



THE 1<sup>ST</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING  
“ENTERPREURSHIP IN GLOBAL COUNSELING”

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**PSYCHOEDUCATIONAL SERVICES AS AN EFFORT TO PREVENT  
BULLYING IN TEENAGERS**

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**ABSTRACT**

*Childhood and teenagers are a period of growth where children experience many things that can affect their development to reach emotional, physical, social and mental maturity. Bullying is a dangerous, horrible, and cruel act committed by a person or group of people against another person or group of people repeatedly with the intention of hurting others. Bullying can take many forms, ranging from physical, verbal, and sexual abuse, as well as either directly or indirectly. Children and young people must have an understanding of bullying behavior so that they can become agents of change that can reduce such crime. The purpose of this study was to find out whether psychoeducation services about bullying can increase understanding and prevent bullying in adolescents. The method used in this study is by literature study research. The results obtained from this study can be concluded that the provision of psychoeducational services is effective or also useful in efforts to increase understanding and prevention of bullying behavior among teenagers.*

Keywords: Teenagers, Bullying, and Psychoeducation.

### INTRODUCTION

Childhood and teenagers are a period of growth where children experience many things that can affect their development to reach emotional, physical, social and mental maturity.

Bullying is a dangerous, horrible, and cruel act committed by a person or group of people against another person or group of people repeatedly with the intention of hurting others. Bullying is considered a negative behavior because it can have a very serious impact on the victim of bullying. This bullying behavior often occurs because of an imbalance of power / power that exists in the environment, both school environment, work environment, and even home environment. In this bullying behavior, there are bullies, assistants to victims.

Bullying can take many forms, ranging from physical, verbal, and sexual abuse, as well as either directly or indirectly. Children and young people must have an understanding of bullying behavior so that they can become agents of change that can reduce such crime. Bullying must stop because it is very detrimental to its victims. Therefore, teenagers need to understand bullying in order to prevent such behavior from happening.

Bullying is considered a negative behavior because it can have a very serious impact on the victim of bullying. This bullying behavior often occurs because of an imbalance of power / power that exists in the environment, both the school environment, work environment, and even the home environment. This is because victims of bullying always come from people who lack power.

Psychoeducation is a process of socialization and exchange of opinions between clients and professionals so as to contribute to the determination of psychological disorders. Thus, psychoeducation can be an effort to increase knowledge among adolescents with the aim of preventing bullying. The purpose of this study was to find out whether psychoeducation services about bullying can increase understanding and prevent bullying in adolescents. From the situations and conditions described above, the implementation of a service through adolescent psychoeducation programs that aim to increase knowledge about bullying as a form of effort to create an Anti-bullying generation is very necessary as well as psychological first aid intervention for teenagers who are victims of bullying.

### METHODOLOGY

This article is using literature study research techniques, literature study research is a process or activity of collecting data from various literature such as books and journals to compare research results with one another (Manzilati, 2017). The purpose of this literature study research is to obtain a theoretical foundation that can support the problem solving being studied and reveal various theories relevant to the case, more specifically in this study the researcher examines Psychoeducation Services as an Effort to Prevent Bullying in Adolescents.

### RESULT AND DISCUSSION

The word bullying comes from English, namely from the word “bull” which means a bull that likes to duck to and fro. In Indonesian, etymologically the word bully means “Penggertak”, one who annoys the weak. According to Heebert (Lee, 2004) defines bullying as terrible and cruel behavior committed to

an individual or group of individuals. Bullying is a harmful, horrible and cruel act committed by a person or group of people to another individual or group repeatedly with the aim of hurting others.

Students who do not have enough knowledge become vulnerable to becoming perpetrators and becoming victims of bullying. Research (Kholilah, 2017) states that there is a relationship between the level of adolescent understanding of bullying with students' bullying behavior, the better the knowledge of adolescents about bullying, the lower the incidence of bullying in adolescents. This is in line with the explanation (Ajzen, 2005) that knowledge variables are fundamental factors, influencing other variables, thus causing behavioral changes. Bullying must be prevented because it is very detrimental to victims who experience it.

Psychoeducation according to (Pratiwi, 2020) is an intervention that can be given to individuals, groups or families that focuses on educating or explaining to counsellors natural challenges or problems in the counsellor's life. Psychoeducation can also help counsellors develop coping skills to face challenges or problems faced by counsellors, as well as develop community resources and social support to face these challenges or problems (Pratiwi, 2020). According to Suryani et al. (2016), psychoeducation is health education for patients with physical and mental illnesses with the aim of overcoming psychological problems faced by these patients. Psychoeducation is a model of action carried out by someone who is already an expert by integrating and coordinating psychotherapeutic and educational interventions (Lukens & McFarlane in (Maramis, 2022)).

Meanwhile, according to (Alfianto et al., 2019) explained the concept of psychoeducation as a model of action proposed by an expert by integrating and coordinating psychotherapy and educational educational interventions for counseling. Therefore, from several notions of educational psychology, it can be concluded that educational psychology is an action carried out by a professional consultant in the psychological field on patients or people who experience psychological problems by providing information and education through therapeutic and non-therapeutic communication. The purpose of psychoeducation is to educate the client about the mental health condition, provide the client with systematic, structured, didactic information about the disorder, and its treatment to the client and/or integrate the emotional aspects to enable the client to cope with the illness.

Journal Results

Table 1. Results of literature studies of related journals/articles

No	Title / Year	Researchers	Purpose	Population/Sample	Research Methods	Result
1	Psikoedukasi Upaya Mencegah Dan Melawan Perundungan (Bullying dan	Yuli Fitria, Ahmad Efendi	Aims to provide introduction, understanding, and application of ways to reduce the intensity of	A total of 209 students, consisting of 117 female students and 92 male students in SMP	The research method carried out is using psychoeducation	Produce; 1. Increased knowledge & understanding of students about bullying that is

	Cyberbullying) Di SMP Unggulan Habibulloh / 2022 (Yuli & Ahmad Efendi, 2022)		bullying practices and how to fight them	Unggulan Habibulloh		measurable from posttest results with grades that meet, 2. Increasing student awareness by getting used to being sensitive to the characteristics of bullying behavior and being able to become a facilitator for perpetrators or victims of bullying within the school to help teachers, the academic community in creating a positive school climate so that they are free from bullying behavior.
2	“Aku Siswa Anti Bullying”: Layanan Psikoedukasi untuk Mencegah Bullying di Sekolah / 2022 (Christy et al., 2022)	Zefanya Amarya Christy, Rikman Unter, Doddy Hendro Wibowo	The purpose of service activities is that students can know, understand the importance of preventing bullying behavior in the school environment and create a safe and comfortable	Psychoeducation service participants totaled 78 grade VII students.	The research method carried out is using psychoeducation	The results of service delivery showed that almost all students knew about the topic of services provided, gaining a new understanding that it is not good to bully,

			learning environment.			and students feel happy and understand about bullying behavior.
3	Psikoedukasi Pencegahan Kekerasan Seksual dan Bullying di Sekolah / 2022 (Puspasari et al., 2022)	Dwi Puspasari, Tri Rahayuningsih, Nelia Afriyeni, Taufik Hidayat, Rika Susanti, Nila Anggreiny, Puji Gufron Rhodes	Aims to gain knowledge and awareness about sexual violence that is rife among adolescents. And also provide assistance services to victims and parents	A total of 243 students at SMKN 1 Sawahlunto City, West Sumatra.	Using psychoeducational methods and also pre-tests. Where the stages of psychoeducation through lectures and questions and answers, as well as attitude evaluation during one day of activities.	The results of psychoeducation about bullying in general can increase participants' knowledge about bullying and increase knowledge and skills on how to with the concept of forgiveness therapy.
4	Upaya Pencegahan Perilaku Bullying Pada Siswa SMA "XYZ" Melalui Kegiatan Psikoedukasi / 2022 (Vestalia et al., 2022)	Debor Vestalia, Sukmawati, Doddy Hendro Wibowo	The purpose of this psychoeducational service is to be able to assist students in preventing and overcoming bullying behavior in the school environment.	A total of 51 students at High School "XYZ"	The research method carried out is using psychoeducation and using pre-test	The results of psychoeducation show that students have an increased understanding of bullying behavior and understanding of how to prevent bullying behavior.

Weak emotions will have an impact on the emergence of problems among adolescents, such as bullying that reappears in the media. School violence is like an iceberg phenomenon that represents only a small part. This will continue to repeat if not handled properly and continuously from the root of the problem. (Usman, 2013) mentions that there are various kinds of inequality in strength / power, namely, victims are physically and mentally weaker than bullies and bullies are more than the victims of bullying themselves.

Bullying behavior can have a very significant impact on victims both physically and psychologically. The emergence of truant behavior and even suicide is one of the consequences of bullying.

1. Psychologically, people who are bullied will experience extreme anxiety and depression, so they will try to commit suicide rather than eliminate the bullying problem they experience (Hidayati, 2012). In addition, the occurrence of bullying will also cause a decrease in the brain's ability to concentrate and memory, which leads to a decrease in academic achievement in school. Bullying behavior also makes victims resilient but fluctuating, this is because their behavior seems strong, can be overcome but at the same time vulnerable adolescents (Luthar, 2015).
2. Physical bullying can cause bruises or serious injuries to extreme bullying (Trisnani & Wardani, 2016).

According to Salmivalli, et al (in Trisnani & Wardani, 2016) In the act of bullying or intimidation, there is a role that complements the action. There are 5 roles in it, these roles are:

1. His main role is Bully. This role is taken by a Shiva, who acts as the leader of the group who actively carries out threatening actions.
2. The second role is deputy bully. This role is played by a person or people who are actively involved in bullying behavior. Often, the role of the bully's assistant depends on the bully or his leader.
3. The role of inactive bullies is those who do not actively bully, but make it fun and show off.
4. The third role is the Defender. He is the one who defends the victims of bullying. However, considering their actions to protect victims, it is not uncommon for them to be the target of intimidation.
5. Finally, the role of Outsiders. This role is for people who understand bullying but choose to be indifferent. Bullying behavior that often occurs has a variety of different forms of behavior.

According to Riauskina (Trisnani & Wardani, 2016) grouping bullying into 5 categories including:

1. Physical Bullying  
Physical bullying is an act of intimidation carried out by direct physical contact. Examples of physical bullying include hitting, pinching, pushing, scratching, squeezing, and smashing things.
2. Verbal bullying  
Verbal bullying is the act of bullying that is carried out directly using spoken words. Examples of verbal bullying are threatening, demeaning, humiliating, harassing, mocking, threatening, and spreading gossip.
3. Direct non-verbal bullying  
This is an act of intimidation accompanied by unpleasant behavior or movement of limbs. This nonverbal abuse is often accompanied by physical or verbal abuse. Examples of nonverbal bullying are seductive hand gestures and unpleasant/demeaning facial expressions.
4. Non-verbal indirect bullying  
Like direct nonverbal abuse, indirect verbal abuse is nonverbal abuse that occurs without any interaction between victims, such as strangling someone, manipulating others, and exclusive behavior.

### 5. Sexual harassment

Sexual harassment that falls under bullying is classified as verbal or physical aggression aimed at harassing the victim of bullying.

According to (Ariesto, 2009) there are factors that cause bullying behavior, which is divided into 5 groups including:

#### 1. Family factors

Bullies often come from difficult families. This can happen if family members are not treated well, such as excessive punishment, stressful situations at home, and hostilities that occur at home. An unpleasant situation arises that causes a person to observe the behavior and then imitate it with his friends.

#### 2. School factors

The school environment is one of the factors causing bullying. Indeed, when bullying occurs at school, the school monitoring sometimes ignores it. While bullies tend to continue to behave badly. Although it can be followed in school by giving appropriate punishments to make someone respect you.

#### 3. Peers

Sometimes friendship can be one of the factors causing bullying behavior, this usually happens because someone wants to show their power / power over a certain group. Although sometimes bullies feel uncomfortable with such behavior.

#### 4. Factors of environmental social conditions

The social environment can be a breeding ground for bullying behavior. One of the social factors behind bullying behavior is poverty. A person who is troubled by poverty will do anything to support himself. Even though these problems can lead to bullying behavior.

#### 5. TV and print media related factors

Television programs and print media can form patterns of bullying behavior caused by broadcasts.

## CONCLUSION

Bullying is a dangerous, horrible, and cruel act committed by a person or group of people against another person or group of people repeatedly with the intention of hurting others. Children and young people must have an understanding of bullying behavior so that they can become agents of change that can reduce such crime. One of the efforts to prevent bullying is to use psychoeducational services. Psychoeducation is a process of socialization and exchange of opinions between clients and professionals so as to contribute to the determination of psychological disorders.

Based on the results of studies conducted on several journals / articles on psychoeducational services carried out as an effort to prevent bullying behavior in adolescents, it can be concluded that this psychoeducational service is effective or useful for preventing bullying behavior in adolescents. This is because adolescent ignorance is one of the factors in bullying, therefore with the provision of psychoeducational services, adolescents can experience increased understanding and awareness of the dangers of bullying, so that teenagers can stay away from this bullying behavior.

### Suggestion

Conducting further and deeper research related to psychoeducation services as an effort to prevent and increase understanding of the dangers of bullying among teenagers, so that empirical evidence is obtained about psychoeducation services and uses the results of this literature study and other references to be used as new science related to psychoeducation services as an effort to prevent and increase understanding of the dangers of bullying among teenagers.

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