

REFRAMING TECHNIQUES TO IMPROVE THE SELF- CONFIDENCE OF STUDENTS WHO ARE VICTIMS OF VERBAL BULLYING AT MTs BINA CENDEKIA

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ABSTRACT:

Background of the study The lack of self-confidence of students who are victims of verbal bullying is often triggered by irrational thought patterns in dealing with the situation. Many students allow themselves to be targets of bullying by their friends, which leads to feelings of inferiority and self-harming behavior. The purpose of this study was to determine how well individual counseling with reframing techniques can increase the self-confidence of children who have experienced verbal bullying. The research method used a Quantitative Experimental Method with a Single Case Experiment design, implemented at MTs Bina Cendekia Bogor from March to June 2023. Involving two female students who experienced low self-confidence due to verbal bullying, with 8 counseling sessions using the Reframing Technique. Data were collected through observation, questionnaires, and documentation, then analyzed using various statistical methods. The results of the study, the pre-test and post-test results showed an increase in self-confidence in both counselees after the intervention. The score graph showed a significant change, stating the effectiveness of Individual Counseling with the Reframing Technique in increasing the self-confidence of students who were victims of verbal bullying. Conclusion: Individual Counseling with Reframing Techniques is effective in increasing the self-confidence of students who are victims of verbal bullying, offering an approach that has the potential to provide solutions to self-confidence problems caused by verbal bullying. **Keywords:** *Verbal Bullying, Individual Counseling Reframing Techniques, student self-confidence.*

INTRODUCTION

Human social life goes through several distinct phases and stages. From birth, individuals experience growth and development within the family environment, where the values instilled by parents form the basis for character formation. Entering adolescence, individuals begin to engage in a broader social environment, interact with peers, and experience a more extensive socialization process. At this stage, social skills



develop significantly, depending on the extent to which the values taught by parents are internalized.

The process of growth and development from one phase to the next plays a crucial role in shaping an individual's behavior and psychosocial skills. A lack of instilling the social values taught by parents can hinder individual development, potentially leading to pathological behaviors such as a tendency toward risky behavior and bullying. Therefore, it is crucial for parents to provide a strong foundation in the formation of social values to help adolescents better navigate social challenges during their development.

Bullying is when a person or group of people are attacked with dominance and hurt verbally, physically, or conceptually, causing the victim to feel useless, traumatized, and sad. Bullying is defined as unpleasant behavior that hurts or worries someone and usually occurs continuously. Physical bullying also involves actions such as teasing, insulting, isolating, hitting, kicking, or pushing someone, as well as giving material to others and hiding it. This is characterized by an imbalance of power between the perpetrator and the victim. Bullying behavior is still the fault of many people, involving parents, the government, and educational institutions. It is the duty of educational institutions in the business world, such as campuses and schools, to provide a sense of security and comfort to children in learning and encourage the growth of their psychological character. (Ella Zein Zakiaya, Sahadi Humaedi, Meilanny Budiarti Santoso, 2017).

The components of this study are dedicated to victims of bullying, who are individuals who repeatedly experience violence and harassment from the bully. Bullying victims can be divided into two categories based on their responses to the bully, namely: (1) submissive victims, who tend to obey the bully, have high levels of anxiety, are less assertive, and tend to withdraw; (2) provocative victims, who react to the bully's actions in an implicit manner, which can trigger further anger from the bully. Passive and submissive responses from bullying victims tend to reinforce the bully's behavior. Conversely, provocative responses can increase the bully's anger and prolong the conflict. Submissive victims are often considered the most well-known and legitimized victims of bullying by many experts and are the most commonly found in field situations.

The impact of bullying is far-reaching, especially for adolescents who are victims.



They are likely to experience various physical and mental health problems. Children who are victims report a greater likelihood of experiencing mental health problems such as depression, anxiety, and feelings of inferiority or low self-esteem. In addition, they may also experience physical health problems. Such as headaches, stomachaches, and muscle aches. Furthermore, the school environment can be unsafe for them, making them uncomfortable and uninterested in learning. As a result, these children's self-confidence can also decline significantly, impacting their overall quality of life. (Imas Kurnia, 2016).

One of the most important personality components during adolescent development is self-confidence. Self-confidence is not just a feeling; it is also the belief that one can achieve success by relying on one's own efforts and cultivating good values for oneself and those around them. This allows one to appear confident and calmly face any challenges. Self-confidence encourages children to achieve. Therefore, children who are victims of low self-esteem require special attention that focuses on developing their potential and strategies to overcome their weaknesses. As a result, children will have a positive perspective on themselves and ultimately be able to build strong self-confidence. (Amanda Unzilla, Ifdil, 2016).

Individual counseling is a support process involving direct face-to-face interaction between students and counselors (guidance and counseling teachers). The goal is to help clients understand and accept themselves in order to achieve more achievable life goals. Counseling helps people achieve mental health, change attitudes, and change behaviors through discussion and problem-solving. Counselors play a crucial role as facilitators in this process, helping clients discover and learn the best ways to change things. They also provide the necessary support to achieve desired outcomes. (Rahman Tanjung, Cecep et al., 2021).

Individual counseling typically aims to help clients resolve the problems they face, help them become aware of aspects of their lives that may be causing the problem, and reduce their negative self-judgments. Changing the contextual or emotional perspective on a situation by positioning or placing it within a different framework but still in accordance with the original situation is the goal of the reframing technique, which is an innovative approach that allows clients to develop a more constructive and positive perspective on the circumstances they are currently facing. In other words,



reframing is carried out with the aim of helping clients see problems from alternative, more positive perspectives, so that the situation seems less problematic and more normal, and therefore, clients are more open to possible solutions. By using this technique, counselors can help clients find positive aspects or potential learning from difficult situations to help them overcome challenges (Nurodin and Aep Kusnawan, 2021).

The word counseling comes from the Latin word “consilium,” which consists of the words “con” meaning “with” or “together” and “silisium” meaning “to receive” or “to understand.” “Sellan” means “to hand over” or “to hand over” in Anglo-Saxon. The process by which people work together with a counselor to understand and accept the problem or situation they are discussing, and to communicate and convey their thoughts, feelings, and facts to the counselor to receive the support and assistance they need, is called the etymology of counseling.

Counseling, according to Jones, is an activity that involves gathering all relevant information and experiences a student has. Furthermore, counseling assistance focuses on resolving specific problems directly and personally with the individuals involved. Counselors do not solve problems in this process; instead, they help clients find their own solutions. One goal of the counseling approach is to encourage progressive individual growth so that they have the ability to solve their own problems without the help of others. Therefore, counseling helps individuals become more capable and independent in overcoming obstacles and challenges in their lives.

According to Nurul Hartini and Atika Dian Ariana, counseling is a two-way interaction between a counselor and a client. This interaction influences each other and is not a one-way street. This professional relationship is more than just a casual one. Counselors in this situation do more than just give advice or offer solutions; they also act as compassionate listeners and advocates who help counselors learn and understand their thoughts, feelings, and experiences. Conversely, clients also actively participate in this process by opening up, sharing their experiences, and providing feedback on the assistance provided by the counselor. Thus, this dyadic interaction process creates a mutually supportive and sustainable relationship between counselor and client to achieve counseling goals. (Nurul Hartini, Atika Dian Ariana, 2016).

In individual counseling activities, there are a number of rules or principles that



must be understood by both counselors and clients. Wildan Zulkarnain Prabowo cites the basic ethics of guidance and counseling as follows: 1) The principle of confidentiality requires that all personal data and information of clients who are the target of services be protected confidentially. 2) The principle of voluntariness emphasizes the importance of the counselee's willingness to participate in activities intended for them. 3) The principle of openness requires counselees to be open and honest, both in providing information about themselves and in receiving information from the counselor. 4) The principle of activity emphasizes the active participation of counselees in organizing counseling activities. 5) The principle of independence shows that the goal of counseling services is to make counselees independent individuals, able to recognize themselves and their environment, and able to make decisions and direct themselves. 6) The principle of present emphasizes the importance of focusing on the problems faced by counselees currently, by paying attention to the impact of the past and future that affect current conditions. 7) The principle of dynamism requires that the content of counseling services continue to develop according to the needs and developmental stages of the counselee over time. 8) The principle of integration requires that various services and activities carried out by counselors and other parties support each other and are integrated. 9) The principle of normativeness emphasizes that counseling services must be based on applicable norms, including religious norms, laws, customs, science, and applicable customs. 10) The principle of emergency expertise emphasizes the importance of counseling services by professionals who have the appropriate expertise and competence. 11) The principle of case transfer requires that cases that cannot be resolved appropriately and resolved by the parties concerned can be transferred to more expert parties. 12) The principle of Tut Wuri Handayani requires that counseling services create a nurturing atmosphere, develop exemplary behavior, provide stimulation and encouragement, and provide maximum opportunities to counselees. (Wildan Zulkarnain, 2022).

The service of efforts to alleviate problems experienced by clients can be followed by the following steps: 1) Identification of the problem, 2) Accurate analysis of the causes of the problem, 3) Application and problem solving, 4) Evaluation, both initial evaluation , process, and final evaluation, and 5) Follow-up. (Ending Switri, 2022).

Prayitno and Erman Amti outline the four basic goals of individual counseling as



follows: 1) Understanding, which includes the client's own understanding of themselves and their challenges as well as an understanding of the people who will help them. This also involves an understanding of the client's environment. 2) Preventive function, which generally refers to initiatives that have a positive impact and motivate people to choose actions that benefit them rather than actions that have high risks. 3) The alleviation role, which includes providing a comprehensive and comprehensive understanding of the complexity of the problem and the initiatives taken to overcome it. 4) The maintenance and development function is to maintain everything positive in a person, both those originating from natural qualities and those resulting from the growth that has been achieved.

By considering all the uses, benefits, or advantages a service can provide, it can be concluded that the service's function can be identified by examining all its uses. A service is considered functional if it is able to provide tangible benefits or solutions that meet the needs of its users. Conversely, if the service cannot provide significant benefits or display significant uses, the service is considered dysfunctional. Therefore, service evaluation is crucial to determine whether it meets user expectations and fulfills their needs and expectations. (Aditya Lupi Tania, 2021).

METHODS

This research was conducted for approximately three months, from April 2023 to June 2023, at MTs Bina Cendekia Bogor, located at Jl. Raya Karacak km 3, Geledug Barengkok, Leuwiliang, Bogor, West Java, Indonesia. The researchers carefully considered the location of this research. This decision was based on the fact that bullying actions carried out by the school caused students to experience low self-confidence. The researchers chose MTs Bina Cendekia Bogor as the research site because they recognized the importance of intervention to help these students so that their development is not hampered. Therefore, it is hoped that the results of this study can make a positive contribution to efforts to improve the self-confidence and well-being of students who are victims of bullying at the school.

Researchers will use quantitative methods experimental research to determine how certain treatments impact individuals under controlled conditions. For this experiment, a single-case design is used, which focuses on data from an individual



research sample. (Widodo, Kustantini, Kuncoro, Alghadari, 2021).

A single-case experimental design, also referred to as a “single-case experimental design,” is a research approach that uses data from a single case to disseminate the effects of a treatment. This approach differs from research approaches that compare participants because the focus of the analysis is on changes in behavior in each participant before and after the treatment. In other words, this research examines how behavior changes in each person before and after the treatment (Aziz, A., & Husenudin, A. 2024; 1458).

The ABA design was used in this study. This experimental method uses a comparison of participants' initial conditions with condition A1 (baseline 1) and condition B (intervention) over a period of time. Then, condition A-2 (baseline 2) was measured again over a period of time as an addition to demonstrate any shift from one condition to the next. This method was used to ensure consistency of results and to test whether there is a strong functional relationship between the independent and dependent variables. Therefore, researchers can draw more convincing conclusions from the measurements taken during the study. (Widodo, Kustantini, Kuncoro, Alghadari, 2021).

RESULTS AND DISCUSSION

The 28 statements tested on 85 respondents were used to test validity. This process resulted in the overall validity of the statement. The table r value and the calculated r value were compared; if the calculated r value was greater than the table r value, then the statement was valid. To ensure accurate and consistent results, this validation process involved repeated testing. Therefore, the validity test was conducted thoroughly and carefully to ensure that the collected data was authentic.

The research instrument, which included reliability and validity checks, was administered simultaneously to 85 students aged 14 to 15. During this process, students were instructed to complete a questionnaire or take a test using the research instrument. After data collection, analysis was conducted to determine the validity and reliability of the research instrument. The results of this instrument distribution are expected to provide an accurate picture of the validity and reliability of the research instrument.



Table 1. Reliability Test

Cronbach's Alpha	N of Items
.851	28

According to Gatut Pramesti, an instrument is categorized as reliable if its Cronbach's Alpha coefficient exceeds 0.6. Therefore, based on the results of the reliability test, the instrument can be considered reliable because the Cronbach's Alpha coefficient value obtained was 0.851, exceeding the established reliability threshold of 0.60. Thus, the instrument is considered to provide consistent and reliable measurements in measuring the variables studied.

Prior to the intervention, the researchers directly asked the subjects' guardians about their experiences with understanding and their level of self-confidence, which indicated that the subjects lacked self-confidence, often leading to isolation and quiet behavior. To gain a better understanding, the researchers also conducted interviews with the subjects before conducting the pre-test. After conducting initial observations, the researchers conducted a pre-test to determine the level of self-confidence of students who were victims of verbal disclosure. The results of this pre-test served as a basis for the researchers to assess the low level of self-confidence in both study subjects.

The results of interviews conducted by the researcher with the subject before the intervention indicated that SW experienced many issues related to low self-confidence. This subject lacked self-confidence, frequently compared himself to others, and frequently felt frustrated and disappointed with his circumstances. Before conducting the intervention, the researcher gained a better understanding of the subject's condition through this interview data. The results of the pre-test using a questionnaire also indicated the subject's level of self-confidence. The table below illustrates the scores assigned to each item from this data; these scores were used as a basis for further assessment of the effectiveness of the intervention.

Table 4.2

Initial condition score data for subject An. SW



No item	Skor	No item	Skor	No item	Skor	No item	Skor	Keterangan
1	1	8	2	15	2	22	2	
2	2	9	1	16	1	23	2	
3	1	10	3	17	3	24	2	
4	1	11	2	18	2	25	2	Total skor 54
5	2	12	1	19	2	26	3	(Rendah)
6	2	13	1	20	2	27	1	
7	3	14	3	21	1	28	2	

Specifically, the overall initial score for each aspect of subject An.SW's self-confidence was compiled based on the scores obtained from each question in the questionnaire. In this way, researchers can analyze the subject's overall self-confidence by considering the scores from the various aspects measured in the questionnaire. This way, researchers can gain a better understanding of the subject's level of self-confidence before taking further action.

Table 3. Pretest Score of An. SW

No	Aspek-aspek	Skor pre-test	Prosen (%)
1	Keyakinan akan kemampuan diri sendiri	11	36,6%
2	Optimis	12	40%
3	Obyektif	10	40%
4	Bertanggung jawab	11	36,6%
5	Rasional	10	40%
	jumlah	54	38,5%

To gain a deeper understanding of how subjects' baseline scores influence each aspect of self-confidence, a graph was created as a visualization tool. This graph provides a visual representation that makes it easier to understand the distribution of scores and the patterns that emerge across the various aspects of subjects' self-confidence. Using this graph, researchers can explore and analyze in more detail how sub-subjects' self-confidence levels change.

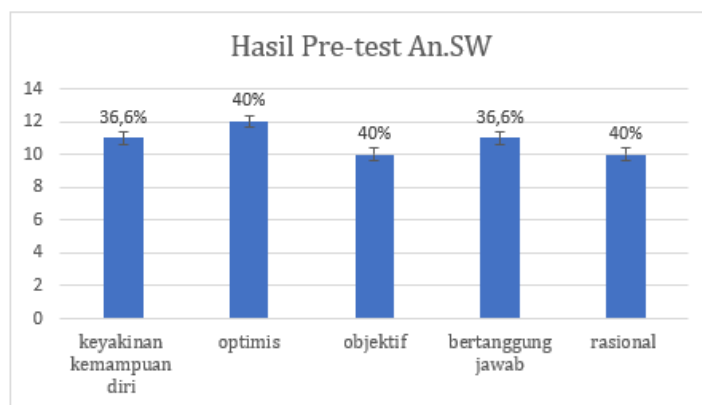


Figure 1. Graph of pre-test results for subject An.SW



Based on the initial condition scores on various aspects of self-confidence, it can be concluded that subject An.SW is experiencing problems with his goals, rationality, and responsibility aspects. These problems are indicators found in the theory of self-confidence. By looking at the categorization of self-confidence levels, it can be seen that the result score of subject An.SW is classified as low because his value is 54, which is below the threshold of 57. Therefore, the subject needs better direction through individual counselor therapy services with reframing techniques to increase his self-confidence. This method allows the subject to change his negative thought patterns into more positive and constructive ones, so that they can face difficulties and reach their full potential with more confidence.

The results of an interview with subject An IC revealed that subject An IC has issues related to low self-confidence, often feels humble, anxious, fearful, and likes to be alone. The following *pre-test data* obtained using a questionnaire are in the form of scores for each item, which are presented in the table below.

Table 4. Initial condition score data of subject An.IC

No item	Skor	No item	Skor	No item	skor	No item	skor	Keterangan
1	2	8	2	15	2	22	2	
2	2	9	1	16	2	23	2	
3	2	10	2	17	2	24	1	
4	1	11	3	18	2	25	2	Total skor 55
5	3	12	2	19	2	26	3	(Rendah)
6	2	13	1	20	2	27	1	
7	3	14	3	21	2	28	1	

Specifically, the overall baseline score for each aspect of subject An.IC's self-confidence was compiled based on the scores obtained from each question in the questionnaire. Through this analysis, researchers can gain a better understanding of the subject's overall self-confidence. By combining the scores from the various aspects of self-confidence measured in the questionnaire, researchers can gain a better understanding of the level.

Table 5 Pretest score of subject An. IC

No	Aspek-aspek	Skor <i>pre-test</i>	Prosen (%)
1	Keyakinan akan kemampuan diri sendiri	12	40%
2	Optimis	13	43%
3	Obyektif	9	36%
4	Bertanggung jawab	12	40%
5	Rasional	8	32%
	Jumlah	55	39,2%



To gain a better understanding of the influence of subjects' baseline scores on various aspects of self-confidence, a graph was created as a visualization tool. This graph provides a visual representation that helps understand the distribution of scores and the patterns that emerge across each aspect of subjects' self-confidence. Using this graph, researchers can more easily analyze and disseminate the levels of self-confidence of An.IC subjects.

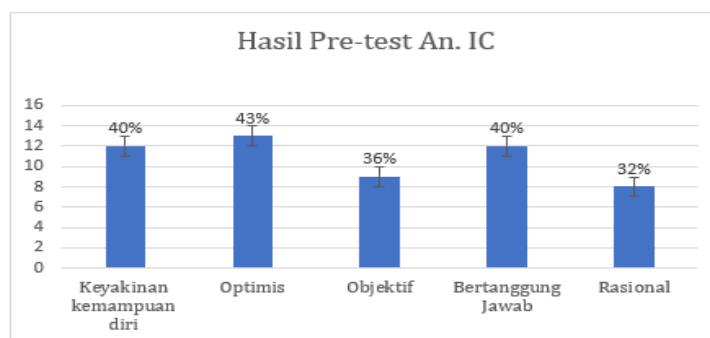


Figure 2 Graph of pre-test results for subject An.IC

Based on the initial condition scores on various aspects of self-confidence, it can be concluded that subject An.IC faces problems related to the rational aspect, goals, and belief in his abilities; the result score of subject An.IC is classified as low because it is 55, which is below the threshold of 57. Therefore, the subject needs better direction through individual counseling that uses reframing techniques to increase his self-confidence. This method allows the subject to change his negative thought patterns into more positive and constructive ones, so that they can face difficulties and reach their full potential with more confidence.

Therefore, the subject needed better guidance through individual counseling using reframing techniques to boost his self-confidence. This method enabled the subject to transform his negative thought patterns into more positive and constructive ones, enabling him to face difficulties and reach his full potential with greater confidence. When teased by his peers, the subject even became more relaxed. Furthermore, the subject told the researcher that he had begun to gradually adopt his positive thinking patterns, indicating that he had built up his self-confidence. This suggests that counseling had improved the subject's self-confidence.

When teased by his peers, the subject became even more relaxed. Furthermore,



the subject told the researchers that he had gradually begun to adopt positive thinking patterns, indicating that he had built self-confidence. This suggests that counseling had improved the subject's self-confidence. Furthermore, the subject was more motivated to face difficulties and was able to adopt positive thinking patterns when faced with negative thoughts. The subject also described how he was able to control his fear and anxiety when teased by his peers. This suggests that counseling had helped the subject overcome various problems and learn effective skills and methods for managing his feelings and social interactions.

Subject's self-confidence situation after intervention 1) Subject's self-confidence situation An. SW after intervention Data collection on the condition score of subject An. SW after receiving Individual Counseling Services with *Reframing Techniques* was carried out on June 14, 2023. The results can be seen in the table below:

Table 6 Post-test results of subject An.SW

No item	Skor	No item	Skor	No item	Skor	No item	skor	Keterangan
1	4	8	5	15	4	22	3	
2	3	9	3	16	4	23	4	
3	4	10	4	17	4	24	3	
4	3	11	4	18	3	25	4	Total skor
5	4	12	3	19	4	26	4	103
6	4	13	4	20	4	27	2	(Tinggi)
7	5	14	4	21	3	28	3	

After receiving Individual Counseling Treatment with Reframing Techniques, subject An.SW showed a significant improvement in his condition score. As previously explained, the analysis was conducted by categorizing the students' self-confidence levels. As a result, subject An.SW's total condition score after treatment reached 103, which is categorized as high because it is between 83 and 112. This indicates that subject An.SW has gained greater self-confidence as a result of the counseling service.

The score data for each aspect of subject An. SW's self-confidence after being given treatment, compiled based on the score data for each questionnaire item, is as follows:

Table 7 Post-test scores on the self-confidence aspect of subject An. SW



No	Aspek-aspek	Skor <i>post-test</i>	Prosen (%)
1	Keyakinan akan kemampuan diri	22	73,3%
2	Optimis	24	80%
3	Obyektif	20	80%
4	Bertanggung jawab	21	70%
5	Rasional	16	64%
	Jumlah	103	73,5%

The graph below was created to provide a deeper understanding of the meaning of subject An. SW's final condition scores for each aspect of self-confidence. This graph is intended to illustrate the changes that occurred while the subject was using the Personal Counseling Treatment Reframing Technique. By viewing this graph, it will be easier to communicate the changes that occurred in each aspect of the subject's self-confidence.

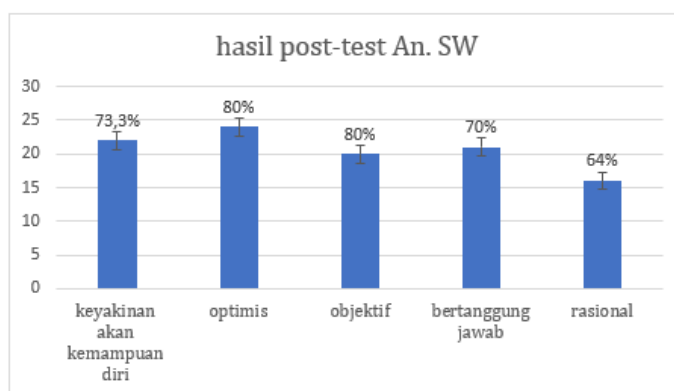


Figure 3 ; Graph of post-test results for subject An. SW

It should be understood that, based on the previous explanation, it can be concluded that the condition of subject An. SW's self-confidence has increased significantly after receiving the Reframing Technique Individual Counseling Service. His self-confidence score increased significantly, from 54 to 103, indicating that the counseling intervention has succeeded in providing a positive and meaningful impact on subject An. SW. Therefore, subject An's self-confidence can be considered to be strengthened by the existence of the Reframing Process Individual Counseling Service. SW from yesterday.

After receiving Individual Counseling Services with Reframing Techniques, the condition data scores of subject An. IC were carefully collected on June 14, 2023. This data is important to disseminate the impact of counseling interventions on the self-confidence of subject An. IC. The results of this data collection are described in the



following table to show the subject's development after the counseling intervention.

Table 8 Post-test results of subject An.IC

No item	Skor	No item	Skor	No item	Skor	No item	skor	Keterangan
1	4	8	4	15	4	22	3	
2	3	9	3	16	4	23	4	
3	4	10	3	17	5	24	3	
4	4	11	4	18	3	25	5	Total skor
5	4	12	4	19	3	26	4	104
6	3	13	3	20	4	27	3	(Tinggi)
7	4	14	3	21	3	28	4	

After receiving Individual Counseling Services with Reframing Techniques, the condition score data of subject An. IC was carefully collected on June 14, 2023. This data is important to disseminate the impact of counseling interventions on the self-confidence of subject An. IC. The results of this data collection are depicted in the following table to show the subject's development after the counseling intervention.

Data on each aspect of subject An. IC's self-confidence after receiving treatment was compiled based on the scores for each item in the completed questionnaire. This process allows for a better understanding of how the subject's self-confidence developed after the intervention.

Table 9 Post-test scores on the self-confidence aspect of subject An.IC

No	Aspek-aspek	Skor <i>post-test</i>	Prosen (%)
1	Keyakinan akan kemampuan diri sendiri	22	73,3%
2	Optimis	23	76,6%
3	Obyektif	19	76%
4	Bertanggung jawab	21	70%
5	Rasional	19	76%
	Jumlah	104	74,2%

To provide a deeper understanding of what subject An. SW's final condition scores mean for each aspect of self-confidence, a graph depicting the changes in those scores is presented below. This graph helps to demonstrate the changes that occurred and provides a clearer picture of the subject's self-confidence progress after the Reframing Technique Individual Counseling Service.



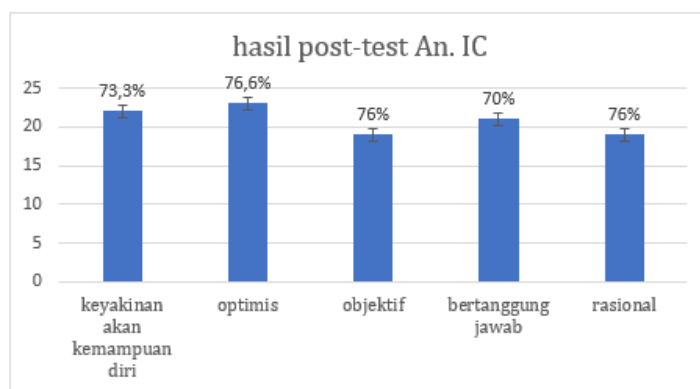


Figure 4. Graph of post-test results for subject An. IC

Based on the description above, subject An. IC's self-confidence significantly improved after individual counseling services using the reframing technique. The subject's previous self-confidence score of 55 increased to 104 after the intervention. This indicates that the subject's perception and self-confidence have changed positively. This might not have occurred without counseling assistance.

In this section, the researcher will describe the impact of implementing Individual Counseling Services with Reframing Techniques on increasing the self-confidence of students who are victims of verbal bullying. This will be presented through descriptive statistical data that has been processed, both from pre-tests and post-tests conducted by the research subjects. The purpose of using these descriptive statistics is to provide a clear picture of the effectiveness of the counseling service in increasing student self-confidence. This data will be presented in graphical form that includes a comparison between conditions before and after the counseling intervention. Thus, it will be proven whether Individual Counseling Services with Reframing Techniques successfully provide a significant positive impact on increasing the self-confidence of students who are victims of verbal bullying. The following is a complete presentation of the descriptive data:

Table 10 Recapitulation of pre-test and post-test of subject An. SW

No Item	Skor		No Item	Skor		Keterangan
	Pretest	Posttest		Pretest	Posttest	
1	1	4	15	2	4	Jumlah skor sebelum treatment: 32
2	2	3	16	1	4	
3	1	4	17	3	4	
4	1	3	18	2	3	
5	2	4	19	2	4	
6	2	4	20	2	4	Jumlah skor sebelum treatment: 54
7	3	5	21	1	3	
8	2	5	22	2	3	
9	1	3	23	2	4	
10	3	4	24	1	3	
11	2	4	25	2	4	Jumlah skor Sebelum: 54
12	1	3	26	3	4	Sesudah: 103
13	1	4	27	1	2	
14	3	4	28	2	3	



Specifically, comparing the subjects' condition score data after treatment on each aspect of self-confidence will provide a more detailed picture of the progress achieved by each subject following the counseling intervention. This data will demonstrate how improvements in each aspect of self-confidence occurred after the subjects received individual counseling services using reframing techniques. By expanding this analysis, we can better understand the broader dimensions of self-confidence.

Table 11. Recapitulation of pretest - posttest scores for each aspect of subject's self-confidence An. SW

No	Aspek-aspek	Skor <i>pretest</i>	Prosen (%)	Skor <i>posttest</i>	Prosen (%)
1	Keyakinan akan kemampuan diri	11	36,6%	22	73,3%
2	Optimis	12	40%	24	80%
3	Obyektif	10	40%	20	80%
4	Bertanggung jawab	11	36,6%	21	70%
5	Rasional	10	40%	16	64%
	Jumlah	54	38,5%	103	73,5%

To understand the meaning of the comparison of the condition score data of subject An. SW before and after carrying out the Individual Counseling Treatment with *the Reframing Technique* in the table above, a graph is made below as follows:

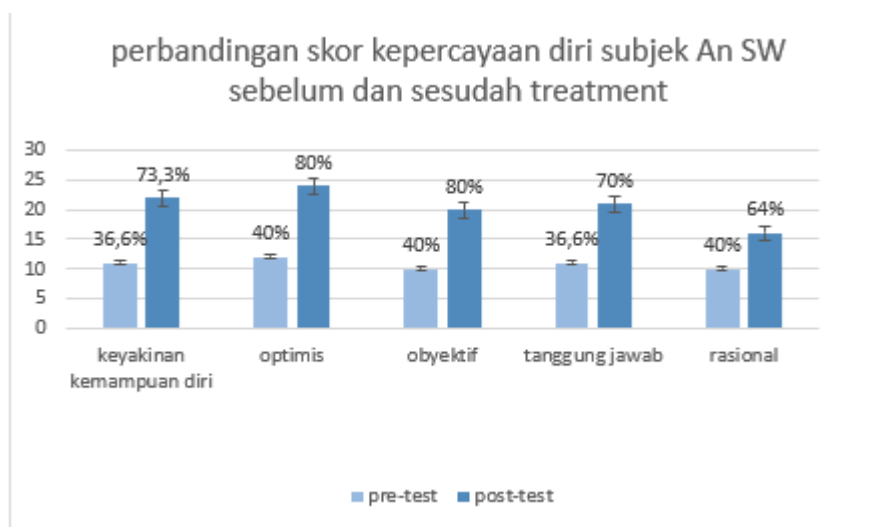


Figure 5 Graph of *pretest - posttest results* for subject An.SW

The graph of the pre-test and post-test results of subject SW shows an increase in scores on all measured indicators. This indicates that subject An SW gained greater self-confidence after receiving treatment through the Reframing Technique Individual



Counseling Service. This includes the following details: 1) Optimistic: Pre-test score 12, post-test 24, an increase of 40% 2) Confidence in self-ability: Pre-test score 11, post-test 22, an increase of 36.7%. 3) Objective: Pre-test score 10, post-test 20, an increase of 40%. 4) Responsible: Pre-test score 11, post-test 21, an increase of 33.4%. 5) Rational: Pre-test score 10, post-test 16, an increase of 24%.

The first four indicators showed significant improvement, but the fifth indicator, Rationale, showed less improvement. Nevertheless, the overall change indicated an increase in subject An SW's self-confidence, indicating that counseling treatment was effective in promoting positive development in the subject.

The difference in the condition of self-confidence of subject An SW before and after receiving Individual Counseling Services with the Reframing Technique, as shown in Figure 4.5 above, shows that there was a significant change in the condition of the subject's self-confidence. Initially, the subject was included in the low category with a score of 54 (38.5%), indicating poor self-confidence. However, after the subject received personal assistance with the Reframing Method, it showed a significant improvement where the subject was included in the high category with a score of 103 (73.5%), an increase of 35%. This shows that the treatment was effective in increasing the self-confidence of subject An SW from a low level to a high category.

Table 14 Overall Pre-test and Post-test Measurement Scores

Variabel	No	Aspek-aspek	Subjek SW		Subjek IC		jumlah hasil pre-test	jumlah hasil post-test
			Skor Pre-test	Skor Post-test	Skor pre-test	Skor post-test		
Kepercayaan diri	1	Keyakinan akan kemampuan diri	11	22	12	22	23	44
	2	Optimis	12	24	13	23	25	47
	3	Obyektif	10	20	9	19	19	39
	4	Bertanggung jawab	11	21	12	21	23	42
	5	Rasional	10	16	8	19	18	35
Jumlah			54	103	55	104	108	207

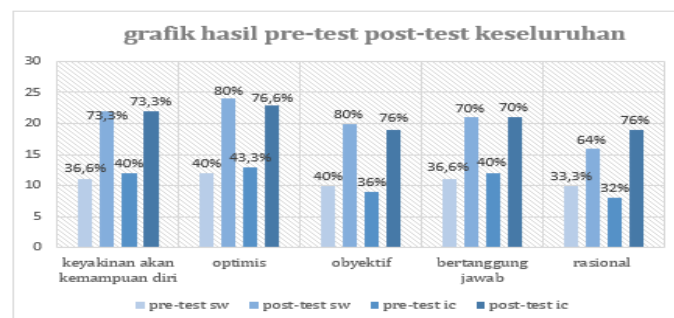


Figure 7. Graph of overall pre-test and post-test results



Based on the results of the initial data evaluation, it can be seen that the condition of low self-confidence of the subjects before receiving individual counseling through the Reframing Technique can be explained through the conclusions of the pre-test data.

However, based on data analysis after the intervention was implemented, the data obtained were an average pre-test score of 54.55 and a post-test score of 103.104, meaning that the pre-test score was greater than the post-test score. This indicates a significant difference between the average pre-test and post-test scores. Thus, there is a positive influence of the independent variable, namely Individual Counseling Services with Reframing Techniques, on the dependent variable, namely the self-confidence of students who are victims of verbal bullying. Therefore, it can be said that H_0 is rejected and H_a is accepted.

CONCLUSION

The following paragraph summarizes what was learned from research conducted at MTs Bina Pakar about the impact of individual counseling services and reframing techniques on students who experienced sexual harassment:

The initial condition of the level of self-confidence of subject An SW and subject An IC before being given Individual Counseling with Reframing Techniques was in the low category with a score of 54 (38.5%) and 55 (39.2%), this can be seen from the results of the pre-test that the researcher conducted on the subjects. The Individual Counseling Service Procedure with Reframing Technique consists of 8 meeting sessions, 6 meeting sessions are used for intervention, 1 session for homework presentation, and 1 meeting session for evaluation and post-test.

The final condition after the subject was given Individual Counseling Services with Reframing Techniques showed better results by being in the high category with a score of 103 (73.5%) and 104 (74.2%), this can be seen from the results of the post-test that the researcher conducted on the subject. Based on the results of the data obtained, the Individual Counseling Service with Reframing Techniques that has been implemented shows that the hypothesis is accepted with a score increase of 35% from a pre-test score of 54 to 103 and a score of 55 to 104, so it can be concluded that the Individual Counseling Service with Reframing Techniques has an effect on increasing the



self-confidence of students who are victims of Verbal Bullying.

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