas.com, 2022). According to the most recent KPAI 2023 data, there have been up to 1,138 incidences of physical and psychological violence reported as a result of bullying (mind-rakyat.com, 2023).

Islamic boarding schools are described as educational establishments where one can receive continuous training aimed at promoting children's social development (Nurdiansyah, Arief & Hudriyah, 2022). This results from pupils from different origins coming together in one school to socialise with one another (Matondang, Firman, F., & Ahmad, R., 2022). It is found that a process of dehumanisation is currently underway, namely the practice of oppression from the powerful to the weak, which is not commonly called bullying. This is because pupils from different origins are reunited in the same school, fostering social interaction amongst them. It is discovered that there is a dehumanisation process going on right now, specifically a technique known as bullying where the powerful oppress the weak.

Dewinda and Efrizon (2018) conducted research at an Islamic boarding school in Padang Panjang and found that bullying may be classified into three categories: verbal, psychological, and physical. Yani., Winari., Lestari (2018) found that bullying occurs in boarding schools for a number of reasons, such as the students' varied histories and locations, the fact that seniors and juniors have the same daily schedule, and the fact that the student body is not equal to the supervisors who live in the dorm. The boarding homes housing new and old students are not segregated behind diverse cultures, and the majority of pupils attend boarding schools against their will (Firman, FandR.H., Karneli. Y, 2019).

Pfeiffer and Pinquart (2014) found through a survey that students in boarding schools are more likely to engage in bullying behaviors compared to their peers in traditional schools. Observations conducted by researchers at the Islamic boarding school Pesantren Jauharul Falah Al Islamy revealed that bullying among students is a persistent issue. Common manifestations of bullying in this context include pinching, mocking, name-calling, yelling, giving sardonic looks, ridiculing peers, cheering at others' mistakes, and belittling their work. Additionally, the use of inflammatory language by parents was noted as a contributing factor, potentially exacerbating the issue.

According to a report on Kompas.com (December 2, 2023), a case of severe bullying occurred in an Islamic boarding school in Jambi City, where a seventh-grade student was victimized by two senior students. The victim's parents disclosed that the perpetrators, who were senior students serving at the boarding school, restrained their child by covering his mouth and holding his hands and feet. They physically assaulted him by stepping on his stomach and inflicting injuries on vital parts of his body, leaving visible bruises. Such incidents underscore the urgency of effective interventions to address bullying. Research by Mahyatun (2019) highlights the potential of group counseling in mitigating bullying behaviors. Group counseling fosters peer support, emotional sharing, and collective motivation, enabling

participants to share experiences, learn strategies to address bullying, and encourage behavioral change. This approach can serve as a practical and impactful tool for reducing bullying behaviors in educational settings, including Islamic boarding schools.

Bullying remains a persistent issue in the educational system, particularly in Islamic boarding schools, where it is often ingrained in student interactions. Left unaddressed, bullying can have profound negative impacts on students' psychological well-being and social development. Behavioral counseling methods, particularly those rooted in behaviorism, offer promising approaches to mitigate such issues. A key advantage of the behavioristic approach is its focus on specific behaviors, allowing counselors to guide clients in understanding and implementing steps toward positive change. This method emphasizes behavior modification over retrospective analysis, fostering convergent, creative, and linear thinking (Borg-Laufs, 2022).

Group counseling, as explored by Girard (2010), incorporates participation and interaction among members to address bullying. Through discussions and activities, participants gain insight into the repercussions of their behavior and develop social skills necessary to improve their interactions. This approach is further supported by research from Moradi, Etemadi, and Naeimabbadi (2010), which highlights the role of group counseling in teaching constructive methods to navigate social relationships, reducing the likelihood of bullying behavior.

Behavioral contracts, another tool in the behavioristic approach, provide structure for behavior modification. These contracts outline explicit behavioral goals, responsibilities, and rewards, creating accountability and consistency among participants (Koszegi, 2014; Sandner, 2019). They can be adapted to individual or group settings and combined with other interventions to address specific behavioral issues effectively. The primary benefit lies in fostering responsibility and reciprocity, as individuals learn to modify their actions through agreed-upon terms (Gallagher, 1995).

In the context of Islamic boarding schools, contingency contracting presents a targeted strategy to address bullying behaviors. By clearly defining expectations and offering rewards for achieving behavioral objectives, this method has the potential to reduce bullying and promote a positive school environment (Corey, 2012). Therefore, this study aims to evaluate the effectiveness of contingency contracting in reducing bullying behavior among adolescents in Islamic boarding schools, addressing a critical need in the educational landscape.

2. METHODS

This study employs a single-case experimental research design, chosen for its suitability in evaluating the efficacy of interventions on small groups or individual clients in unique contexts. As noted by Tillman and Burns (2009), the primary objective of a single-case experimental design is to determine the impact of a specific intervention on a participant. Changes in the subject's behavior following the intervention provide measurable evidence of its effectiveness, making this approach particularly useful for targeted and context-specific evaluations.

The AB design, which is the foundational layout of an experiment with a single case, will be used in this investigation. According to Hasselt and Hessen (Sunanto, 2005), basic logic governs this design approach. Simple logic is used to illustrate the recurrence of behaviour measures, or target behaviour, under two sets of variables: baseline conditions (A) and intervention or treatment conditions (B). Because of this, the baseline phase of the study will always include a target behaviour, and at least one intervention period will contain its recurrence.

Behaviour in the baseline period is measured by the AB design. Once a steady data level or trend is observed, measurements are continued. After that, intervention is administered if every subject exhibits a steady data trend. The research focused on ten eighthgrade students who displayed harassing behaviour during the 2023–2024 academic year at the Islamic boarding school, Jauharul Falah. Pretest questionnaires about bullying of teenagers attending Islamic boarding schools and teacher interviews were used to guide the selection of topics.

The method of data analysis employed is the Wilcoxon Signed Rank Test. White (Barlow and Hersen, 1984) states that the Wilcoxon Signed Rank Test is the split-middle procedure. This test serves as a backup in the event that the paired t-test or t-paried test is unable to meet the normality assumption. The Wilcoxon Match Pair Test is another name for this examination. To determine whether or not the paired observation findings from two sets of data differ, the Wilcoxon test is employed. Pretest and posttest data were examined in this instance. The following fishbone illustrates the overall structure of the research flow:

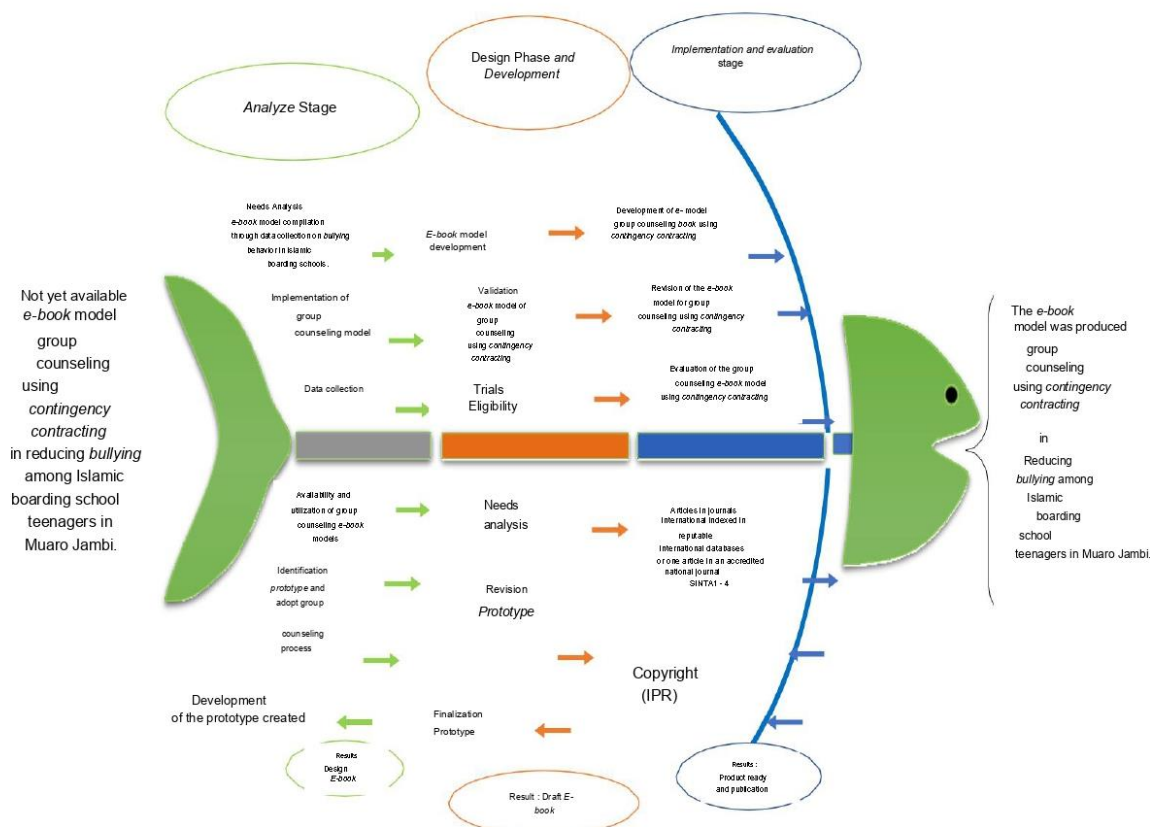


Figure 1. Research Flow

3. FINDINGS AND DISCUSSION

3.1. Findings

The references consulted for the theoretical research's findings include contingency contracting interventions. Researchers gathered reference materials about bullying behaviour and contingency contracts based on their review of the literature. Findings from theoretical research on lowering bullying behaviour Table 1 below shows teenage students in Islamic boarding schools who have contracted.

Table 1. Theoretical Study Results

Theory	Source
Bullying	Olweus, D (1993)
Group Counseling Contracting	Corey (2012)

In a single-case experimental design, participants are first examined in a condition without intervention and then in an intervention that impacts the variable before the variable is evaluated in

both circumstances. Sukmadinata (2012) argues that behavioural data are only comparable when the same subject is used under many settings, not when comparing individuals or groups. Conditions for baseline and experimentation are intended here. The subject's pre-intervention and post-intervention states make up the baseline condition. The subject's state following the intervention is known as the experimental condition.

The research data was categorized into two categories, namely baseline conditions and post-intervention conditions, based on this opinion. In this experimental investigation, the baseline condition, also known as the pretest phase, was conducted on teenage students attending Islamic boarding schools utilising a bullying instrument. An overview of the score results in the pretest can be seen in Table 2 below.

Table 2. Score results in baseline conditions or pretest testing

No	Initial Name	<i>Bullying of Experimental Group Islamic Boarding School Adolescents</i>	
		Total	Category
1.	BFP	153	Very high
2.	NR	136	Currently
3.	WDU	134	Currently
4.	PDN	138	High
5.	ZRS	140	High
6.	RF	132	Currently
7.	A.M	153	Very high
8.	NMF	136	Currently
9.	BS	137	High
10.	VO	136	Currently
Total		1395	
Average		139.5	High

Table 2 above shows that contracting an average of 139.5 falls into the high category prior to group counselling using a behaviorist approach to contingency tactics. Five students are in the medium category, three are in the high category, and two are in the very high category based on the pretest findings of bullying of boarding school kids from ten participants in the experimental group. Moreover, ten research individuals underwent the operation once more after it was completed. According to the data results, they were collected at the post-intervention/posttest phase. Table 3 displays the subjects' post-intervention phase data as follows.

Table 3. Score results in posttest

No	Initial Name	Bullying of Experimental Group Islamic Boarding School Adolescents	
		Total	Category
1.	BFP	74	Very low
2.	NR	84	Very low
3.	WDU	94	Very low
4.	PDN	96	Very low
5.	ZRS	81	Very low
6.	RF	96	Very low
7.	A.M	72	Very low
8.	NMF	101	Very low
9.	BS	100	Very low
10.	VO	88	Very low
Total		886	
Average		88.6	Very low

Bullying among teenage students attending Islamic boarding schools decreased, with an average score of 88.6 falling into the extremely low category. Bullying behaviour was utilised as the target behaviour. After analyzing the bullying posttest findings from ten children in the experimental group, two of them—with total scores of 72 and 74—were classified as extremely low. The pretest and post-intervention/posttest observations can be shown using the following histogram.

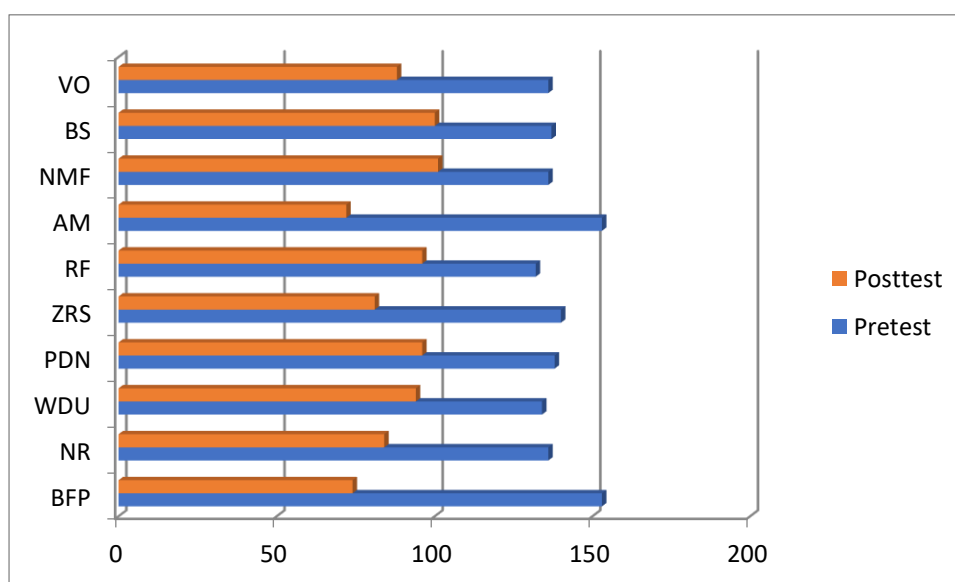


Figure 2. Histogram of the results of pretest and posttest bullying

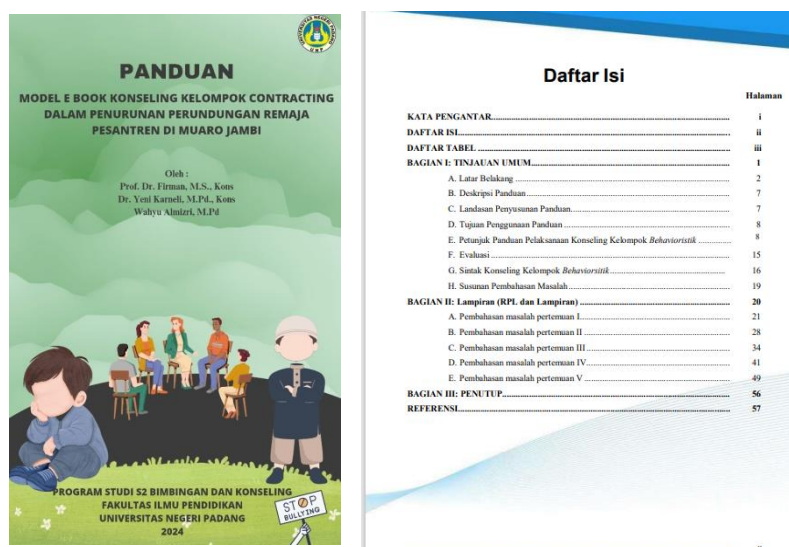
The SPSS version 16.00 software was used to statistically analyse the differences between the pretest and posttest. To determine whether or not the paired observation findings from two sets of data differ, apply the Wilcoxon signed ranks test. The likelihood number Asymp. Sig. (2-tailed) bullying of students in the experimental group is 0.005, or probability below 0.05 ($0.005 < 0.05$), as can be observed from Table 4 above. These findings indicate that H_1 is accepted while H_0 is rejected. "There is a significant difference in level bullying experimental group Islamic boarding school teenagers before

and after participating in group counselling using techniques contracting," which is the first hypothesis tested in this study, may therefore be accepted.

Table 4. Results of Wilcoxon Signed Ranks Test analysis

Test Statistics ^a	
	Post-test - Pre-test
Z	-2.803 ^b
Asymp. Sig. (2-tailed)	0.005
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

The results of the validator analysis in Figure 2 explain that the care book model developed is in the very good category, so it is very suitable for implementation and testing in the classroom. The design of the E-book model can be seen in Figure 3.



3.2 Discussion

The findings of this study demonstrate that the contingency contracting technique effectively reduces bullying behavior among research subjects. Pretest and posttest results reveal a significant decline in the frequency of bullying incidents following the intervention, as compared to baseline conditions. This underscores the effectiveness of behavioristic group counseling, combined with contingency contracting, in addressing such maladaptive behaviors.

Group counseling, as Corey (2012) explains, aims to foster self-awareness, a sense of unity, and shared interests among participants. It also helps members access resources from their families and communities, build meaningful relationships, and gain fresh insights into themselves and others. This aligns with Firman, Karneli, and Hariko's (2018) assertion that group counseling facilitates personal growth and problem-solving within a collaborative environment.

The behavioristic approach forms a foundation for this method by focusing on the idea that behavior is shaped through interactions and experiences within one's environment. Individual behaviors differ due to the uniqueness of these experiences, and rewards or conditions associated with them are reflective of a person's personality (Corey, 2016). Therefore, techniques like contingency contracting are essential for shaping and reinforcing desired behaviors.

In this study, contingency contracting was implemented using a structured process. As described by Corey (2016), this involves identifying the target behavior through ABC analysis, setting baseline

data, selecting appropriate reinforcements, and ensuring consistent application of rewards as per the contract. This systematic approach enables counselors to guide clients toward desired behavioral changes effectively. Research by Marisa et al. (2020) further supports this, indicating that behavior contracts in counseling help clients become aware of and discontinue maladaptive behaviors.

The findings reveal that the experimental group experienced bullying both before (pretest) and after (posttest) the intervention, with a marked reduction post-intervention. This highlights the importance of group counseling with a behavioristic approach, specifically utilizing contingency contracting, as a viable strategy to decrease bullying. Moreover, its structured framework provides a replicable method for counselors in Islamic boarding schools to mitigate and potentially prevent bullying among students. These results suggest that contingency contracting can play a pivotal role in fostering safer and more supportive educational environments. Further research is recommended to expand its application and evaluate long-term effectiveness.

4. CONCLUSION

The study concludes that guidance counseling serves as a deliberate effort by counselors to assist clients in overcoming obstacles to personal growth, whether those challenges arise from the clients themselves or their environment. This approach is implemented across various educational settings, including public schools under the Ministry of Culture and Education as well as religious institutions like Islamic boarding schools. The overarching goal of guidance counseling (BK) is to foster the optimal development of individuals, enabling them to realize their full potential by aligning their abilities with their environmental contexts.

The findings of this study highlight the transformative impact of group counseling, specifically through the application of contingency contracting strategies, in reducing bullying among adolescents in Islamic boarding schools. A validated instrument was employed to reliably measure bullying behaviors, ensuring the accuracy of the intervention's evaluation. These results provide valuable insights for all stakeholders involved in the educational processes of Islamic boarding schools. By leveraging behavioristic group counseling methods, stakeholders can adopt evidence-based strategies to address bullying effectively and support a conducive learning environment within these institutions.

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