

Research Article

Bullying Prevention Through Classical Guidance Service With The Snowball Throwing Method

Rafsel Tas'adi^{1,2*}, Mudjiran², Nurhizrah Gistituati², Azwar Ananda²

¹Institut Agama Islam Negeri Batusangkar, Indonesia.

²Faculty of Postgraduate Education, Universitas Negeri Padang, Indonesia.

Abstract.

Recently, there are a lot of distressing cases that hit the education world conducted by students, such as brawls and bullying. It was committed by one or a group of children to their weak friend, which causes the victim physically and psychologically hurt. Bullying does not only occur at the junior and senior high school but also the elementary level. This kind of behavior has to be prevented. One thing that can be done is through classical guidance with the Snowball Throwing method. This is a one-shot case study with the subjects were 22 students of Elementary School No. 24 Lima Kaum. Data was collected by using observation technique then it was analyzed by using the descriptive qualitative method. The result that showed during the classical guidance is that students had a positive attitude to their friends like having teamwork, giving respond to friends' questions, delivering ideas confidently, and saying politely without harsh words. Having positive attitudes in friendship will avoid bullying.

Keywords: Bullying; classical guidance; snowball throwing method

Corresponding Author: Rafsel

Tas'adi; email:

rafselstain@gmail.com

Published 03 March 2023

Publishing services provided by
 Knowledge E

© Rafsel Tas'adi et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the PVJ-ISHESSH 2021 Conference Committee.

1. Introduction

Lately, many acts of violence happen in school, such as brawls and bullying among students. Several bullying incidents have hit the education world both at elementary to the high school level. The worst thing is several victims of bullying have died. Such kind of conditions cannot be allowed, especially for educators. Therefore, bullying is necessary to be prevented.

Character education is necessary for the children, and it is often discussed at many seminars and in the educational environment. The rapid growth and development of children at elementary school age become a challenge for educators to create an individual with a positive character. Attitudes and behavior of children are easily formed from the result of their interaction with the environment. School has responsibility in the shaping of student's character. "Character education is a hot issue since the

 **OPEN ACCESS**

implementation of national character education at all levels of education starting, which is from the elementary school” [1].

The mandate of Law in National Educational System year 2013 intends that education does not only create smart Indonesians but also has a personality or character, so that the future generation of the nation grows and develops to be a generation that has noble values of the nation and religion. Individuals with good character are those who can make a decision and brave to take responsibility for any consequences of the decision they made. Various technics and methods have been used to develop character in schools. The characters are taught systematically in a holistic education model by using the method of knowing the good, feeling the good, and acting the good. Knowing the good is a method that is taught by using cognitive abilities [2].

Character development in school is usually given through a learning activity in a certain subject. In this paper, the author tries to explain the method that is used in guidance and counseling services, which is in the form of classical guidance with the Snowball Throwing method, through the themes that are relevant to the character that wants to develop. For example, polite attitude, respect to others, honesty, and other characters in the curriculum.

”Classical Guidance (classroom activity) is a service that is given to the students in a study group and conducted in a classroom in the form of face to face between counseling teachers or counselors and the students/ counselees” [3]. Classical guidance as a basic component in services is one of the right ways to develop various characters in children. Through classical guidance, children are provided various information that can strengthen and foster a positive character in themselves.

This classical guidance has to be more interesting and balance with the development of elementary students. Thus, it needs to be combined with the Snowball Throwing Method. This kind of cooperative learning model is a modification of the questioning technique, which focuses on the ability to formulate questions in the form of interesting games, which is snowball throwing that contained questions to friends [4].

Students get experiences in developing the positive characters in themselves through the activity of classical guidance with the Snowball Throwing Method since they have interaction among others in the group. Character development is important, especially at an early age. ”The term of character is taken from the Greek” Charassian”which means” to mark ”or to mark and focus on how to apply the virtue values in the form of action and behavior. Therefore, those who are dishonest, cruel, greedy, and so on are considered to have bad character. On the other hand, people whose behavior is based on moral principles are considered to have good character [1].

2. Methods

The data was collected by using a one-shot case study, which was intended to show the power of measurement and the scientific value of a research design. The chart of the one-shot case study is:

X O

Treatment of independent variable) (Observation or measurement of dependent variable) (1)

X: the group that will be given a stimulus in the experiment while O: Measurement or observation. The chart can be read as follows: there is a group that is given treatment, and then the results are observed. In this case, treatment (X) is attempted in a single group while observation (O) is then carried out on members of the group to assess the effect of the treatment [5] [6] [7] [8]. Respondents of the research were 22 students of VI-grade in SDN No. 24 Lima Kaum. They were divided into five groups. The researcher observed the attitude and behavior of the students in, both with their friends in the group or other groups.

2.1. Activities in each stage

1. Early Stage: (a) Counselor or teacher (there is no counselor in elementary school) greets the students to make them excited. (b) Counselor or teacher guides the students to pray to Allah (by raising the hands). (c) Counselor or teacher explains the further activities. (c) Counselor or teacher explains the purpose of the activity. (e) Counselor or teacher explains the topic / material.
2. Transitional Stage: (a) Counselor or teacher asks for the readiness of the students to participate in the activity/guidance. (b) Counselor or teacher comes to the main stage when knowing the students are ready.
3. Main Stage: (a) Counselor or teacher delivers the material. (b) Counselor or teacher observes the students. (c) Counselor or teacher gives the same attention to the students. (d) Counselor or teacher divides the students into several group and asks them to make questions based on the topic. (e) The member of the group throws the question to other groups. (f) The groups discuss the question. (g) Counselor or teacher and the groups discuss all of the questions.
4. Closing Stage: (a) Counselor or teacher provides a reinforcement of aspects found in the group work. (b) Evaluation of the process by filling in the evaluation format.

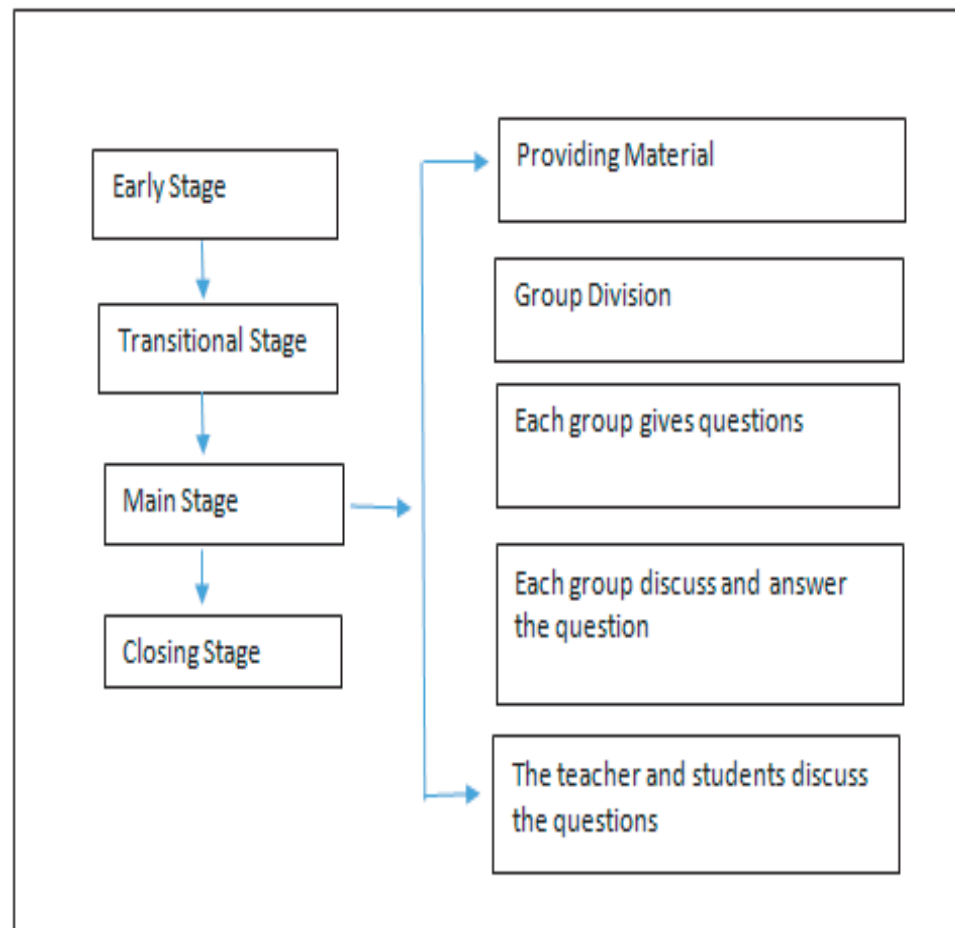


Figure 1: Classical Guidance Stages with the Snowball Throwing Method.

3. Results and Discussion

3.1. Child as a Developing Individual

Elementary school students who are in the range of 13-14 years old belong to adolescence that will have rapid development. Various attitudes can easily come to a child. Either a good or a bad attitude. "Peterson (1986) assumed that there is an essential condition in child development, which is the transitional phase among the stages of development (critical development transition). Each transition phase has possibility to has a critical period of developmental challenges, which are usually marked by a tendency of maladaptive responses. In a particular condition, deviant behavior like a lie, rebuttal, will last longer and probably will develop to be disruptive behavior, such as destructive, attacking, and several other forms of aggressiveness. Loeber and Schmalting (in Peterson, 1993) argued that the possibility changing of deviant behavior into disruptive behavior is due to the cumulative developmental dysfunction, which is

the accumulation of problems that have occurred since the previous development stage [9].

One of the developmental tasks that must be mastered by adolescents (especially for those who are in the middle and late stages of development) is to achieve social skills. There are eight aspects require social skills to make adjustments to the lives of adolescents, which are (1) family, (2) environment, (3) personality and appearance, (4) recreation, (5) association with the opposite sex, (6) school, (7) friendship and group solidarity, and (8) employment. The role of school and environment is needed in this stage.

3.2. Result of Observation

Students' participant in following the material is one thing that was observed during the classical guidance activity. Generally, students were enthusiastic and motivated to listen to the material given. They sat in an orderly manner without disturbing other friends. There were only several students who did not focus on listening to the material.

When it turned to group work, they were able to discuss and interact with each other, and each student prepared one question based on the material and their problem in a piece of paper. After preparing questions, each group threw the questions to the other group to be answered. Each group could answer the questions from other groups, and each group representative read the answers. There were only a few of them whose self-confidence has not yet developed since they still looked shy in reading answers from their friends.

3.3. Analysis

Guidance activity that was given to students in one class, which is known as classical guidance combined with the Snowball Throwing method, is a model in guidance and counseling activities to provide learning for students in developing their characters.

Character development here means providing experience and training for students to have interaction with their friends. Children are trained to show courage in giving an opinion, cooperating, and having self-confidence. If this kind of activity is carried out frequently, it will increase the development of positive character in students, especially in a small scop of environment, which is friends at school. The group has high enthusiasm in participating in the activity. It can be understood that the Snowball Throwing

method is designed to increase children's activeness in conveying their ideas through the questions they raise.

4. Conclusions

It can be concluded from this study that classical guidance using the Snowball Throwing method can train children's attitudes to be more positive. Through this method children learned to give response and answer questions from other groups, and able to answer each question confidently. Having positive attitudes like cooperation, self-confidence, and respect can prevent bullying at school.

References

- [1] Aeni AN. Pendidikan karakter untuk siswa SD dalam perspektif Islam. *Mimbar Sekolah Dasar*. 2014;1(1):50-58.
- [2] Aminah S, Wibowo ME, Sugiharto DYP. Pengembangan model program bimbingan dan konseling berbasis karakter di sekolah dasar. *Jurnal Bimbingan Konseling*. 2014;3(1).
- [3] Kementerian pendidikan dan kebudayaan. Direktorat jenderal guru dan tenaga kependidikan. 2016.
- [4] Wardhiana IKS. Penerapan model pembelajaran kooperatif typesnowball throwing untuk meningkatkan keaktifan dan hasil belajar pkn kelas V Sd negeri 1 bungbungan. *MIMBAR PGSD Undiksha*. 2013;1(1).
- [5] Nursyahidah F. Penelitian eksperimen. Malang: FKIP UNM; 2007.
- [6] Oktaviana D. Pengaruh penerapan model pembelajaran kooperatif tipe STAD berbantuan LKS terhadap hasil belajar dan aktivitas belajar siswa pada materi trigonometri di kelas X SMA Negeri 4 pontianak. *Jurnal Pendidikan Informatika dan Sains*. 2016;4(2):179-194.
- [7] Ananto PA. Eksperimentasi teknik slap bass pada lagu rock this town stray cats dengan genre musik rockabilly [Doctoral dissertation]. Yogyakarta: Institut Seni Indonesia; 2015.
- [8] Jaedun A. Metodologi penelitian eksperimen. Fakultas Teknik UNY; 2011.
- [9] Ekowarni E. Kenakalanremaja: Suatu tinjauan psikologi perkembangan. *Buletin Psikologi*. 1993;1(2):24-27.