

GROUP COUNSELING WITH ROLE PLAYING TECHNIQUE TO OVERCOME BULLYING BEHAVIOR IN ELEMENTARY SCHOOL STUDENTS

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DOI: <https://doi.org/10.52060/healthmaps.v3i1.3083>

ABSTRAK

Perilaku bullying marak terjadi di Indonesia, terutama di tingkat sekolah dasar. Seringkali dianggap sepele, bullying memiliki dampak negatif pada perkembangan psikologis anak, bahkan meninggalkan trauma. Penelitian ini bertujuan untuk mengkaji peran konseling kelompok dengan teknik role playing dalam mengatasi perilaku bullying pada siswa sekolah dasar. Penelitian pustaka ini bersifat kualitatif menggunakan studi pustaka dengan mengumpulkan dan menganalisis temuan dari penelitian terdahulu yang relevan. Data diperoleh dari jurnal dan artikel yang relevan. Hasil analisis menunjukkan bahwa konseling kelompok dengan teknik role playing terbukti efektif dalam mengurangi perilaku bullying. Kajian enam jurnal di atas menunjukkan hasil analisis bahwa teknik role playing dalam konseling kelompok terbukti efektif dalam mengurangi perilaku *bullying*. Penelitian ini dapat disimpulkan bahwa pelaksanaan role playing terdiri dari beberapa tahapan, mulai dari pemanasan, pemilihan peran, persiapan, pelaksanaan, hingga evaluasi dan refleksi.

Kata Kunci: *Bullying*, Konseling Kelompok, *Role Playing*, Sekolah Dasar

ABSTRACT

Bullying behavior is rampant in Indonesia, especially at the elementary school level. Often considered trivial, bullying has a negative impact on children's psychological development, even leaving trauma. This study aims to examine the role of group counseling with role-playing techniques in overcoming bullying behavior in elementary school students. This literature study is qualitative using a literature study by collecting and analyzing findings from relevant previous studies. Data were obtained from relevant journals and articles. The results of the analysis show that group counseling with role-playing techniques has proven effective in reducing bullying behavior. The study of the six journals above shows the results of the analysis that role-playing techniques in group counseling have proven effective in reducing bullying behavior. This study can be concluded that the implementation of role-playing consists of several stages, starting from warming up, choosing roles, preparation, implementation, to evaluation and reflection.

Key Words: *Bullying*, Group Counseling, *Role Playing*, Elementary School

BACKGROUND

The educational environment is a place where students can learn comfortably and effectively. At school, students are guided to develop their abilities and potential, which can be useful in the future. However, in reality, an educational environment that is considered comfortable is often a place for social deviation, especially at the elementary school level, which should be a place for character formation in children at an early age (Artyarini, Oktapiani and Fatimah, 2018). Elementary school-age students are at a very important stage of social and emotional development. They begin to learn how to interact with peers and develop empathy and other social skills. However, lack of understanding and self-control often makes students easily involved in aggressive actions or belittling friends, which then develop into bullying behavior. Acts of violence in the school environment can be in the form of physical violence or verbal violence called bullying (Popytasari, 2021). Bullying behavior is often considered trivial and looked down upon, but in reality it can have a negative impact, especially on the victim.

According to Maghfiroh in (Candrawati and Setyawan, 2023), behavior that is generally considered normal behavior for elementary school children is actually included in the category of behavioral deviation. For example, behavior such as teasing, hitting, pinching, pulling hair, and tripping friends while walking. From the examples of bullying behavior that have been mentioned, it can have a negative impact on the victim. Bullying that victims experience in childhood has long-term effects such as low self-esteem, depression, and difficulty in establishing social relationships in the future (Putra et al., 2022). For example, in the online news www.detik.com with the title "Viral Video of Bullying of Elementary School Children in Sukabumi, Police Investigate", there was bullying that occurred against an Elementary School (SD) student who was a victim of violence by his peers. The case shows a video of the victim sitting and receiving repeated acts of violence, such as being slapped, pulled hair, and pushed (Fatimah, 2025). Seeing the negative impacts caused by bullying behavior, it is important for parents and teachers to provide appropriate prevention and handling efforts to help create a comfortable environment.

According to Bahri in (Ade Tursina, Mahriza and Widya, 2022) bullying can become a habit for children until adulthood, if not immediately handled by parents or teachers. Therefore, to avoid any party being harmed by bullying, it is important to deal with it. Group counseling is one solution to dealing with bullying. Folastris & Itsar argue that group counseling is a counseling service that can be carried out in the room or outside the room or

at school or outside school, provided that group counseling continues to run well and learns from the experiences of its members in order to achieve the agreed service goals (Pratiwi, Karneli and Netrawati, 2024). With group counseling, students become more independent, able to handle their social and emotional problems, and can create a more conducive school environment. The implementation of group counseling with appropriate strategies and guidance processes will be useful for dealing with bullying problems. The implementation of group counseling can use various techniques, one of which is the role playing technique. According to Adit in (Atikah and Wirastania, 2022) the role playing technique is a fun and easy-to-understand learning technique, because by playing a role, students try to explore the role they play, position themselves in the situation and conditions of the role they play. Through the role playing technique, students can learn to see from other people's perspectives.

Therefore, group counseling, especially with the role playing technique, can be an effective solution in overcoming the problem of bullying. Based on research conducted by (Latif et al., 2024) entitled "Reducing Bullying Behavior Through Group Guidance with Role Play Techniques for Students", it was proven that there was a decrease in bullying behavior after the implementation of group counseling services with the role play method. The results of the Mann-Whitney U Test showed an asymp value of Sig. (2-tailed) of 0.002, which is lower than 0.05, which means that the alternative hypothesis (H_a) is accepted. This shows that the role playing technique is effective in reducing bullying behavior. Similarly, another study conducted by (Ramadhani, Pandang and Buchori, 2024) entitled "Implementation of Group Counseling with Role Playing Techniques to Reduce Bullying Behavior of High School Students in Majene Regency" showed that based on hypothesis testing, both from the pretest and posttest, it was known that the average gain score of the experimental group = 34.5 was higher than the average gain score of the control group = 5.3.

Other studies also show the same thing as the study conducted by (Sawirah, Fadhli and Aldina, 2024) entitled "Group Counseling with Role Playing Techniques to Overcome Student Bullying in Middle Schools" obtained the results of the paired samples t test significance (Sig.) (2-tailed) pretest of <0.001 and the posttest results of <0.001 , and the pretest posttest of the control group 13 was <0.001 and the pretest posttest of the experimental group was 0.020. Thus, group counseling with role playing techniques can overcome bullying behavior of students at SMP N 1 Peukan Baro. In addition, there is a study

conducted by (Putri, Kasih and Kardo, 2024) entitled "Effectiveness of Group Guidance Using the Role Playing Method to Overcome Bullying Behavior" stating that based on the table of T-Test analysis results and the direction of the difference before and after being given group guidance using the role playing method, that the calculated t is greater than the t table ($4.926 > 1.833$) then H_a is accepted H_o is rejected.

Based on this explanation, it means that group guidance services with the role playing method can reduce bullying behavior in students. Based on several previous studies, group counseling with role playing techniques has been shown to be effective in reducing bullying behavior. This technique allows students to understand other people's perspectives and develop the ability to overcome social-emotional problems, creating a more conducive school environment. Therefore, the purpose of this literature study is to examine the role of counseling with role playing techniques in overcoming bullying behavior among elementary school students.

METHOD

The research method used in this study is qualitative research with a literature study approach. Qualitative research is research that focuses more on a phenomenon, which allows researchers to examine in detail the characteristics of individual, social and organizational behavior. The literature study approach is research conducted by analyzing findings from relevant previous research. The literature study approach aims to explore theoretical foundations that are able to clarify the many relevant ideas and support efforts to address problems that are the focus of the research. Specifically, the focus of this research is on group counseling with role playing techniques to overcome bullying behavior in elementary school students. The basis for this literature study uses literature from journals or articles, so that it becomes a strong foundation for discussion for the content of the research. Based on the journals or articles that have been obtained, researchers draw conclusions and examine them in depth in order to get good results and in accordance with expectations.

RESULTS

The results of the analysis of this research writing are based on 5 journals, which have been sorted to be sources of study that are relevant to the title of this research. The journals below were selected by the researcher because they have a strong relationship with the research variables in terms of theory, methods, and supporting findings.

Each journal was analyzed to see the approach used, instruments, and conclusions. Research conducted by (Yuniati, 2022) using role playing techniques to reduce bullying behavior at MTs Negeri 2 Purbalingga had a positive impact. Most students already understand the meaning and impact of bullying behavior. These findings prove that role playing techniques are effective in reducing bullying and increasing student empathy in schools. In line with research conducted by (Gunawan et al., 2024), which states that group counseling allows students to learn to understand the different values of their group members, thereby helping to overcome personal-social problems. Role playing techniques facilitate learning new behaviors that are in accordance with the actual conditions in the student's environment. In addition, this technique also increases student empathy by allowing them to understand the psychological conditions of others. It can be concluded that the two studies can contribute to the development of effective intervention strategies to address bullying in schools.

Research conducted by (Suci, 2024) That students who have committed bullying behavior can be prevented by using role playing techniques in group guidance, with this technique is very effective in reducing bullying behavior and can increase empathy between students. In addition, role playing techniques in group guidance can also help overcome their personal and social problems through understanding their social values. Furthermore, research conducted by (Torang et al., 2024), the application of group guidance using role playing techniques has been shown to have a positive impact on overcoming bullying behavior. By providing role playing techniques to students, students have an increased understanding of the dangers, causes, and impacts of bullying behavior. Thus, role playing techniques are not only effective in reducing bullying behavior but also play an important role in their social life. In research conducted by (Rahman, 2019) group guidance with role playing techniques can be used to show the social and psychological effects of aggression caused by students, one of which is bullying. Role playing techniques have been shown to increase students' understanding and awareness of the impact of bullying.

Thus, role playing techniques are effective in reducing bullying behavior in problematic students. Similarly, research conducted by (Astuti, Sulistiyana, 2021) stated that role-playing techniques in group counseling services can reduce verbal bullying behavior in class VII D students at SMP Islam Sabilal Muhtadin Banjarmasin. The study of the six journals above shows the results of the analysis that role-playing techniques in group counseling have

proven effective in reducing bullying behavior. Each study showed that bullying behavior decreased after implementing role-playing techniques. In addition, role-playing techniques can also increase students' understanding of bullying, its impacts, and increase empathy and social awareness.

DISCUSSION

Bullying means a threat that comes from the word bully, which is intended as a threat to someone who is physically and psychologically weak, from this threat can result in harm to the victim, Kurniawan and Pranowo in (Rizkie & Handaka, 2023). This is in line with Saragi's opinion, which states that bullying is a form of violence that is carried out consciously and intentionally continuously to hurt someone physically or psychologically. Meanwhile, Lines in (Rahman, 2019) defines bullying behavior as intimidation carried out by individuals or groups repeatedly in physical, psychological, social, verbal, and emotional forms. Furthermore, according to Yuniati, bullying is the behavior of someone using strength or power to hurt a weaker individual or group, which causes the victim to feel uncomfortable and helpless. Based on several theories above, researchers conclude that bullying behavior is a form of continuous violence given to individuals or groups who are physically or psychologically helpless where the perpetrator usually has power and strength, then causes negative impacts on the victim.

According to (Haslan et al., 2022) there are several bullying factors such as: 1) Family factors. Problematic family harmony can trigger bullying because they tend to seek an outlet. 2) Environmental factors. A person's attitude can be formed from the environment, and an unhealthy environment can shape an individual into an unhealthy person. From this unhealthy environment, bullying can be triggered. 3) Peer group or gang factors. When children interact with peers both in and outside of school, they tend to take action to be accepted by the group. 4) Media factors. The presence of violent acts in the media can encourage individuals to take the same action. According to (Bahri, 2022) there are several factors that cause bullying behavior, such as: 1) Peers who influence student behavior. 2) Family relationship factors can also influence student behavior, because poor treatment received in the family environment can make students seek attention outside the family. 3) The use of social media for non-positive purposes can cause students to be bullied, for example when they post something that is not in accordance with reality, this can trigger negative comments from others. Based on the explanations of several experts, it can be

concluded that bullying behavior can be influenced by various interrelated factors. Family factors, such as household disharmony, can encourage children to seek an outlet. An unhealthy environment and peer group influence also play an important role, where children may imitate aggressive behavior to be accepted in the group. Exposure to violent content in the media, including social media, can also trigger bullying behavior.

According to Sejiwa in (Sabbi, 2020) there are several aspects of bullying such as: 1) Physical bullying, which is bullying that is visible to the eye and there is physical contact between the perpetrator and the victim. 2) Non-physical or verbal bullying, which can be detected or caught by the sense of hearing. 3) Mental or psychological bullying, which is not caught by the eye or ear but is very dangerous because it occurs secretly and outside the monitoring radar. Meanwhile, according to Nusantara in (Amnda et al., 2020) bullying is divided into three categories, namely physical bullying, verbal bullying and psychological bullying. Physical bullying is a form of violence carried out by the perpetrator then causes physical harm, while verbal bullying is a form of violence carried out by the perpetrator by threatening, committing sexual harassment, and spreading slander, then psychological bullying is a form of violence carried out by the perpetrator by ignoring others, isolating and making others feel isolated. Bullying has various forms, including physical bullying which involves violence and direct physical contact; verbal bullying in the form of threats, harassment, or slander; and more covert psychological bullying, such as neglect, isolation, or emotional manipulation. These three forms of bullying have significant negative impacts on victims and require appropriate handling.

Group counseling services are carried out individually in a group atmosphere, can be done anywhere, at school, in the classroom, counseling house, with the condition that group dynamics can develop, so that service goals can be achieved. In group counseling, a counseling relationship occurs in the service atmosphere, warm, open, permissive, and full of familiarity. In the service atmosphere, there is disclosure and understanding of the client's problems, tracing the causes of problems, and efforts to solve problems. Fahmi in (Pratiwi et al., 2024). Group counseling services are provided to clients in a group atmosphere, by utilizing existing dynamics, to learn from each other's experiences, so that clients can overcome their problems. This group counseling aims to facilitate clients in making behavioral changes, constructing thoughts, developing the ability to overcome life situations, being able to make decisions that are meaningful to themselves, and committing

to realizing decisions with responsibility for their lives by utilizing group situations. Group counseling is designed to deal with learning, personal, career, and social problems (Pratiwi et al., 2024). This is in line with the opinion of Sukardi (in (Bahri, 2022) who stated that group guidance is a group activity carried out by providing information and efforts to develop good behavior for clients, so that clients can solve problems through group procedures. According to Prayitno in (Sawirah et al., 2024) stated that there are advantages to group counseling, namely the development of a person's socialization skills, especially communication skills in group counseling. Something that hinders and interferes with communication will be revealed through the group counseling process. Based on the definition above, it can be concluded that group counseling is a service that involves several clients with the aim of helping them overcome problems, improve social skills, and develop self-awareness. Counseling services facilitate the group process to achieve predetermined goals. Group counseling can be effective in dealing with problems such as stress, anxiety, and social difficulties.

Role playing technique is a technique derived from classical behavioral theory, also known as behavioral theory. This behavioral approach emphasizes the cognitive aspects of the individual and also provides various methods that focus on actions to help students make clear decisions to change their behavior (Sanjaya, 2022). Role playing is a method of delivering learning materials by displaying or demonstrating situations or events experienced by someone in the context of social behavior. In other words, this method is a learning approach in which students are given assignments by guidance and counseling teachers or school counselors to act out a social situation that contains certain problems. Role playing techniques can also help clients develop skills in exploring various behaviors and understanding their impact on others. In addition, the application of this technique can foster empathy and instill moral values through understanding other people's perspectives (Gunawan et al., 2024). Therefore, using this role playing technique can help students solve the problems they experience and also make decisions that change themselves to more positive behavior. The implementation of role playing is divided into several stages:

1. Warm-up stage

At this stage, students are asked to learn how to deal with problems, this is done in order to get feedback from group members.

2. When choosing group members for the roles played, the selection is done by looking for students who have the same character as their roles. In addition, it can also be done by students studying the characters to be played, both by understanding the background, character goals, etc. (Ahmad & Utami, 2024).
3. Preparation stage : At this stage, students make brief plans without providing dialogue or preparing scripts.
4. Audience preparation stage: The audience is present to participate in role playing as observers.
5. Core stage: At this stage, all students who play roles are expected to be able to play roles according to the predetermined conflict. Students are also expected to be able to express attitudes and feelings according to the character of the role they are playing.
6. Discussion and evaluation stage: Providing evaluations and assessments to the actors and discussing the results of the game from the audience after the performance is complete.
7. Re-enactment stage: At this stage, the teacher gives other students who want to play roles the opportunity.
8. Discussion and evaluation stage for the second cast: The cast who played on the second occasion was given an evaluation, assessment, and discussion regarding the results of the game that was played.
9. The final stage: Namely, examining what the benefits are in life related to the conflict that is used as a problem in the role-playing technique (Rizkie & Handaka, 2023)

Based on the stages that have been explained, it can be concluded that the implementation of role playing consists of several stages, starting from warming up, choosing a role, preparation, implementation, to evaluation and reflection.

AUTHOR CONTRIBUTION

Aisyah Nur Rohmah, Faradila Auliya Tama, Fatimatuz Zahro, Ilda Duwik Febriyani, Siti Annisa, are the main researchers who play a role in collecting research data, compiling research articles, and processing data. All researchers also play a role in the procedures for writing journals and discussing research.

CONFLICT OF INTEREST

There is no conflict of interest in this research.

ACKNOWLEDGEMENT

Thank you to all parties who have provided contributions and support so that the writing of this literature study runs smoothly.

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