

Conference Paper

The Socratic Method and Opportunities for Its Application by Middle School Counselors to Increase Awareness About Bullying

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ORCID:Dila Rahmawati: <https://orcid.org/0000-0001-8878-3844>**Abstract**

The Socratic method is one of many methods used in counseling guidance services. The simple Socratic method can be applied by counselors to reduce bullying. The purpose of this study was to determine whether high school counselors in Yogyakarta Province recognize the Socratic method and whether there is an opportunity for this method to be applied to increase the awareness of students about bullying. A qualitative research approach was used, with a focus on phenomenology. The data were collected using an open questionnaire. The subjects consisted of 19 counselors from 15 secondary schools in the Yogyakarta Province who were selected by purposive sampling. Data analysis was carried out based on the guidance of Narbuko and Achmadi; this process consisted of three steps, namely editing, coding, and tabulation. The results showed that there was a substantial opportunity for the Socratic method to be applied by secondary school counselors in Yogyakarta Province to increase students' awareness about bullying. This was evidenced by: 1) bullying continued to occur among middle school students, even though the counselors had used various methods and services to discuss bullying; 2) only a small number of school counselors had received information about the Socratic method, but the procedure for implementing the Socratic method was considered simple; and 3) all counselors stated that guidance on implementing the Socratic method was necessary and were enthusiastic about applying the Socratic method in an effort to increase students' awareness about bullying.

Keywords: Socratic method, opportunity, anti-bullying awareness

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1. Introduction

Bullying is a social problem that has attracted the attention of many countries, including Indonesia. One of the provinces in Indonesia that still face bullying problems is Yogyakarta. Rukmantara, Director of the UNICEF Representative of Java Island, said that bullying that occurs in children aged 13-17 years is still rife in Yogyakarta with the percentage reaching 21% [1]. SEJIWA [2] 's research on bullying in three big cities, namely Jakarta, Surabaya, and Yogyakarta revealed that violence between students

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at the junior high school level occurred sequentially in Yogyakarta (77.5%), Jakarta (61.1%) and Surabaya (59.8%). This result was followed by violence at the senior high school level which occurred in Jakarta (72.7%), followed by Surabaya (67.2%) and finally Yogyakarta (63.8%). Budianti's research [3] in the same three cities also strengthens the facts by showing the results that the city of Yogyakarta is in the highest ranking for bullying cases both physically and psychologically.

Looking at the existing cases, bullying is an act related to personal and social problems. Personal and social are two of the four service areas that are the responsibility of the counselor, therefore teachers in secondary schools, especially counselors have a role to participate in bullying prevention efforts. Apart from teachers and parents, students are also involved so that the goal of preventing bullying can be achieved. This is important because students are the next generation who hope to be able to pass on values and enthusiasm to resist bullying. The first step that can be taken to achieve this goal is to increase student's anti-bullying awareness.

Students in schools need to get an understanding of bullying to prevent violence. In addition, students also need to understand what to do if they become victims or witnesses of bullying [4]. Referring to this opinion, there are various services and methods in the counseling that can be applied to students to combat bullying behavior. One such method is called the Socratic method. This method has a focus on critical and original thinking [5] so that it can be used in providing understanding to students by triggering a more critical way of thinking about the phenomenon of bullying. In addition to increasing critical thinking skills, the Socratic method can also increase individual awareness. The study of Schrijnemaekers et al. [6] also strengthens it by stating that the Socratic method is a promising intervention for increasing awareness of deficits in patients with ABI. Because this study focuses on cases of bullying that occur among middle school students, the use of the Socratic method is emphasized to increase student's awareness of anti-bullying.

It is known that so far the Socratic Method has never been thoroughly introduced to teachers in schools either for the purpose of dealing with antibullying or for other learning purposes. Some school counselors also claim to know information about the Socratic method independently through training or books that were investigated while in college. Another reason for choosing the Socratic method is also based on the fact that the Socratic method is an old learning method that became the beginning of the emergence of various current learning models such as the Problem Based Instruction (PBI) learning model in terms of its critical thinking, discussion model from its technical side, and cooperative models of the same characteristics [7] so it is hoped that it is easy

to be applied by cross-age counselors at the secondary school level. Before echoing the use of the Socratic method in order to increase awareness of anti-bullying, it is necessary to know in advance how the experience of handling bullying has been carried out by middle school counselors in Yogyakarta Province so far. Furthermore, whether the high school counselors in Yogyakarta Province already understand the Socratic method. This is because to be able to carry out this method, the counselor must know and understand the Socratic method in detail. On the other hand, it is also necessary to explore the willingness of secondary school counselors in Yogyakarta Province to apply the Socratic method. The collection of information from the guidance and counseling teacher can later answer whether the Socratic method has a great opportunity to be applied in order to increase student's anti-bullying awareness.

2. Related Works/Literature Review

Awareness is the state when someone knows something; know or understand environmental events/events internal snip. Awareness can not be achieved when someone only relies on feelings, thoughts, and sensations without manifesting it in the form of real action [9]. Then anti-bullying can be interpreted as a form of self-limitation against bullying. Bullying is understood as an action or word that is done with the aim of making other people embarrassed or hurt [10]. Bullying can have negative effects on anyone who experiences it, both from the side of the victim, bullies, or bystanders [11]. Some of the consequences of bullying are drug abuse, skipping school, depression, depression, phobias, sleep disorders, eating disorders, self-harm, and even suicide [10].

Linasari [12] stated that someone can be said to have anti-bullying awareness when they have control to connect themselves with their own environment through all their five senses and then limit the environment. Salmivalli [13] stated that change can occur by making students aware of their different feelings and negative attitudes about bullying and attention and behavior that might contribute to the problem of bullying.

Building initial awareness in individuals can be done by creating knowledge and emotional awareness that increases understanding, the desire to help and pressure to take action on time [13]. This statement is in line with [14] that increasing anti-bullying awareness can be done through providing information that can be started with themes such as what bullying is, what it feels like to be a victim of bullying, to the group mechanism involved.

Anti-bullying awareness which is the focus of this research will be increased by utilizing one of the methods in guidance and counseling, namely the Socratic method.

The Socratic method places the counselor as the main actor who encourages students to be actively involved and interact with each other during the service. Khairuntika [15] also strengthens this opinion by saying that the Socratic method is included in discussion activities whose implementation is led directly by the teacher with the aim of making students question the validity of their reasoning or to get a conclusion. The socratic method is not an attempt to sternly oppose student's arguments but to modify some of their original arguments which do not conform to the truth. According to Dillon [16], the Socratic method is able to invite students to be more logical in thinking and speaking and to be patient when listening. Questions in the Socratic method also help students examine attitudes, beliefs, knowledge, and logic on a particular topic [17].

Qosyim [15] conveyed the procedural stages of the Socratic method, including: 1) determining the topic of the material which is the subject of what will be studied; 2) developing two to three general questions and starting a question and answer activity; 3) observing the possibility of incompatibility, conflict, or cognitive conflict in students; 4) ask again about things that have caused cognitive conflict; 5) continue the question and answer session with the hope that students will be able to solve the conflict until a deeper analysis occurs; 6) ends by concluding the results of the question and answer. The conclusion is done by showing the important things that should be obtained by students. In contrast to the previous opinion, Delic and Becirovic [18] argued that there are five stages of implementing the Socrates method which consist of: 1) asking questions such as: what is courage, what is virtue, etc.); 2) provide opinions or claims about the previous question to be used as a hypothesis; 3) refutation and cross-examination (the essence of Socratic practice is to question hypotheses and provide counter examples to prove or disprove previous hypotheses); 4) acceptance / rejection of the hypothesis (students have a role to accept or reject the counter example); and 5) action (students conclude the action that must be done by referring to the findings of the investigation).

In doing so, the Socratic method has advantages and disadvantages like other methods in general. The advantages of the Socratic method are that it is simple, it can spur students to think critically, feedback is obtained directly, interesting and interactive. While the shortcomings of the Socratic method are that it generally requires quite a long time to implement, allows hostility between the guide / teacher and participants / students, and can be confused if it is held with unprepared students [19]. Thus, it can be understood that the Socratic method can be carried out well if it is supported by a school with conditions that are conducive, active, and have the ability to think in moderate to high categories. This is in accordance with the results of the research of Wulansari,

Yunarti and Coesamin [20] which states that the Socratic method succeeded in making students with moderate and high abilities dare to argue or reason, ask questions, and argue with each other, in contrast to low-ability students who tend to be more passive during activities take place.

3. Material & Methodology

3.1. Data

This research was conducted using facilities google form. The data in the study were obtained through an open questionnaire distributed to 19 counselors in 15 public and private secondary schools in Yogyakarta Province. Respondents were selected by purposive sampling which was determined based on certain criteria. The criterion that determines the selection is that respondents are male or female counselors of all ages and have worked for at least 2 years in the currently occupied secondary school. The schools in question are public and private secondary schools located in Yogyakarta Province. The data analysis technique used refers to the opinion of Narbuko and Achmadi [21] whose stages are as follows: 1) the editing process is to reduce the percentage of errors and deficiencies in the list of questions. Examination includes answer completeness, readability of writing, clarity of the meaning of answers, suitability of answers, relevance of answers, and uniformity of data units; 2) coding process to categorize respondent's answers; and 3) ends with tabulation, namely creating a table for each category.

3.2. Method

The method used in this research is qualitative with the type of phenomenology. Qualitative research according to Bogdan & Taylor is a research procedure that will produce descriptive data in the form of spoken or written words from people and observable behavior [22]. The phenomena in the field that are highlighted are related to the experiences of secondary school counselors in Yogyakarta Province in dealing with bullying at schools, to what extent high school counselors in Yogyakarta Province are familiar with the Socratic method and how big is the opportunity for the Socratic method to be applied by secondary school counselors in Yogyakarta Province.

4. Results and Discussion

4.1. Result

Data from the open questionnaire that has been obtained are then checked for completeness of the answers. Each answer description is checked again to ensure that the answer is appropriate and relevant to the question asked and does not have multiple meanings. After all the answers are relevant, then a process is carried out coding which aims to group the subject's answers based on predetermined categories / sub themes. The grouping is done using a categorization / sub-theme table so that it is easy to understand. There are three sub-themes in this study which are the basis for answering the opportunities for applying the Socratic method by middle school counselors in Yogyakarta Province in an effort to increase student's anti-bullying awareness. The three sub-themes are experience of handling bullying, knowledge of the Socratic method, and willingness to apply the Socratic method in order to increase student's awareness of anti-bullying.

4.1.1. Experience in handling bullying

School counselors in Yogyakarta Province are experienced in guiding students according to developmental tasks with various problems they face. One problem that is still a concern is bullying. Naturally, every counselor has different experiences related to bullying that occurs in their respective schools. Sub-theme descriptions of the experiences of middle school counselors in handling bullying are presented in table 1 below:

4.1.2. Knowledge about Socratic method

Each school counselors have different levels of knowledge of the method in guidance and counseling services, not least the knowledge of the Socratic method. Counselors who are experienced in practicing this method while in college are certainly no stranger to the Socratic method. So to find out how the level of knowledge of secondary school counselors in Yogyakarta Province towards the Socratic method, the following will be described in full in table 2:

TABLE 1: The results of the categorization of answers related to experiences with handling bullying

No	Sub-themes	Relationship between sub themes
1	17 subjects stated that bullying had occurred in school.	Bullying among middle school students still occurs in various forms even though it is low intensity.
2	2 subjects stated that there had never been bullying.	
3	The forms of bullying that occurred included verbal, physical, and cyberbullying.	
4	17 subjects stated that bullying still occurs in schools today, although at a lower intensity.	
5	9 subjects felt that the children had actually realized the dangers of bullying.	Not all students are aware of the dangers of bullying even though they have been given an understanding of bullying.
6	The other 10 subjects thought that students were not aware of the dangers of bullying.	
7	Students have been given information related to bullying.	
8	The services applied include personal guidance, classical guidance, group guidance, and counseling.	Several methods and services that have been implemented by school counselors have reduced bullying cases, but have not been maximized.
9	The methods used were varied, such as workshops, discussions, role playing, games, and lectures using power point media, posters, leaflets, and videos. Even parents are also involved.	
10	The services and methods implemented have been successful in reducing bullying cases in schools, although they have not completely disappeared.	

4.1.3. Willingness to apply the Socratic method in order to increase student's anti-bullying awareness

The opportunity to use the Socratic method in an effort to increase student's anti-bullying awareness depends on the counselor's willingness to apply it. An explanation of the willingness of secondary school counselors in Yogyakarta Province to apply the Socratic method to increase student's anti-bullying awareness is summarized in table 3 below:

4.2. Discussion

Experience every school counselors in dealing with bullying a provision for the implementation of anti-bullying program better in the future. Handling bullying will continue to be a serious topic when the handling carried out so far has not provided maximum

TABLE 2: The results of categorization of answers related to knowledge of the Socratic method

No	Sub-themes	Relationship between sub themes
1	13 subjects have never obtained information related to the Socratic method, while 6 other have.	Most of the school counselors have never gained knowledge regarding the Socratic method
2	The fifth subjects have received information regarding the Socratic method during lectures, MGBK training, and through books.	
3	The Socratic method is a discussion in which there are conversations, questions, and debates.	A small proportion of counselors know enough about the definition of the Socratic method.
4	The Socratic method is a philosophical study by exploring the implications of the position of the interlocutor to stimulate the emergence of rational thinking and new ideas.	
5	The Socratic method is the activity of asking questions to make someone believe in a value.	
6	The Socratic Method is a discussion process conditioned by a person with the aim that discussion participants are able to analyze the truth of their reasoning.	
7	The Socratic method is a discussion process to explore rational thought.	
8	The Socratic method is carried out by dialogue with each other and providing deep arguments so that they are able to position themselves.	School counselors' understanding of the procedure for implementing the Socratic method is still very simple.
9	The Socratic method is carried out by giving inducement questions / statements to reveal student's critical thinking.	
10	The Socratic method is carried out with service program planning procedures, implementation (opening, report cards, process depending on the form of service, closing), evaluation, and reporting.	
11	The Socratic method is carried out by giving critical questions that lead to new discoveries, making students want to know more and understand more deeply, testing the validity of student's beliefs and making correct conclusions about an object.	

results as is the case with the results of this study which found that bullying still occurs in most schools in the form of physical, verbal, and cyberbullying. Among the three forms of bullying, verbal bullying is said to occur most frequently in most schools. This finding is in line with Marela, Wahab & Marchira's research that bullying experienced by adolescents is dominated by verbal bullying followed by physical bullying, social bullying and cyberbullying [23]. Some forms of verbal bullying is by calling the inappropriate name repeatedly, mocked, or comment with the intention of insulting [24].

TABLE 3: The results of categorization of answers related to the willingness to apply the Socratic method in order to increase student's anti-bullying awareness

No	Sub-themes	Relationship between sub themes
1	11 subjects did not know whether the Socratic method was suitable to be applied in guidance and counseling services as an effort to handle bullying in schools	All counselors felt that they needed guidance for implementing the Socrates method to foster confidence in the application of the Socratic method in an effort to deal with bullying in schools
2	2 subjects felt the Socratic method was not suitable to be applied in guidance and counseling services as an effort to handle bullying in schools	
3	6 subjects were optimistic that the Socratic method was suitable to be applied in guidance and counseling services as efforts to deal with bullying in schools	
4	All subjects stated that a guideline regarding the implementation procedure of the Socrates method was necessary in order to increase student's anti-bullying awareness.	
5	All subjects stated that they were willing to apply if it was deemed effective.	All school counselors show their willingness to apply the Socratic method in an effort to increase student's anti-bullying awareness
6	All subjects stated that they were willing to apply because they felt this was a new thing that should be tried to increase knowledge.	

Some school counselors in general have tried to provide information related to bullying in order to make students aware of the dangers of bullying. Unfortunately, not all students can understand it. Hamalik explained that adolescents, in this case are high school students, are individuals who are in a phase to understand the meaning and meaning of everything that exists [25] so that it requires perseverance in guiding and directing. Seeing the existing conditions, school counselors are trying to take action by providing services to deal with bullying. So far, counselor has provided services for handling bullying independently using a variety of techniques without involving any party outside the school. These services include personal guidance, classical guidance, group guidance, and counseling. The methods applied also vary, from workshops, discussions, role playing, games, to lectures using power point media, posters, leaflets, or videos.

Of the many known methods, the Socratic method still sounds foreign to most high school counselors. Only five subjects are known to claim to have received information about the Socratic method. This information is obtained from several sources, such as during lectures, attending the Guidance and Counseling Teacher Conference training,

and through reading books. Because they have received information about the Socratic method, the five counselors know enough about the definition of the Socratic method. Understanding of the procedure for implementing the Socratic method is also quite mastered, although not deep. The five counselors cohort that the Socratic method is related to the activity of asking questions to influence one's thinking. In fact, the Socratic method is a method of discussion that involves contradicting and contesting viewpoints to strengthen views on a matter [26].

Referring to the experience of school counselors in dealing with bullying so far and knowledge of the Socratic method, a willingness arises from within the counselor to use a method that they feel have never been applied, namely the Socratic method. The counselor states that they are willing to apply the Socratic method if it is deemed effective to increase awareness of anti-bullying. Increasing awareness of antibullying is not only focused on students who are bullies but also students who are victims and witnesses, although the trend of bullying that occurs in middle school aged students so far shows that the percentage of students who are victims of bullying is higher than students who are bullies and witnesses, namely 84% [27]. Ahmad [28] explained that the Socratic method is very helpful in handling bullying because sometimes adolescents are not used to expressing ideas or beliefs so that the use of questions in the Socratic method is useful to help overcome these obstacles by exploring, reassessing, and challenging the beliefs that have been held so far. Socratic method is also necessary to try because it is a new thing for the majority of counselors that are expected to add to science. Nevertheless, school counselors do not fully believe whether this method is actually able to increase awareness of anti-bullying. On this basis throughout the counselors feel they need a guide who can provide an explanation regarding the implementation of the Socratic method for the purpose of raising awareness of anti-bullying students.

5. Conclusion

So far, high school counselors in Yogyakarta Province have made efforts to deal with bullying in schools with independent guidance and counseling services without involving any party outside the school. The methods used were varied, such as workshops, discussions, role playing, games, and lectures using power point media, posters, leaflets, and videos. When it comes to the Socratic Method, only a small proportion (6 people) have heard or received an explanation of the method. However, the entire subject welcomed if the Socratic Method applied in guidance and counseling services in order

to increase the anti-bullying awareness of students in middle school. This positive response was based on the willingness and openness of the subject to the new method provided that the method was easy to implement.

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