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CLASSICAL GUIDANCE USING THE PROBLEM-BASED LEARNING METHOD ON
3S VALUES (SIPAKATAU, SIPAKALEBBI, SIPAKAINGE) TO PREVENTIF
STUDENT BULLYING BEHAVIOUR IN THE SCHOOL ENVIRONMENT :
LITERATURE REVIEW

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ABSTRACT

Data from the Federation of Indonesian Teachers' Unions and the Indonesian Child Protection Commission (KPAI) revealed that there were 30 cases of bullying in schools and 2,355 cases of bullying in 2023. This phenomenon is receiving special attention and requires rapid intervention. Indonesia, with its cultural diversity and philosophical values, has the potential to prevent bullying behavior. One of the philosophical values that can be used is the 3S (Sipakatau, Sipakalebbi, Sipakainge) from the Bugis tribe. These values can be combined with classical guidance using the Problem Based Learning (PBL) method. The purpose of writing this article is: (1) to describe the 3S values in the context of guidance and counseling; (2) finding a classical guidance configuration in preventing bullying behavior in the school environment; and (3) building classical guidelines based on 3S values in preventing bullying behavior. The research results obtained were then used to formulate the concept of implementing classical guidance with PBL methods based on the 3S values to prevent bullying behavior in the school environment. This research uses a literature review of 10 relevant articles. Based on the results of the literature review obtained, it can be concluded that collaboration between classical guidance and the PBL method based on 3S values is predicted to be able to prevent bullying behavior in the school environment according to the Bugis tribe, a philosophy that is relevant to aspects of respecting and respecting others. Guidance classical with PBL involves case analysis through group discussions and explanations from the guidance and counseling teacher, with an emphasis on the 3S values to strengthen students' understanding.

Keywords: classical guidance, PBL, *bullying*, 3S (Sipakatau, Sipakalebbi, Sipakainge), local wisdom

INTRODUCTION

Bully or often known as bullying is an act that is aggressive and carried out intentionally with the aim of hurting someone both physically and psychologically, (Rahmatullah, 2023). This action is usually carried out repeatedly by a person or individual to another individual or group. According to the Ministry of Health of the Republic of Indonesia (RI, 2020). According to the Ministry of Health of the Republic of Indonesia (RI), bullying is any form of action that harms students and is carried out by one person or group of people outside of learning, research, or service activities or processes. So, in other words, it can be said that bullying is something that has a negative impact on victims both physically and psychologically because it is considered detrimental and disrupts learning activities and student's lives.

Based on data compiled by the Indonesian Federation of Teachers Unions, it states that there were 30 cases of bullying or bullying that occurred throughout 2023 in educational units. The KPAI data also shows that as many as 2,355 cases of bullying occurred in the school environment throughout 2023. This phenomenon is of particular concern and requires immediate prevention and handling interventions, because it has a negative impact on the welfare and development of students. Thus, they are prone to emotional distress, anxiety, and even depression which can later have an impact on reducing academic performance and self-confidence. This is also supported by research data released by the Program for International Students Assessment (PISA) in 2018, where 41.1% of students in Indonesia have experienced bullying. In the same year, Indonesia had the fifth highest position as the country that recorded the most cases of bullying in the school environment.

Based on several studies conducted and found, one of them is *Minimizing the Danger of Bullying Through Classical Guidance for VIII Students of SMP Negeri 7 Telaga Biru* by Fauziah Soleman. In the study, it showed the effectiveness of classical guidance services in reducing bullying behaviour in class VIII students at SMP Negeri 7 Telaga Biru, with the following results:

1. Students who have bad behaviour/still bullying get a score <75 amounted to 1 person (4%).
2. Students who have good behaviour got a score >75 amounted to 14 people or 96%, and absorption reached 80%.
3. Counselling activities in cycle I, of the 14 aspects assessed for very good and good qualifications reached 14%.
4. Counselling activities in cycle II, of the 14 aspects assessed, for sufficient qualifications reached 8%.

The novelty in this study is to use a cultural approach originating from Bugis in the form of (*Sipakatau, Sipakalebbi, and Sipakainge*). Based on the information described above, it is clear that bullying is a serious problem and needs to be addressed immediately by implementing responsive responses, especially to victims, in order to reduce or even eliminate the impact of these actions. Indonesia is a country rich with a number of cultural diversity, of course, has philosophical values that are used as guidelines and guidelines for life by its people. One of the philosophical values of Indonesian society that can be used in preventing bullying behavior is 3S (*Sipakatau, Sipakalebbi, Sipakainge*) which comes from the Bugis tribe.

The values contained in 3S (Sipakatau, Sipakalebbi, Sipakainge) can be collaborated with classical guidance with *Problem Based Learning* method.

METHOD

The research method used in the process of preparing this article is *literature review*. According to Hsieh & Shannon (Ilmi, Ramli and Wahyuni, 2022) suggests that the *literature review* method is defined as a research method for identifying, analyzing, and interpreting research results obtained through existing literature sources. There are 5 stages in the process of implementing the *literature review* which are detailed as follows: (1) data collection in the form of a number of literatures. This data collection is done by searching engines. Examples are sciencedirect, springerlink, google scholar, WoS, DOAJ, and Garuda. In collecting the data, there were three keywords used, namely the values of Sipakatau, Sipakalebbi, Sipakainge in *bullying* prevention, the effectiveness of classical guidance with PBL method in preventing *bullying* behavior, and prevention of *bullying* behavior in the school environment; (2) literature selection by providing limitations on literature sources, namely at least the last 10 years with Indonesian, English, and other languages; (3) analyzing literature sources; (4) taking the results of the analysis; (5) discussion related to the results of the analysis and review that has been done in the previous stages. In summary, the research stages can be described through the following chart:

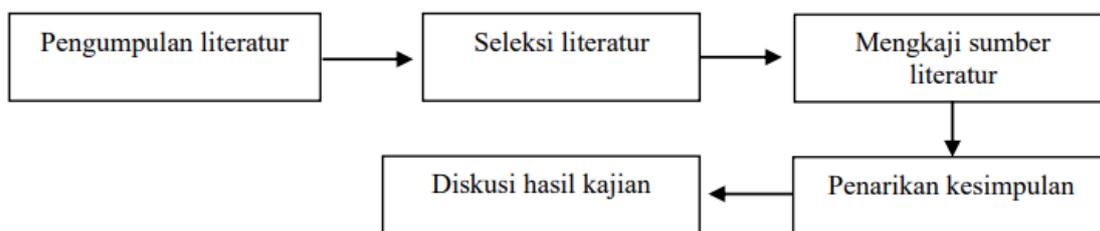


Figure 1. Research Stage *Literature Review* (Source: (Ilmi et al., 2022))

From the *literature review* process, a study or analysis of secondary data will be produced which is then used to create a guidance model construction. The results of *the literature review* are then combined and further studied to obtain the construction of a 3S value-based classical guidance model (Sipakatau, Sipakalebbi, Sipakainge) to prevent *bullying* behavior in students in the school environment according to Bugis philosophy which is relevant to aspects of respect and appreciation for others.

RESULT AND DISCUSSION

Result

Based on the results of the literature search, 9 articles have been obtained that can be reviewed as initial concepts between classical guidance, 3S values (Sipakatau, Sipakalebbi, Sipakainge), and *bullying* behavior. The literature obtained and reviewed are as follows.

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Table 1 Literature Reviewed

No.	Author	Year	Title	Source
1	Ade Novera Prahardika	2014	Efforts to Increase Understanding of the Dangers of Bullying Through Classical Guidance for Students	PSIKOPEDAGOGIA Journal of Guidance and Counseling
2	Anggraeni, R. P., & Taniady, V.	2020	Internalization of Bugis Local Cultural Values (Sipakatau, Sipakalebbi, and Sipakainge): An Effort to Improve Character Education in the Digital Age	Journal of PAKAR Education
3	Azmi, Y., Sutisna, A., & Marjo, H. K.	2020	Evaluation of the implementation of classical guidance services related to <i>bullying</i> behavior in students at SMA Negeri	TERAPEUTIK Journal of Guidance and Counseling
4	Halima, A., Khumas, A., & Zainuddin, K.	2021	Sipakatau, Sipakainge, Sipakalebbi: A Cultural Value for Bullying Prevention Efforts by Maximizing the Role of Bystanders	Indonesian Psychological Research
5	Nugroho, M. Y.	2023	Counseling Intervention Strategies Through Classical Guidance Services to Foster Understanding of the Dangers of Bullying on Mental Health of Students of SDN 3 Gunungwetan	Annual Guidance and Counseling Forum
6	Nurmalasari, A., & Mamonto, M. A. W. W.	2020	EXPLORATION OF SIPAKATAU SIPAKAINGE SIPAKALEBBI VALUES TO PREVENT INTOLERANT ATTITUDE	Alauddin Law Development Journal
7	Seriasih, N. K.	2021	Efforts to Improve Understanding of Bullying through Classical Guidance for Students of SMPN 22 Mataram	Journal of Paedagogy: Journal of Research and Development
8	Soleman, F.	2021	Minimizing the Dangers of Bullying through Classical Guidance for Students VIII SMP Negeri 7 Telaga Biru.	AKSARA: Journal of Nonformal Education Science
9	Solikhah, A.	2021	Optimizing Classical Guidance Services with the Problem-Based Learning Model to Overcome Bullying Behavior of Junior High School Students.	Journal of Academic Innovation and Research

Discussion

3S Values (Sipakatau, Sipakalebbi, Sipakainge) in the Context of Guidance and Counseling

The values of Sipakatau, Sipakalebbi, and Sipakainge are cultural values originating from one of the provinces in Indonesia, namely South Sulawesi. In essence, the cultural values of Sipakatau, Sipakalebbi, and Sipakainge are a philosophy or outlook on life for the Bugis people in which there is a process of social interaction that involves a relationship of mutual influence between one another. (Nurmalasari & Mamonto, 2020). In this case, the cultural values of Sipakatau, Sipakalebbi, and Sipakainge have had a positive impact that is followed and believed to be true by the community so that these values then become a *design for living* or social control in the lives of Bugis people.

According to Nurmalasari & Mamonto (2020) also explained that the 3S value is a culture that has existed since humans were born. The 3S value is a cultural value that was born from a family that has noble, wise and wise values that are used as principles and guidelines for life. The 3S culture teaches the

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values of peace, mutual respect, mutual reprimand, togetherness, compassion, unity, mutual cooperation, and cooperation. In addition, according to Matsumoto and Juang (in Halima et al., 2021) also suggested that cultural factors also contribute to influencing a person's attitude, which also involves the process of individual interaction in a social setting. In other words, this 3S culture is the influence and life guidance of the Bugis people in aspects of their social life.

a. Teachings and Meanings of Sipakatau, Sipakalebbi

The contents of the teachings contained in the 3S values, namely Sipakatau, Sipakalebbi, and Sipakainge are described in detail in the following table.

Table 2 Contents of 3S Value Teachings (*Sipakatau, Sipakalebbi, Sipakainge*)

No.	3S Value	Teaching Content
1.	<i>Sipakatau</i>	<p>Sipakatau means mutual respect, humanizing humans. The value of Sipakatau emphasizes the position of humans as noble creatures of God, and needs to be respected, valued, and treated well. In addition, the value of Sipakatau also teaches how to place anyone in a position as an individual that is adjusted and harmonized with the teachings of each religion and belief. Other sources also suggest that the cultural value of Sipakatau emphasizes the concept of viewing every human being as a whole individual, and does not deserve treatment from others beyond proper treatment as a human being.</p> <p>This concept also emphasizes that it is necessary to humanize humans with all the social and physical conditions inherent in these humans. In other words, this cultural value also emphasizes the understanding that the layers of differences created between humans must be eliminated.</p>
2.	<i>Sipakalebbi</i>	<p>Sipakalebbi means mutual respect, mutual praise, mutual love, and mutual help in creating a family climate. The teaching concept in the value of Sipakalebbi is based on the idea that humans are creatures who have their own pleasure when given praise, appreciation, or appreciation from other individuals. In other words, the cultural value of Sipakalebbi teaches that humans will not give inadequate treatment to other humans, but tend to look at these humans with all the advantages they have.</p>
3.	<i>Sipakainge</i>	<p>Sipakainge has the meaning of reminding each other, and reprimanding each other. This cultural value implies that each individual has strengths and weaknesses that should</p>

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		<p>remind each other. The concept of Sipakainge culture is also a concept that is carried out with the aim of reducing various forms of violation of norms and rules in society. In this case, the value of Sipakainge is intended as a preventive effort to minimize the occurrence of a violation of the norms that apply in society which ultimately causes Sipakainge to become a fundamental thing in the culture of Bugis community life.</p> <p>In another source, it is mentioned that Sipakainge also means reminding each other in goodness so as to avoid <i>mappakasiri'-siri'</i> (actions that make humans lose their honor and dignity).</p>
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Source: (Halima et al., 2021); (Nurmalasari & Mamonto, 2020); and (Anggraeni & Taniady, 2020)

b. Teachings and Meanings of Sipakatau, Sipakalebbi, and Sipakainge in Guidance and Counseling Services

Table 3 Values and Teachings of Sipakatau, Sipakalebbi, and Sipakainge in the Context of Guidance and Counseling

Field	Values and Teachings
<i>Personal-Social</i>	<ul style="list-style-type: none"> • Learners are noble creatures of God and need to be respected, valued, and treated well. • Learners must humanize each other. • Learners must be able to place anyone in a position as an individual who is harmonized with the teachings of their respective religions and beliefs. • Learners must view each human being as a whole person. • Learners should be able to respect, praise, love and help each other to create a family climate. <p style="text-align: center;">Learners must remind each other, and reprimand or greet each other.</p>
<i>Learning-Career</i>	<ul style="list-style-type: none"> • Every learner has strengths and weaknesses that can be developed. <p style="text-align: center;">Learners must be able to treat other individuals by looking at them with all the advantages they have.</p>

Classical Guidance to Prevent Bullying Behavior of Students in the School Environment

a. Bullying

Bullying is now a familiar word to hear, Prayitna (in Prahardika, 2014) revealed that bullying behavior is "Actions carried out intentionally by the perpetrator on their victims repeatedly and based on a striking power difference". It can be understood that bullying behavior is generally carried out by

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perpetrators who have more power to victims with less power. The power in question is not always physical power, but can also be social, economic, and so on. In general, the perpetrators of bullying behavior aim to show their power to others.

Meanwhile, Olwes (in Prahardika, 2014) argues that bullying is "An event where there are victims (in this case students) who experience repeated bullying and from time to time by one or more people". Based on this statement, it can be seen that bullying behavior can be carried out from individual to individual, from groups to individuals, or from groups to other groups. (Seriasih, 2021).

Bullying behavior has several forms, namely physical and non-physical bullying. Physical bullying is an act of bullying that involves physical attacks in it such as kicks, punches, pinches, pushes, slaps, and other forms of physical attacks. Meanwhile, non-physical bullying is divided into two types, namely verbal bullying and non-verbal bullying. (Seriasih, 2021). Examples of verbal bullying behavior include insults and making fun of behavior. While non-verbal bullying or psychological bullying, for example, such as avoiding and excluding others.

Bullying certainly has an impact, not only for victims, but bullying also has a negative impact on witnesses and perpetrators of bullying. Prayitno revealed that the negative impact of bullying can befall victims, perpetrators, and people who witness bullying. Sadly, bullying behavior can have a negative impact that affects life for a lifetime.

The negative impacts generally experienced by victims of bullying are anxiety, loneliness, low self-confidence, depression, social withdrawal, low social skills, academic decline, and so on. In addition, the perpetrators of bullying actions can also feel the negative impact of their actions, such as being more easily involved in fights, and even have the risk of becoming criminals, there is a study that reveals that 60% of children who are bullied become perpetrators of criminal acts at the age before 24 years (Prahardika, 2014). (Prahardika, 2014). Meanwhile, individuals who witness bullying can also become individuals who experience anxiety, are haunted by feelings of fear, and feel low self-security and fragile.

b. Classical Guidance *Problem-Based Learning* Technique

Classical guidance is one of the service components provided by counseling teachers to students at school. Classical guidance services have a preventive nature, thus this service is provided as an effort to prevent the occurrence of a problem or unwanted things in the future. As the name implies, classical guidance services are given to students in a class setting so that it can cover a wide target and evenly distributed to each student. Because classical guidance services are preventive, this service is often the choice for counseling teachers in schools to provide information and efforts to provide understanding to students.

Classical guidance is often used to prevent students from experiencing or committing an action that should not be, such as bullying. In this case, classical guidance services play a role in providing understanding to students regarding the dangers of bullying behavior with the hope that students avoid bullying, do not become perpetrators of bullying in the future, and are able to protect themselves and others from becoming victims of bullying.

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Along with the development of time and science, currently there are various types of strategies or techniques that can be applied in providing classical guidance services in schools. The selection of the use of techniques in classical guidance services is certainly based on considerations of need, effectiveness, and the advantages and disadvantages of techniques. One of the classical guidance techniques that is currently quite widely used is the *Problem-Based Learning technique*.

According to Aldiyah (in Solikhah, 2021) the *Problem-Based Learning* method allows it to be applied to students or classes with fairly cooperative characteristics. This is also because the *Problem-Based Learning* method requires students' ability to focus and think critically so that it can be implemented effectively. Mulyani revealed that *Problem-Based Learning* is one of the methods that lead students to have problem-solving skills. This strategy helps students to be able to process the information they have and then rearrange it with their knowledge related to the world, social, and surrounding reality conditions. (Solikhah, 2021).

Basically, the stages of implementing classical guidance services according to Tohirin include three core steps, namely the prefix stage, core stage, and closing. (Nugroho, 2023). However, there are other opinions that reveal that the stages of providing classical guidance services are divided into opening stages, transitional stages, core stages, and closing. Meanwhile, in providing classical guidance services with *Problem-Based Learning* techniques, there are procedural steps that can be applied at the core stage of classical guidance implementation, which includes 1) problem exposure. According to Fatimah (in Nugroho, 2023), the implementation of learning and classical activities with the *Problem-Based Learning* method always begins with a problem, 2) organizing into groups. Learners are divided into learning groups, 3) guiding the investigation. The counseling teacher then guides each study group to discuss the problem that has been presented starting from how group members can obtain information, discuss, to develop problem solving or solutions, 4) Presentation of discussion results. Each group is given the opportunity to present the results of their group discussions in front of classmates in turn for each group, 5) Analysis and evaluation. Furthermore, joint analysis and evaluation is carried out where at this stage the counseling teacher has the opportunity to help all students find out how solutions and learning can be taken from the problem. In other words, at this stage the counseling teacher is in control of providing information related to the topic of discussion.

c. Stages of Classical Guidance using the *Problem Based Learning* method

This study investigates counseling guidance action through classical guidance services using the Problem Based Learning model. According to Dr. Buck (1991) from the Buck Institute for Education, *Project Based Learning* is a learning method in which students are actively involved in solving problems and given the opportunity to work independently in building their own understanding, with the end result being a product of student work that has real value and relevance (Hanim et al., 2018). The research was conducted in two cycles: planning, action, observation, and reflection. According to Suharsimi Arikunto et al. in his book *Classroom Action Research* (2008:16), the steps in each cycle are as follows

The first cycle includes four stages:

1. Action Plan: Preparation of the service implementation plan and its requirements, including

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teaching materials, media, student worksheets, teacher observation sheets, and service evaluation instruments.

2. Implementation of the Action: The first meeting involved power point presentations, group discussions, presentations, and summaries. In the second meeting, group results were discussed, power point material was presented, Q&A was conducted, and individual assignments were given.

The Problem-Based Learning method is described as follows:

- a) The counselor teacher gives a pre-test.
 - b) The purpose of the service is conveyed to the students at the beginning of the session
 - c) The material is presented by the teacher through power point.
 - d) Students are divided into four groups.
 - e) Each group discusses the problem given by the teacher.
 - f) Each group records the answers of the group members.
 - g) Groups randomly read out their discussion results to other groups for assessment or feedback.
 - h) Conclusions are drawn together by the teacher and students from the problems discussed by each group.
3. Observation: Records of students' activities, attention, participation, and discipline in the service. Field notes include all observations made by the researcher and observer during the research process. Test results reflect students' grades after the action was taken.
 4. Reflection is an evaluation of whether the research shows changes in students' attitudes towards bullying, both as perpetrators and victims, by comparing the pre- test and post-test results. The focus in the initial cycle was reflection related to controlling physical and verbal bullying.

The second cycle also experienced 4 steps:

- a) Planning:
 - 1) Preparation of a remote service implementation plan.
 - 2) Development of remote service methods and scenarios in accordance with the desired goals.
 - 3) Creation and preparation of online class application.
 - 4) Making an observation guide.
- b) Implementation of Action:
 - 1) Students follow the online class by listening to the explanation of further material on bullying in the power point presentation and subsequent activities.
 - 2) Students are divided into groups by the teacher, with two students in each group.
 - 3) The teacher assigns tasks to students in groups, which are done via WhatsApp video call.
 - 4) Students work on a task that involves analyzing a video and practicing Problem-

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Based Learning methods.

- 5) Group work is sent individually via WhatsApp or email.
 - 6) Students join the online class on the second meeting with an opening prayer, greeting students, and reminding them about maintaining health protocols.
 - 7) The teacher reviews the students' group work and gives moral comments on the video (group work).
 - 8) The teacher displays the advanced power point material from the previous session.
 - 9) The teacher explains the material presented in the power point.
 - 10) The teacher gives individual assignments through a link sent through the WhatsApp group.
 - 11) The teacher concludes and gives a moral message about the importance of respecting others.
 - 12) The teacher gives the post-test evaluation through the WhatsApp group.
- c) Observation:

Observation was conducted during the classical service session. Observers recorded the level of activeness, attention, participation, and discipline of students during the service process in class. Field notes include all observations made by researchers and observers during the research process. Test results are the scores obtained by students in the test after the action is taken.

d) Reflection:

Reflection involves evaluating the results of the study to see if there is a change in behavior in students. This research design model uses a one-group pre-test-post test design model, which involves measuring before and after treatment on the subject.

The pre-test stage is used to determine the initial condition of bullying behavior at school. After that, a classical service session was conducted with the Problem-Based Learning model, followed by a post test to assess changes in the level of bullying at school. Supporting data analysis involves observation, questionnaire, and documentation methods (Solikhah, 2021).

Classical Guidance Based on 3S Values (Sipakatau, Sipakalebbi, Sipakainge) in Preventing Bullying Behavior

Bullying is an aggressive act because it can use physical and non-physical elements. According to Sucipto (2012) bullying can be physical, such as punches, slaps, pushes and so on. Non-physical forms can be verbal and non-verbal. Bullying is an action that can have a negative impact on its victims. According to Priyatna (2010: 2) bullying is an action carried out by the perpetrator repeatedly and consciously to have power and oppress the weak. One of the impacts of bullying on its victims is traumatizing, withdrawing from the environment, not wanting to go to school and even the worst is suicide.

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According to Priyatna (2010: 4-5), the negative impacts of bullying can affect victims, perpetrators and witnesses. The following describes the adverse effects of bullying: Children who are the targets of bullying may experience anxiety, loneliness, low self-esteem, lack of social skills, depression, psychosomatic symptoms, social isolation, physical health complaints, running away from home, alcohol and drug use, and decreased academic performance. Meanwhile, children who are bullied may often get into fights, have a risk of injury from fights, commit theft, consume alcohol and smoke, be a troublemaker at school, skip or run away from school, like to carry sharp weapons, and in the most severe cases, potentially commit criminal acts. According to one study, 60% of those who were bullied frequently during adolescence ended up engaging in criminal behavior before reaching the age of 24. Students who witness bullying in their peers are at risk of experiencing fear, recurrent anxiety, and low self-esteem. The negative impact of bullying is very worrying, especially for students' educational progress at school, because they will find it difficult to concentrate on the learning provided by the teacher. Bullying can also be a trigger for criminal acts in society. The negative impact of bullying not only affects the victim, but also the perpetrators and witnesses. If bullying continues, it will have an overall negative impact.

To overcome the problem of bullying, guidance and counseling is present to facilitate and solve various problems that exist in the school environment, one of which is bullying. To reduce bullying behavior in the school environment, it certainly requires the support of various components in reducing bullying behavior by providing interventions that are in accordance with the problems that occur. The intervention is by providing classical guidance services.

According to a statement issued by the Directorate General of Quality Improvement of Education and Education Personnel of the Ministry of National Education, classical guidance services are one of the main aspects of counseling guidance. This service emphasizes direct interaction between counselors or counseling teachers and students in a pre-scheduled format. Activities involved in this service include class discussions, question and answer sessions, and hands-on practice. It aims to encourage active participation and creativity of students in following the activities carried out (Ainur Rosdah, 2014). Classical guidance is a structured form of service in order to help students optimize their potential, besides that classical guidance can make students get support and provide support back to other students.

In the classical guidance process, there must be material that will be given to students, the material is expected to provide insight and awareness for students. One of the interesting materials to reduce bullying is the 3S teaching material (*Sipakatau*, *Sipakainge*, and *Sipakalebbi*). This teaching is a teaching originating from the Bugis tribe in South Sulawesi which contains starting from *Sipakatau* which means to always respect each other and not hostile to each other. According to (Rahim, 2019, 1-2) *Sipakatau* is a value that prioritizes humanizing other humans, this means that *sipakatau* is a teaching that teaches humans to respect and appreciate each other.

Then there is *Sipakainge* which is a behavior of reminding each other, reprimanding each other, and guiding each other, and finally there is *Sipakalebbi* which means the embodiment of social life that respects each other, because upholding mutual respect can strengthen harmony and away from disputes (Abdullah, 2015). These three teachings are suitable teachings to be applied in classical guidance to

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provide understanding to students that living with mutual respect and appreciation can create a healthy learning environment without bullying. According to Belawati, in classical guidance, learning media can be grouped into three parts. First, print media which includes textbooks, magazines, leaflets, modules, handouts, and student worksheets. Second, non-print media such as overhead transparencies, audio (such as radio or tape), video (film), slides, and computers. Finally, display media which includes flipcharts, adhesive, charts, posters, maps, and photos, which can be used inside or outside the classroom, in small or large groups without using a projection device such as a projector.

Problem Based Learning is a form of approach that requires learners to think highly. Problem-based learning helps learners receive and process information and then organize the information obtained based on their own knowledge. Problem-based learning is a learning approach that focuses on developing skills in solving problems and improving student learning achievement (Mulyani, 2020). In applying this method, teachers make a written plan that includes the type of activity, implementation schedule, and necessary tools (Nurunafiah, 2014). The application of PBL is also known to increase student creativity (Abdurrozak et al., 2016). As a learning model that emphasizes direct problem solving, every learning session with PBL always starts with a problem (Indah et al., 2016). PBL aims to give students greater freedom in their learning process.

The stages in the implementation of Problem Base Learning that can be carried out by counseling teachers in reducing bullying behavior based on the 3S teachings (*Sipakatau, Sipakainge, and Sipakalebbi*), namely:

- a) The counseling teacher gives a pre-test
- b) BK teachers convey the objectives to be achieved in classical guidance at the beginning of the service
- c) The counseling teacher delivered the material and explained the material about 3S (*Sipakatau, Sipakainge, and Sipakalebbi*) that the 3S teaching contains good teachings to shape the personality of students in social interaction with their friends, besides that, this teaching is also taught to respect and respect each other in order to create a healthy learning environment without bullying. All of that is listed in the 3S teaching (*Sipakatau, Sipakainge, and Sipakalebbi*).
- d) The counseling teacher divides students into 4 groups to discuss.
- e) Each group is given the opportunity to discuss and learn how to solve the problems given by the teacher with the 3S teachings (*Sipakatau, Sipakainge, and Sipakalebbi*) and each group is given the opportunity to submit the results of their discussion.
- f) The counseling teacher and students conclude the results of the classical guidance activity.

CONCLUSION

Based on data compiled by the Indonesian Federation of Teachers Unions, it states that there were 30 cases of bullying or bullying that occurred throughout 2023 in educational units. The KPAI data also shows that as many as 2,355 cases of bullying occurred in the school environment throughout 2023.

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This phenomenon is of particular concern and requires prevention and handling interventions as soon as possible, because it has a negative impact on the welfare and development of students. One intervention or preventive effort that can be done is to strengthen students' understanding of the impact caused by bullying behavior. This reinforcement can be provided through the provision of guidance and counseling services, including classical guidance using the problem-based learning method. The goal is that students can analyze bullying cases that often occur around us, then discuss them in teamwork, and are clarified or strengthened by an explanation from the counseling teacher about bullying behavior itself.

Approaches through culture and local wisdom are also important values that can be collaborated in providing classical guidance services, one of which is the local wisdom of the Bugis tribe, namely the philosophical values of *Sipakatau*, *Sipakalebbi*, and *Sipakainge*. The values of *Sipakatau*, *Sipakalebbi*, and *Sipakainge* contain the meaning of mutual respect or humanizing humans, respecting each other, and reminding each other in goodness. So that the collaboration of the implementation of classical guidance with the values of *Sipakatau*, *Sipakalebbi*, and *Sipakainge* is predicted to be able to prevent bullying behavior in the school environment. The writing of this article has limitations related to how the implementation of the concepts offered. Therefore, further research is needed to examine in more detail the concept of classical guidance with problem-based learning method based on 3S values (*Sipakatau*, *Sipakalebbi*, and *Sipakainge*) and implemented in order to prevent bullying behavior in the school environment according to the philosophy of Bugis culture and character education, especially in the Sulawesi region.

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