

Effectiveness of Group Value Clarification Counseling to Minimize Social Anxiety Due to Cyberbullying Behavior

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Abstract. The purpose of this study was to determine the effectiveness of group counseling values clarification modeling techniques using short videos on social anxiety due to cyberbullying in students. This study uses an experimental design of one group pre-test and post-test control design. The subjects in this study were 12 students who attended SMA Negeri 3 Mataram, Indonesia. Data were collected using the Social Anxiety Scale. Data analysis using ANOVA statistics. The results of this study revealed that the values clarification group counseling with modeling techniques was effective in minimizing students' social anxiety. In addition, data obtained that the level of social anxiety of female students is higher than that of male students.

Keywords: counseling values clarification; social anxiety; cyberbullying.

How to Cite: Prasetya, A. F., Gunawan, I. M. S., Majdi, M. Z. Z. (2021). Effectiveness of Group Value Clarification Counseling to Minimize Social Anxiety Due to Cyberbullying Behavior. *ISET: International Conference on Science, Education and Technology*, 8(1), 27-31.

INTRODUCTION

Social media is an online media that can be used by a person to interact and share experiences with others in a virtual world without being limited by space and time. Social media can be grouped into internet-based applications that are built on ideological and technological foundations. The use of social media has now penetrated various circles of society, and high school students (SMA) are no exception. Social media that are widely used and favored by school children today are Facebook, Twitter, Snapchat, Instagram, Email, text messages and even online games (Prasetya, Wibowo, Purwanto, & Mulawarman, 2020). Social media is generally used by school children to share stories with relatives and family in order to eliminate boredom during all day activities at school

Social media is considered to be able to increase one's existence because it can expand social interaction and can support the democratization of knowledge and information. However, if its use is not controlled properly, it can have a negative impact on users and others. As for the large number of uncontrolled use of social media, it can cause anxiety and discomfort for others which according to Moreno & Radovic (2018) is a form of cyberbullying behavior. In this case, Smith, et al (2008) also revealed that cyberbullying is an aggressive act that is intentionally carried out by someone to make

others feel uncomfortable. In addition, cyberbullying is also said to be similar to bullying behavior that occurs in the real world so that it can cause excessive anxiety in individuals who experience cyber bullying and gradually if left alone it can hinder their psychological development.

Cyberbullying that often occurs and is experienced by students in high school (SMA), one of which is virtual harassment behavior. The number of harassment cases that occur on social media is evidenced by the results of previous studies which reveal the individual psychological impact of cyberbullying behavior on students is experiencing a series of emotional effects such as anxiety, stress, depression, feeling sad and hopeless (Kowalski & Limber, 2013; Sourander, 2013), et al., 2010). In addition, more specifically the impact of cyberbullying that many victims experience is social anxiety (Navarro, Yubero, Larranaga & Martinez, 2012). Social anxiety experienced is indicated by the characteristics of individuals avoiding most interpersonal encounters which are characterized by excessive fear (Storch & Masia-Warmer, 2004).

Problems due to cyberbullying as stated above are also commonly found in high school students at the state 3 Mataram, Indonesia. In this case, many students experience social anxiety where they are afraid to interact openly with other

people and are more isolated from crowds. In addition, students who experience social anxiety are afraid to interact in class so that it has an impact on decreasing their academic achievement at school. Furthermore, the anxiety that many students experience so far is caused by stressful situations from cyberbullying behavior that allows them to become worried, afraid and hopeless. In general, cyberbullying behavior can occur because it begins with bullying behavior by individuals against their friends at school which continues into the online world.

The problem of cyberbullying is important to understand and minimize so that individuals can develop their potential in accordance with their developmental tasks in a healthy and optimal manner. As for overcoming these problems, a more complex approach is needed and has a clear goal in providing positive understanding to individuals. One alternative that can be used to reduce social anxiety due to cyberbullying behavior is to use a values clarification approach. Furthermore, the values clarification approach is a method that can help students find values through their behavior, emotions, and cognitive (Gunawan, Wibowo, Purwanto & Sunawan, 2019). In addition, the values clarification approach is also said to be a process that provides a learning experience in directing students to reflect on their lives and actions (Kirschenbaum, 2013).

Values clarification is said to be an effective approach in various self-development settings, such as the research conducted by Gunawan, Gunawan, & Huda (2020) which applied the values clarification approach to increase the respect of high school students (SMA). From the results of these studies obtained data that the values clarification approach is effective to increase students' respect. Furthermore, in this study it is said that the values clarification approach using specific techniques will have a better impact on overcoming student problems related to improving moral values and character. However, according to Kirschenbaum (2013) the values clarification approach does not have a positive impact if it is used to overcome problems related to psychological symptoms. This is the reason researchers are interested in proving the effectiveness of the values clarification approach in minimizing social anxiety as a result of cyberbullying behavior where cyberbullying behavior itself is the result of someone's low empathy.

Social anxiety that occurs as a result of

cyberbullying behavior has a positive correlation with the low value of empathy for someone who does cyber bullying (Gunawan, 2021). In this case, cyberbullying behavior can occur because of the low level of empathy from individuals who cannot put themselves in other people's shoes so they tend to be easier to hurt others. As for the consequences of hurting others such as virtual harassment, degrading someone's dignity and insulting someone through social media, it can indirectly cause anxiety, fear, guilt and feelings of excessive worry so that it can turn into stress (Navarro, Yubero, Larranaga & Martinez). , 2012).

So strictly speaking, this study will apply a values clarification approach in group counseling to minimize social anxiety due to cyberbullying behavior in high school students using modeling techniques. In addition, this study looks at social anxiety as a result of cyberbullying behavior from the point of view of psychological problems that cause individuals to feel worried, anxious, depressed and stressed. Furthermore, this study also confirms the difference in the level of social anxiety of male and female students from a gender perspective, where according to Lee, Hong, Yoon, Peguero, & Seok (2017), it is revealed that women get more cyberbullying treatment than women. in boys, allowing girls to experience higher levels of social anxiety.

METHODS

This study uses an experimental design with a one group pre-test and post-test control design model. This research was conducted on 100 students of class XI at State Senior High School 3 Mataram, Indonesia who were given the opportunity to fill out the pre-test instrument. From the results of the pre-test assessment, students with high levels of social anxiety were taken according to the criteria determined by the researcher using purposive sampling technique. The selected research subjects were collected into two groups where the experimental group consisted of 6 people consisting of 3 male students and 3 female students. As for the control group, there were 6 people consisting of 3 male students and 3 female students. Furthermore, the experimental group was given counseling intervention in the values clarification group with modeling techniques for 8 counseling sessions, while the control group was given regular group counseling. The instrument used in this study is an adaptation of the Social Anxiety Scale developed by La Greca, Dandes, Wick, Shaw &

Stone (1988). The Social Anxiety Scale instrument has 10 statement items and uses a Likert scale with 4 choice criteria, namely: Strongly Agree (SS), Disagree (KS), Disagree (TS) and Strongly Disagree (STS). Meanwhile, the results of the reliability test of this instrument obtained Cronbach's Alpha coefficient of 0.88.

In this study, the experimental and control groups received eight counseling sessions. Each session of group counseling is carried out with a duration of 90 minutes in accordance with the

regulations applicable in high schools (SMA) in Indonesia. After the counseling intervention is completed, a post-test assessment is then carried out to see changes that occur in the research subjects and ensure that the interventions provided have a permanent impact on the research subjects. Meanwhile, the data obtained from the assessment results were analyzed using the ANOVA test. The stages of this research are visualized in Figure 1.

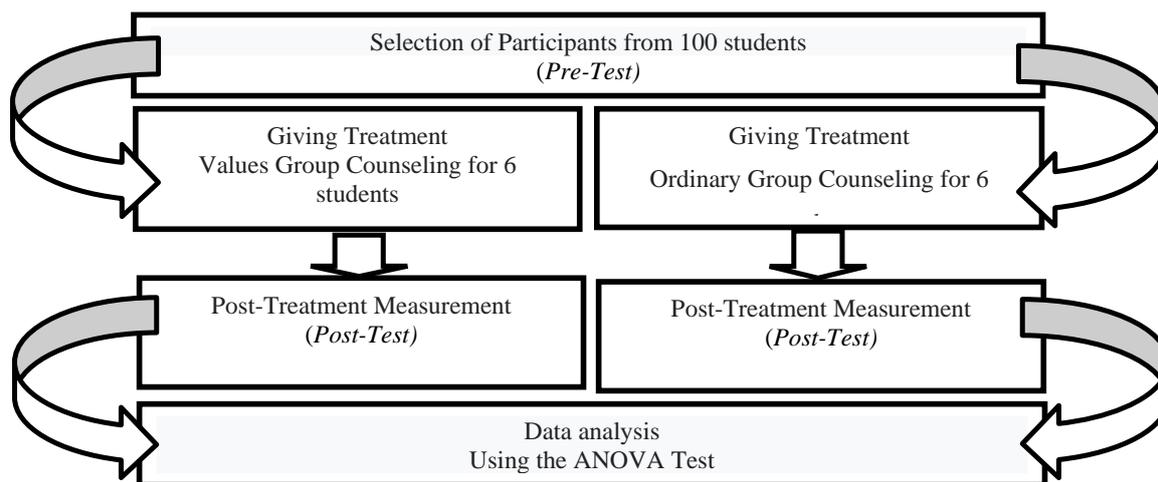


Figure 1. Research Procedure Diagram

RESULTS AND DISCUSSION

The results of comparing the pre-test assessment in the experimental group and the control group using the t-independent test indicate that the experimental group who will be given values clarification group counseling with modeling techniques and the control group who

will be given regular group counseling, there is no significant difference to the level of anxiety. social ($t(10) = 3.63, p > 0.05$). Furthermore, for data analysis in this study using the ANOVA test. The descriptive characteristics of social anxiety variables in the pre-test (T1) and post-test (T2) of the experimental and control groups are presented in Table 1.

Table 1. Descriptive Characteristics of Students' Social Anxiety Levels

Time	Pre-Test		Post-Test	
	M	SD	M	SD
Experiment	36.50	1.22	14.00	3.40
Control	34.16	0.98	2.83	1.47

The results of the main effect of time on the decrease in social anxiety experienced by students in the experimental and control groups showed a significant difference in effect ($F(1,10) = 54.34, p < 0.01$). The difference of each group is shown by the more effective the experimental group compared to the control group. As for the difference in the level of social anxiety in terms of gender, it is indicated by the higher level of

social anxiety in women ($M = 10.50, SD = 7.17$) and men ($M = 6.33, SD = 5.16$). For more details, the results of this study can be illustrated by showing a graph of the decrease in students' social anxiety levels due to cyberbullying behavior after being given values clarification group counseling with modeling techniques for the experimental group and ordinary group counseling for the control group in Figure 2.

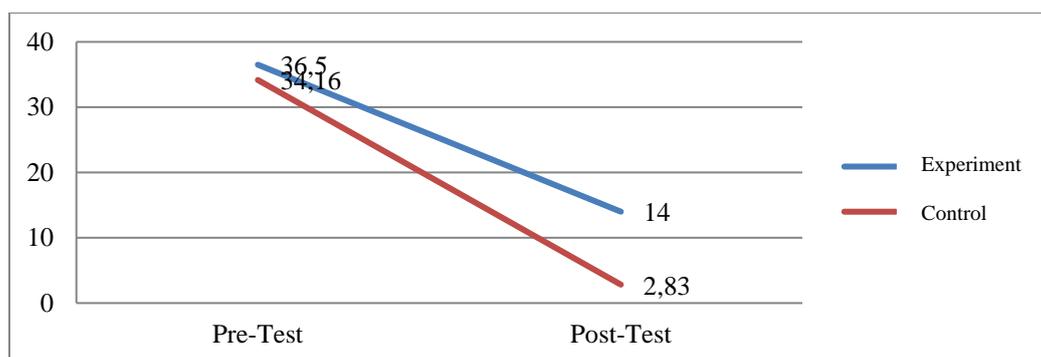


Figure 2. Graph of Decrease in Social Anxiety Levels in the Experiment Group and Control Group

This study investigates the effectiveness of values clarification group counseling in minimizing social anxiety due to cyberbullying behavior. This study provides an overview related to the level of social anxiety experienced by students in high school (SMA). In this study, the social anxiety problems experienced by students were mostly described in the form of being afraid of crowds, not daring to go to class, being alone and often skipping school to avoid social interaction with other people so that it had an impact on their academic grades.

The findings in this study indicate that there is no significant difference between the experimental and control groups in terms of the level of social anxiety at the time of the pre-test measurement, which means that the distribution of research subjects in the experimental and control groups is random so that it can be said to have maintained internal validity. Furthermore, the results of this study confirmed that the values clarification group counseling with modeling techniques was more effective in minimizing social anxiety due to cyberbullying behavior than the control group who only used ordinary group counseling. The results of this study are in line with research conducted by Edwards & Kirven (2019) which applies group counseling using a values clarification approach and the results state that the intervention of values clarification can strengthen values and develop the morals of individuals who experience psychological problems due to pregnancy outside of marriage.

In this study, high social anxiety can be minimized because in the values clarification group counseling process that is given more emphasis on the level of self-awareness of students to better understand themselves and their environment as a cohesive system in order to learn, express and master feelings or thoughts, - disturbing thoughts. Furthermore, group counseling with a values clarification approach

focuses on moral and ethical principles that occur by bringing together people with different understandings to share their opinions and value perspectives. This process describes the image that group members want on different goals and views in building awareness and respecting the relative nature of values, so that indirectly students can learn to develop courage and confidence in their abilities (Witteman et al., 2016).). Furthermore, the treatment in the form of modeling techniques given to the experimental group in this study was focused on building students' understanding directly so that they could construct their thoughts and feelings.

In addition, the findings of this study also confirm the effectiveness of modeling techniques in minimizing students' high levels of social anxiety. The results of this study strengthen previous findings which showed that modeling techniques using short videos were effectively used as an intervention that could stimulate cognitive and affective individuals in understanding social situations that occurred (Gunawan, Wibowo, Purwanto & Sunawan, 2019). Modeling techniques are said to be effective in minimizing students' social anxiety, because in it there is a learning process to change thoughts, perceptions, attitudes and behavior through observing the behavior of a person or several people who are imitated, which acts as a stimulus to what the subject wants to imitate. The purpose of applying modeling techniques is for students to gain new skills and take a response shown by the model by making observations or observations that can change beliefs and reconstruct their mindset in accordance with moral values.

CONCLUSION

Based on the research results that have been obtained, it can be concluded that values clarification group counseling with modeling techniques is more effective in minimizing social

anxiety due to cyberbullying behavior than ordinary group counseling without using specific techniques. As for the level of social anxiety in terms of gender, there is a significant difference, where women have higher levels of social anxiety than men.

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