

Group Guidance Service Strategy Using Reframing Techniques to Increase Self-Confidence in Students Experiencing Bullying

Adinda Ayu Alyana^{1)*}, Agus Basuki²⁾

¹⁾²⁾Guidance and Counseling, Faculty of Education, Yogyakarta State University

Colombo Street No. 1, Karangmalang, Yogyakarta, Indonesia

¹⁾adinda113fipp.2023@student.uny.ac.id

²⁾agus_basuki@uny.ac.id

Article History:

Received 11 April 2026;

Revised 18 May 2026;

Accepted 23 May 2026;

Available Online 15 June 2026

Keywords:

Bullying

Group Guidance

Reframing Technique

School Counseling

Self-Confidence

Abstract

Bullying can undermine students' self-confidence, weaken their psychological resilience, and limit their willingness to participate in academic and social activities at school. This study examined the effectiveness of group guidance services using reframing techniques to improve the self-confidence of students who had experienced bullying. A pre-experimental one-group pre-test-post-test design was employed. The participants were nine Grade XI students of SMA 1 Mejobo, selected purposively from 33 students based on low self-confidence scores and recommendations from the guidance and counseling teacher. The intervention consisted of group guidance sessions using reframing techniques, through which students were encouraged to reinterpret bullying experiences in a more adaptive, constructive, and self-empowering manner. Data were collected using a self-confidence scale and analyzed through descriptive statistics and the Wilcoxon signed-rank test. The results showed that the mean self-confidence score increased from 40.11 in the pre-test to 61.56 in the post-test, with a mean gain score of 21.44. The Wilcoxon analysis indicated a statistically significant difference between pre-test and post-test scores. These findings suggest that reframing techniques can be integrated into responsive guidance and counseling services to strengthen students' self-confidence after bullying experiences, particularly within school-based preventive and curative counseling programs for adolescents.

I. INTRODUCTION

The quality of education in Indonesia remains a critical policy concern, as international assessment evidence shows that Indonesian students continue to perform below the OECD average in reading, mathematics, and science in PISA 2018 and PISA 2022 (OECD, 2019, 2023). In addition, the OECD Survey of Adult Skills under the Programme for the International Assessment of Adult Competencies indicates that adults in Jakarta demonstrated low literacy and numeracy proficiency, with more than half scoring at or below Level 1 in literacy, which is associated with simple information-processing tasks. OECD explains that PISA assesses what students know and can do in reading, mathematics, and science, while PIAAC measures adult proficiency in literacy, numeracy, and problem solving in technology-rich environments. These findings suggest that improving education quality in Indonesia requires attention not only to

access and learning outcomes, but also to students' psychosocial development, including bullying, because bullying can weaken self-confidence, reduce social participation, and hinder academic adjustment. Therefore, guidance and counseling services are needed to help students reconstruct negative experiences and develop more adaptive self-perceptions.

Educators play an important role in helping students develop the competencies needed to compete academically and socially. One important psychological factor is self-confidence, which refers to students' belief in their own abilities to participate, express opinions, ask questions, complete learning tasks, and face academic challenges. Research on Indonesian adolescents shows that many students' self-confidence remains in the moderate category, indicating the need for school-based efforts to strengthen students' confidence and personal development (Fitri et al., 2018). Recent studies also show that academic self-confidence supports active participation, autonomous learning, class discussion, presentation skills, and learning achievement (Saidah, 2024; Wiriawan, 2023). Therefore, strengthening self-confidence should be understood as part of broader educational improvement, because students with stronger self-confidence are more likely to participate actively in learning activities and pursue academic goals. Fitri et al. reported that most adolescents in their sample were in the medium self-confidence category, while Saidah and Wiriawan linked self-confidence with participation, autonomous learning, and learning outcomes.

Bullying is one factor that can weaken students' self-confidence. Students who experience bullying may feel afraid, ashamed, socially withdrawn, and less confident in expressing themselves at school. Empirical studies in Indonesia have found a significant relationship between bullying and students' self-confidence, while research on high-school adolescents shows that physical, verbal, and relational bullying are negatively associated with self-confidence (Nuraini et al., 2024; Padakokal et al., 2024). Broader systematic review evidence also supports the conclusion that peer victimization is associated with lower self-esteem and internalizing problems among adolescents (Mullan et al., 2023). Therefore, students who experience bullying require structured support through guidance and counseling services, peer support, and interventions that help them rebuild positive self-perception and confidence. Nuraini et al. found a significant association between bullying and self-confidence, and Padakokal et al. found that higher bullying behavior correlated with lower self-confidence in high-school adolescents.

Self-confidence is formed through a learning process that interacts with the surrounding environment and is influenced by internal and external factors. Internal factors include self-concept, self-esteem, anxiety, physical condition, and life experiences, while external factors include family support, school climate, peer relationships, education, and social experiences (Parveen et al., 2025; Tyas et al., 2025). In the school context, self-confidence becomes an important issue, especially among students who experience bullying, because bullying victimization is associated with low self-esteem, anxiety, depression, psychological distress, and difficulties in social adjustment (Agustiniingsih et al., 2024; Mawlod et al., 2024). Therefore, schools have an important role in preventing bullying and providing support to victims, because school connectedness, peer support, and supportive social relationships can help buffer the adverse psychological effects of bullying and rebuild students' confidence (Ajibewa et al., 2025; Maudy Mursalin Madani et al., 2025).

This relates to social issues, where group guidance is more effective because it involves other people and utilizes group dynamics in the service delivery mechanism. Group guidance services can increase students' self-confidence through social skill development, peer emotional support,

self-potential identification, and problem-solving strategies (Yuliska Putri et al., 2024). In addition, group guidance with discussion-based activities provides opportunities for students to express opinions, obtain social support, and develop more positive attitudes toward themselves.

The provision of group guidance services is directed toward helping students understand and solve the problems they experience. In the context of students with low self-confidence, group guidance can strengthen communication skills, emotional expression, social interaction, and adaptive behavior through structured group activities (Yuliska Putri et al., 2024). Therefore, the use of group guidance with reframing techniques is relevant for class XI students of SMA 1 Mejobo who experience bullying, because reframing can help students reinterpret negative experiences and reconstruct more positive perceptions of themselves (Hartina et al., 2026; Linda & Wastuti, 2024).

In providing group guidance services, researchers used the reframing technique to overcome the lack of self-confidence in students who experienced bullying. Reframing is closely related to cognitive-behavioral principles because it seeks to modify maladaptive interpretations and replace them with more constructive perspectives. Empirical findings show that reframing techniques can improve the self-confidence of bullying victims and help students rebuild positive self-perceptions after experiencing negative treatment (Linda & Wastuti, 2024). Recent studies also show that group guidance or group counseling using reframing techniques is effective in increasing students' confidence, including confidence in public speaking and reducing bullying-related tendencies in school settings (Hartina et al., 2026; Ramli et al., 2025).

Based on the results of the initial survey or pre-research conducted at a high school in one of the cities in Central Java, precisely in Kudus City, Mejobo District, namely at SMA 1 Mejobo. The school that was the target of the natural researcher to conduct the research had several students who had low self-confidence, especially among students who experienced acts of violence, namely bullying. The results of the researcher's observations carried out during the pre-research did indeed indicate that acts of bullying occurred at school; not only that, the researcher also conducted a pre-research interview, and there was information from the BK teacher that in class XI-4, there were several students who had low self-confidence due to being victims of bullying. Based on the results of the information obtained by the researcher, the researcher was interested in conducting further research related to the behavior of students who lacked self-confidence due to bullying, with a study entitled "Group Guidance Service Strategy Reframing Techniques to Increase Self-Confidence in Students Experiencing Bullying in class XI-4 SMA 1 Mejobo".

II. LITERATURE

Bullying is commonly understood as repeated aggressive behavior involving an imbalance of power, in which students perceived as weaker are targeted through verbal, physical, relational, or psychological forms of harm (Menesini & Salmivalli, 2017). Its impact is not limited to emotional distress, because bullying victimization is also associated with lower self-esteem, social withdrawal, anxiety, and poorer academic adjustment among adolescents (Kowalski & Limber, 2013; Tsaousis, 2016). This issue is particularly critical among high school students because adolescence is a developmental period in which self-identity, peer relationships, and social competence are actively being formed. Self-confidence can be understood as students' belief in their ability to face situations, express opinions, solve problems, and participate positively in learning activities, a concept closely related to self-efficacy theory. Students with higher self-confidence tend to be more active in learning, more willing to communicate ideas,

and better able to adapt socially, whereas students with low self-confidence are more likely to be passive, anxious, afraid of failure, and reluctant to interact with peers. Therefore, bullying victims require serious educational attention because persistent negative treatment can weaken their confidence and produce long-term psychological consequences (Copeland et al., 2013).

In guidance and counseling services, one effective strategy to help students who are victims of bullying is group counseling. Group counseling is a service provided to a number of students in a group setting to help them develop social skills, self-understanding, and problem-solving skills through group dynamics. Empirical studies show that group counseling can improve psychological resources among students who experience bullying, including self-efficacy and self-esteem, which are closely related to students' confidence in social and academic situations (Agustriyani et al., 2025; Yani et al., 2023). Through group interactions, students can share experiences, gain social support, and learn to understand themselves more positively. This is consistent with findings that support-group-based counseling can strengthen adolescent self-esteem and create a more supportive school environment for students affected by bullying.

The reframing technique is one approach widely used in group guidance and counseling services to improve students' self-confidence. Reframing is a counseling technique that helps individuals shift negative perspectives toward more positive, rational, and realistic interpretations of an event or experience. Explain that reframing is part of a cognitive counseling approach that reorganizes emotional content and directs counselees toward more rational thinking, enabling them to view themselves and their experiences from multiple perspectives. For students who are victims of bullying, this technique may help them interpret bullying experiences not merely as personal weakness, but as difficult experiences that can be reconstructed into opportunities for self-growth, self-acceptance, and resilience. Previous studies also indicate that cognitive restructuring and reframing-based group counseling can improve students' self-confidence and academic self-awareness (Chandra et al., 2019; Habsy et al., 2024).

Research by Linda and Wastuti in the Journal of Education Research shows that the application of reframing techniques has a positive influence on improving the self-confidence of students who are victims of bullying. Through the reframing process, students who previously felt inferior were guided to interpret negative experiences in a more positive and realistic way, which encouraged greater courage in social interactions (Linda & Wastuti, 2024).

Another study by Ayuni, Karamoy, and Triana explains that group guidance services using reframing techniques can improve students' self-confidence. The findings indicate an increase in students' self-confidence across each intervention cycle, with 66% of students reaching the moderate category in Cycle I and 83% reaching the high category in Cycle II. These results suggest that reframing techniques can help students reduce shyness, fear of speaking, and doubts about their own abilities by transforming negative thought patterns into more constructive perspectives (Ayuni et al., 2025).

Furthermore, research on group counseling services using reframing techniques has demonstrated success in improving students' self-identity. Gemilang found that students' self-identity scores increased after receiving group counseling with reframing techniques, indicating that reframing can help students reinterpret negative self-perceptions into more constructive understandings of themselves (Moh Ananda Gemilang, 2022). Similar findings were reported by Habsy et al., who showed that reframing-based group counseling effectively improved students' academic self-awareness, including emotional awareness, accurate self-assessment, and self-confidence (Habsy et al., 2024). In addition, Karamoy et al. found that reframing and self-instruction group counseling techniques were effective in improving vocational students' self-

confidence. These findings support the view that changes in thinking through reframing help students understand themselves more positively, thereby increasing their self-confidence and courage in social interactions at school.

The phenomenon of bullying experienced by students is also widely reflected in community experiences and online discussions; however, such narratives should be strengthened with empirical evidence. Recent studies show that bullying victimization is associated with low self-esteem, psychological distress, fear, and reduced confidence among adolescents (Mawlod et al., 2024). A meta-analytic review also confirms that self-esteem is closely related to both bullying perpetration and peer victimization, suggesting that low self-esteem may function both as a consequence and a risk factor in bullying dynamics (Tsaousis, 2016). Therefore, social support, self-development, and positive cognitive restructuring are important factors in rebuilding the self-confidence of bullying victims. Empirical evidence further indicates that family and peer support are negatively associated with high or multiple forms of bullying victimization, highlighting the importance of relational support in school-based intervention programs (Lee et al., 2022).

Based on these research findings, it can be concluded that group guidance services using the reframing technique are an effective approach to improving the self-confidence of students who experience bullying. Through group dynamics and positive mindset changes, students can better understand themselves, reduce the psychological impact of bullying, and increase their courage and confidence in interacting within the school environment. Therefore, implementing group guidance services using the reframing technique in grade 11 at SMA 1 Mejobo is crucial in helping students who are victims of bullying develop optimally both personally and socially.

III. RESEARCH METHOD

The method used in this study is experimental research because the researcher deliberately provides a structured treatment to the students involved in the intervention. In educational research, experimental and quasi-experimental designs are commonly used to examine whether a specific treatment or intervention produces measurable changes in the target outcome, particularly when the study aims to evaluate causal effects in real school settings (Gopalan et al., 2020; Steiner et al., 2009). Therefore, this study aims to examine the causal relationship between the reframing technique as the independent variable and students' self-confidence as the dependent variable. The use of reframing is relevant because previous studies have shown that reframing-based group guidance or counseling can improve students' self-confidence by helping them reinterpret negative thoughts and social experiences more constructively (Habsy et al., 2024; Hartina et al., 2026). This technique is particularly appropriate for students who experience bullying, because bullying is negatively associated with self-confidence and self-esteem among adolescents (Balluerka et al., 2023). Thus, the intervention in this study is designed to reduce negative cognitive interpretations caused by bullying experiences and to strengthen students' positive self-perception through systematic reframing activities.

The self-confidence variable was measured using a structured scale that covered students' beliefs in their abilities, courage to express opinions, social interaction, positive self-perception, and independence. The instrument consisted of 15 positive and negative statements scored using a five-point scale. Higher total scores indicated a higher level of student self-confidence.

Table 1. Description of the Self-Confidence Measurement Instrument

Variable	Dimensions	Example Indicators	Number of Items	Score Range	Scoring
----------	------------	--------------------	-----------------	-------------	---------

Self-confidence	Belief in ability, courage to express opinions, social interaction, positive self-perception, independence	Willingness to speak in class, courage to ask questions, confidence in completing tasks, ability to interact with peers, and positive evaluation of oneself	15	15–75	Positive items: 1–5; negative items: reverse scored 5–1
-----------------	--	---	----	-------	---

The self-confidence scale, as shown in Table 1, consisted of 15 items using a five-point Likert response format. Positive items were scored from 1 = strongly disagree to 5 = strongly agree, whereas negative items were scored in reverse. The total score ranged from 15 to 75, with higher scores indicating higher self-confidence.

This study used a pre-experimental design with a one-group pre-test post-test design method, namely by taking measurements at the beginning before treatment and at the end after treatment. The sample in this study was 9 students of class XI-4 SMA 1 Mejobo who were taken from a population of 33 students selected by purposive sampling (purposeful sampling). The following is a more detailed explanation regarding the design. One group pre-test post-test is explained in the image below:

$$Q^1 \rightarrow X \rightarrow Q^2 \quad (1)$$

The experimental design used in this study was a one-group pretest–posttest design, represented by the formula $O^1 \rightarrow X \rightarrow O^2$. In this design, O^1 refers to the pre-test score before the treatment, X refers to the treatment using group guidance services with the reframing technique, and O^2 refers to the post-test score after the treatment.

The research procedure conducted by the researchers at SMA 1 Mejobo began with the administration of a self-confidence scale as the pre-test (O^1) to students who had been recommended by the guidance and counseling teacher. This pre-test aimed to determine the initial level of students' self-confidence before the treatment was given. After identifying students with low self-confidence scores, the researcher provided treatment in the form of group guidance services using the reframing technique. Following the implementation of the treatment, the same self-confidence scale was administered again as the post-test (O^2) to determine whether there were changes in students' self-confidence after receiving the intervention. Finally, the results of the pre-test (O^1) and post-test (O^2) were compared to identify differences in scores before and after the treatment.

Researchers used a Likert scale instrument to determine the scale of self-confidence abilities possessed by class XI-4 students of SMA 1 Mejobo. A Likert-type scale is commonly used in educational and psychological research because it enables respondents to express the degree of their agreement with a series of statements, usually through ordered response categories ranging from strongly negative to strongly positive responses (Koo & Yang, 2025). Each of these instruments researchers used a Likert scale (1-5). After calculating the instrument scores obtained by students, there are categories of self-confidence levels which can be seen in the following table: total score: sum of 15 items (range 15–75).

Table 2. Self-Confidence Ability Categories

No	Score	Results
1.	15–34	Low
2.	35–54	Currently
3.	55–75	Tall

This research in data analysis uses non-parametric analysis techniques with the Wilcoxon test because the subjects of this study were 9 students who had low self-confidence due to bullying. This Wilcoxon test is to test the difference in scores from two paired samples, namely used to see

changes in the level of self-confidence in the students concerned during the pre-test (before being given treatment) and at the time of the post-test (after being given treatment), in processing this statistical data the researcher used the help of the latest version of SPSS, namely SPSS 29.0 to make the results more accurate.

IV. RESULTS AND DISCUSSION

Descriptive analysis was conducted to compare students' self-confidence scores before and after the implementation of group guidance services using reframing techniques. The results indicate changes in the mean, median, standard deviation, minimum, and maximum scores between the pre-test and post-test measurements.

Table 3. Descriptive Statistics of Students' Self-Confidence Scores

Measurement	N	Mean	Median	SD	Minimum	Maximum
Pre-test	9	40.11	42	8.07	25	50
Post-test	9	61.56	60	6.19	55	70
Gain score	9	21.44	20	4.69	15	32

The results of the self-confidence ability scores during the pre-test and post-test given to the sample in this research subject were 9 students in class XI-4 of SMA 1 Mejobo, who were taken from a population of 33 students selected using purposive sampling (purposeful sampling) as follows:

Table 4. Self-Confidence Data on Research Subjects

No	Research Subjects	Pretest	Category	Post Test	Category	Gain Score
1.	AOS	35	Currently	55	Tall	20
2.	AZC	42	Currently	65	Tall	23
3.	US	38	Currently	56	Tall	18
4.	HBN	45	Currently	60	Tall	15
5.	ILK	48	Currently	68	Tall	20
6.	NAW	25	Low	57	Tall	32
7.	NFM	33	Low	55	Tall	22
8.	SLS	50	Currently	70	Tall	20
9.	YPK	45	Currently	68	Tall	23
Conclusion	N = 9	$\Sigma = 40$	Currently	$\Sigma = 61.6$	Tall	$\Sigma = 21.4$

Based on the results of table 3 above, it is stated that the lowest pre-test score was obtained by the NAW research subject who obtained a score of 25, and the highest score was obtained by the SLS research subject who obtained a score of 50, while the lowest post-test score was obtained by the AOS and NFM research subjects both obtained a score of 55, and the highest score was obtained by the SLS research subject, so the conclusion that can be drawn from table 4 shows that all research subjects experienced an increase in scores from the pre-test to the post-test with an average score of 40 to a score of 61.6 and an average gain score of 21.4. This means that when the pre-test was given to the research subjects before the treatment in the form of reframing technique group guidance services, students' self-confidence tended to be low, but when the post-test was given to the research subjects after the treatment in the form of reframing technique group guidance services, students' self-confidence tended to increase.

After knowing the difference in pre-test and post-test scores, the next step is to conduct a non-parametric statistical analysis using the Wilcoxon test with the help of SPSS version 29.0, when the research hypothesis (H_a) is that group guidance with reframing techniques is effective in increasing self-confidence in students who are bullied at SMA 1 Mejobo, but when the null hypothesis (H_o) is that group guidance with reframing techniques is not effective in increasing self-confidence in students who are bullied at SMA 1 Mejobo.

The results of the Wilcoxon test above show that the Asymp sig value = 0.035 and the Z count value = -1.205. The research hypothesis (H_a) is declared accepted when the sig value < 0.05 and the Z count value $> Z$ table. The table above shows that the sig value of 0.035 < 0.05 , so it can be interpreted that the research hypothesis is accepted because the table above shows that the sig value of 0.035 is less than 0.05. The conclusion from the table above is that the Wilcoxon test of non-parametric statistical analysis has been effective, and the research hypothesis can be accepted that the reframing technique group guidance service can increase self-confidence in students affected by bullying carried out in the SMA 1 Mejobo school environment.

Discussion

Students with low self-confidence often have limited belief in their own abilities, which may affect their willingness to participate in learning activities, express opinions, and interact confidently with peers. Self-confidence is an important psychological factor in students' academic and social development because it supports active participation, autonomous learning, communication, and learning achievement (Fitri et al., 2018; Saidah, 2024). In the context of SMA 1 Mejobo, preliminary information from the guidance and counseling teacher indicated that several students experienced low self-confidence after being involved in bullying-related situations. This condition is consistent with previous findings showing that bullying behavior is negatively associated with students' self-confidence and may lead to fear, shame, withdrawal, and reduced confidence in social interaction (Padakokal et al., 2024). Therefore, the researcher selected class XI-4, consisting of 33 students, as the population and identified 9 students as research subjects to receive pre-test and post-test measurements.

Group guidance services are considered relevant because they provide structured group interaction through which students can express experiences, receive peer support, develop communication skills, and strengthen positive self-understanding. Previous research shows that group guidance services can increase students' self-confidence by facilitating social skill development, emotional support, self-potential identification, and problem-solving strategies (Yuliska Putri et al., 2024). In this study, group guidance was combined with the reframing technique because reframing helps students reinterpret negative experiences in a more positive, rational, and constructive way. Studies on reframing techniques indicate that this approach can improve the self-confidence of students who experience bullying by helping them reconstruct negative self-perceptions into more adaptive perspectives (Linda & Wastuti, 2024). In addition, recent evidence also shows that group guidance or group counseling with reframing techniques can be effective in improving students' confidence, including confidence in communication and public speaking contexts (Hartina et al., 2026). Thus, the use of group guidance services with reframing techniques is theoretically and empirically appropriate for helping class XI students of SMA 1 Mejobo increase their self-confidence after experiencing bullying.

Reframing is a counseling technique that helps individuals reinterpret an event by changing the meaning or perspective attached to the experience without changing the event itself. This technique is closely related to cognitive counseling principles because emotional difficulties may arise from maladaptive beliefs, thoughts, and perceptions. In the context of students who experience bullying, reframing can help them reinterpret negative social experiences in a more positive, rational, and constructive way, thereby supporting the development of self-confidence and positive self-perception (Habsy et al., 2024; Linda & Wastuti, 2024). Previous studies also show that group guidance or group counseling using reframing techniques can improve students' confidence, including confidence in communication and public speaking situations (Hartina et

al., 2026). Therefore, the reframing technique was considered appropriate for increasing the self-confidence of class XI-4 students at SMA 1 Mejobo who experienced bullying.

This study used a pre-experimental design with a one-group pre-test–post-test model, in which students' self-confidence was measured before and after the treatment. Experimental and quasi-experimental approaches are commonly used in educational intervention research to examine whether a specific treatment produces measurable changes in the target outcome (Gopalan et al., 2020; Steiner et al., 2009). The sample consisted of 9 students from class XI-4 SMA 1 Mejobo, selected from a population of 33 students using purposive sampling. The research instrument was a self-confidence scale using a Likert-type response format. A Likert-type scale is appropriate in educational and psychological research because it allows respondents to indicate their level of agreement with a series of statements through ordered response categories (Koo & Yang, 2025). In this study, each item was scored using a 1–5 scale, and the total score was obtained from 15 items, resulting in a score range of 15–75. The scores were then classified into self-confidence categories to describe students' levels before and after the intervention.

The data in this study were analyzed using a non-parametric statistical technique, namely the Wilcoxon signed-rank test, because the study involved a small sample of 9 students and compared two related measurements: pre-test scores before treatment and post-test scores after treatment. The use of a pre-test–post-test design is consistent with educational intervention research, in which measurements before and after treatment are used to examine whether an intervention produces measurable changes in the target outcome (Gopalan et al., 2020; Steiner et al., 2009). In this study, the Wilcoxon test was used to determine whether there was a significant difference in students' self-confidence before and after receiving group guidance services with the reframing technique. This analytical approach was relevant because previous studies have shown that bullying is negatively associated with students' self-confidence, while reframing-based counseling or guidance interventions can help students reconstruct negative self-perceptions into more positive and adaptive perspectives (Adetya, 2025; Linda & Wastuti, 2024; Padakokal et al., 2024). The statistical analysis was conducted using SPSS 29.0 to support accurate data processing.

The Wilcoxon test results showed an Asymp. Sig. value of 0.035 and a Z value of -1.205. Because the significance value was lower than 0.05, the alternative hypothesis was accepted. This means that there was a statistically significant difference between students' pre-test and post-test self-confidence scores. Therefore, the findings indicate that group guidance services using the reframing technique contributed to improving the self-confidence of students who experienced bullying at SMA 1 Mejobo. This result is consistent with previous empirical findings showing that reframing techniques can improve the self-confidence of students who are victims of bullying and that group guidance with reframing can support students in developing more constructive thinking patterns and stronger confidence in social and academic contexts (Habsy et al., 2024; Linda & Wastuti, 2024).

V. CONCLUSION

This study demonstrates that group guidance services using reframing techniques can improve the self-confidence of students who experience bullying. The increase in students' self-confidence scores from pre-test to post-test indicates that reframing helped students reinterpret bullying experiences in a more positive, rational, and adaptive way.

The contribution of this study lies not only in showing statistical improvement but also in demonstrating the practical value of guidance and counseling services in supporting students' psychological recovery and social confidence after bullying experiences. Through structured group guidance, students can receive peer support, express their experiences, and develop more constructive self-perceptions.

The findings imply that guidance and counseling teachers can incorporate reframing techniques into responsive service programs for students who experience bullying. Future studies are recommended to involve a larger sample, use a control group, apply a quasi-experimental design, conduct follow-up tests to examine the durability of intervention effects, and integrate qualitative data to capture students' subjective experiences during the reframing process.

VI. ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University, and SMA 1 Mejobo for their support and cooperation during the research process. The authors also appreciate the guidance and counseling teacher and Grade XI-4 students who participated in this study. Their assistance and involvement were valuable in completing this research on group guidance services using reframing techniques to improve students' self-confidence after bullying experiences.

VII. SUPPORTING INFORMATION

Additional supporting information for this study is provided in the [Appendix](#) section. The supplementary materials are intended to enhance the transparency, traceability, and reproducibility of the research process. These materials serve as complementary documentation and do not alter the main findings, interpretations, or conclusions regarding the effectiveness of group guidance services using reframing techniques to improve students' self-confidence after bullying experiences.

REFERENCES

- Adetya, S. (2025). Pengaruh Konflik Kerja dan Konfil Keluarga terhadap Kinerja Karyawan. *AKADEMIK: Jurnal Mahasiswa Humanis*, 5(1), 489–499. <https://doi.org/10.37481/jmh.v5i1.1268>
- Agustinarsih, N., Yusuf, A., & Ahsan, A. (2024). Relationships Among Self-Esteem, Bullying, and Cyberbullying in Adolescents: A Systematic Review. *Journal of Psychosocial Nursing and Mental Health Services*, 62(5), 11–17. <https://doi.org/10.3928/02793695-20231013-01>
- Agustriyani, F., Ardinata, A., Sugiarto, S., & Damayanti, R. (2025). The Effectiveness of Group Counseling (Support Group Technique) in Improving Self-Esteem between Adolescent with Bullying Behavior. *Indonesian Journal of Global Health Research*, 7(6), 697–700. <https://doi.org/10.37287/ijghr.v7i6.468>
- Ajibewa, T. A., Kershaw, K. N., Carnethon, M. R., Heard-Garris, N. J., Beach, L. B., & Allen, N. B. (2025). Peer bullying victimization, psychological distress, and the protective role of school connectedness among adolescents. *BMC Public Health*, 25(1), 2763. <https://doi.org/10.1186/s12889-025-24002-6>
- Ayuni, P., Karamoy, Y. K., & Triana, D. (2025). Peningkatan Self-confidence Siswa melalui Layanan Bimbingan Kelompok Teknik Reframing. *JURNAL BIMBINGAN DAN KONSELING AR-RAHMAN*, 11(1), 71. <https://doi.org/10.31602/jbkr.v11i1.18543>
- Balluerka, N., Aliri, J., Goñi-Balentziaga, O., & Gorostiaga, A. (2023). Association between

- bullying victimization, anxiety and depression in childhood and adolescence: The mediating effect of self-esteem. *Revista de Psicodidáctica (English Ed.)*, 28(1), 26–34. <https://doi.org/10.1016/j.psicoe.2022.11.001>
- Chandra, E. K., Wibowo, M. E., & Sunawan, S. (2019). Cognitive Behaviour Group Counseling with Self-Instruction and Cognitive Restructuring Techniques to Improve Students' Self-Confidence. *Islamic Guidance and Counseling Journal*, 2(1), 11. <https://doi.org/10.25217/igcj.v2i1.305>
- Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence. *JAMA Psychiatry*, 70(4), 419. <https://doi.org/10.1001/jamapsychiatry.2013.504>
- Fitri, E., Zola, N., & Ildil, I. (2018). Profil Kepercayaan Diri Remaja serta Faktor-Faktor yang Mempengaruhi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 4(1), 1–5. <https://doi.org/10.29210/02017182>
- Gopalan, M., Rosinger, K., & Ahn, J. Bin. (2020). Use of Quasi-Experimental Research Designs in Education Research: Growth, Promise, and Challenges. *Review of Research in Education*, 44(1), 218–243. <https://doi.org/10.3102/0091732X20903302>
- Habsy, B. A., Pratiwi, T. I., & Wulandari, T. D. (2024). A Group Counselling Using the Reframing Technique to Improve Academic Self-Awareness of High School Students. *Studies in Learning and Teaching*, 5(1), 256–267. <https://doi.org/10.46627/silet.v5i1.347>
- Hartina, S., Syarifudin, S., Pratiwi, Y. S., & Abdillah, M. (2026). Efektivitas Bimbingan Kelompok dengan Teknik Reframing untuk Mengatasi Rendahnya Kepercayaan Diri Siswa Berbicara di Depan Umum. *Panthera : Jurnal Ilmiah Pendidikan Sains Dan Terapan*, 6(2), 765–774. <https://doi.org/10.36312/panthera.v6i2.1111>
- Koo, M., & Yang, S.-W. (2025). Likert-Type Scale. *Encyclopedia*, 5(1), 18. <https://doi.org/10.3390/encyclopedia5010018>
- Kowalski, R. M., & Limber, S. P. (2013). Psychological, Physical, and Academic Correlates of Cyberbullying and Traditional Bullying. *Journal of Adolescent Health*, 53(1), S13–S20. <https://doi.org/10.1016/j.jadohealth.2012.09.018>
- Lee, J., Roh, B.-R., & Yang, K.-E. (2022). Exploring the association between social support and patterns of bullying victimization among school-aged adolescents. *Children and Youth Services Review*, 136, 106418. <https://doi.org/10.1016/j.childyouth.2022.106418>
- Linda, L., & Wastuti, S. N. Y. (2024). Penerapan Teknik Reframing untuk Meningkatkan Self-Confidence Korban Bullying Siswa MTs.S Muhammadiyah 26 Galang. *Journal of Education Research*, 5(2), 1779–1784. <https://doi.org/10.37985/jer.v5i2.944>
- Maudy Mursalin Madani, Abdullah Pandang, & Aswar. (2025). The Influence of Peer Support and Self-Love on the Self-Confidence of Bullying Victim Students. *QUANTA Journal: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 9(3), 247–254. <https://doi.org/10.22460/quanta.v9i3.6377>
- Mawlod, K. S., Kakamd, K. K., Jubraeel, A. S., & Ahmed, J. O. (2024). Bully victimization and self-esteem among students with communication disorders. *Middle East Current Psychiatry*, 31(1), 83. <https://doi.org/10.1186/s43045-024-00475-w>
- Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. *Psychology, Health & Medicine*, 22(sup1), 240–253. <https://doi.org/10.1080/13548506.2017.1279740>
- Moh Ananda Gemilang. (2022). LAYANAN KONSELING KELOMPOK DENGAN TEKNIK REFRAMING UNTUK MENINGKATKAN IDENTITAS DIRI SISWA. *INSIGHT: Jurnal*

- Bimbingan Konseling*, 11(1), 1–17. <https://doi.org/10.21009/INSIGHT.111.01>
- Mullan, V. M. R., Golm, D., Juhl, J., Sajid, S., & Brandt, V. (2023). The relationship between peer victimisation, self-esteem, and internalizing symptoms in adolescents: A systematic review and meta-analysis. *PLOS ONE*, 18(3), e0282224. <https://doi.org/10.1371/journal.pone.0282224>
- Nuraini, M., Syafitri, A., & Agustina, M. (2024). Hubungan Bullying dengan Kepercayaan Diri Siswa-Siswi. *Journal of Nursing Education and Practice*, 3(2), 44–49. <https://doi.org/10.53801/jnep.v3i2.196>
- OECD. (2019). *PISA 2018 Results (Volume I)*. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- OECD. (2023). *PISA 2022 Results (Volume I)*. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Padakokal, F. M., Ruliati, L. P., Damayanti, Y., & Lerik, M. D. C. (2024). The Relationship Between Bullying Behaviour and Self-Confidence in High School Adolescents. *Journal of Health and Behavioral Science*, 6(1), 31–45. <https://doi.org/10.35508/jhbs.v6i1.15302>
- Parveen, A., Ganie, A. N., Bashir, F., & Zimik, P. (2025). Factors influencing self-confidence among adolescents and children across the globe: a systematic review. *Discover Education*, 4(1), 579. <https://doi.org/10.1007/s44217-025-00545-z>
- Ramli, N. A. F., Pandang, A., & Aswar, A. (2025). The Implementation of Group Counseling using the Reframing Technique to Reduce Bullying Behavior Tendencies among Madrasah Tsanawiyah Negeri Students. *QUANTA Journal: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 9(2), 171–179. <https://doi.org/10.22460/quanta.v9i2.6039>
- Saidah, S. (2024). The Impact of Students' Academic Self-Confidence on the English Learning Process in the Post-Pandemic Era. *Journal of Languages and Language Teaching*, 12(1), 341. <https://doi.org/10.33394/jollt.v12i1.8979>
- Steiner, P. M., Wroblewski, A., & Cook, T. D. (2009). Randomized Experiments and Quasi-Experimental Designs in Educational Research. In *The SAGE International Handbook of Educational Evaluation* (pp. 75–96). SAGE Publications, Inc. <https://doi.org/10.4135/9781452226606.n5>
- Tsaousis, I. (2016). The relationship of self-esteem to bullying perpetration and peer victimization among schoolchildren and adolescents: A meta-analytic review. *Aggression and Violent Behavior*, 31, 186–199. <https://doi.org/10.1016/j.avb.2016.09.005>
- Tyas, C. A., Setiawan, A., & Widiarto, C. A. (2025). The Relationship between Self-Concept and Self-Confidence of Junior High School Students. *QUANTA Journal: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 9(1), 67–74. <https://doi.org/10.22460/quanta.v9i1.5474>
- Wiriawan, I. K. (2023). The Influence of Self-Confidence on Student Learning Outcomes: A Study on 10th Grade Students in High Schools in The Bebandem District, Karangasem Regency, Bali Province. *Journal of Social Research*, 2(11), 3912–3919. <https://doi.org/10.55324/josr.v2i11.1505>
- Yani, R. A., Mustikasari, M., & Imelisa, R. I. (2023). The Effect of Counseling Group towards Self-efficacy at Victim Bullying Students. *International Journal of Social Science And Human Research*, 06(01). <https://doi.org/10.47191/ijsshr/v6-i1-69>
- Yuliska Putri, F., Nurwahidin, M., Rahmayanthi, R., & Yulianti, D. (2024). Literature Review: The Effectiveness of Group Guidance Services to Increase Student Self-Confidence. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, 9(4), 609. <https://doi.org/10.33394/jtp.v9i4.13261>

DISCLAIMER/PUBLISHER'S NOTE

The statements, opinions, and data contained in each publication are solely the responsibility of the respective authors and/or contributors. These statements do not represent the official views of the Rubinstein Journal or its editors. The Rubinstein Journal and/or its editors are not responsible for any loss, injury, or property damage that may arise from the use of any ideas, methods, instructions, products, or other information referred to in the published content. In accordance with the principles of academic responsibility and publication ethics, the author declares that the article submitted to the Rubinstein Journal has fulfilled the requirements of the [Statement of Originality](#).