Development of Guidance Counselling for Increased Engagement and Empathy of Middle School Bullies

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A focus on client engagement in counseling is an innovation in guidance counseling services, particularly in the context of counselling for middle school bullies. Engaging models of counseling in this study were found to have been developed based on local wisdom and had not been optimally researched and thus it was determined that a new counseling model be developed. The aim of this research is to investigate how to increase engagement and empathy in the development of counselling for middle school bullies. In this study, the research consists of six stages of development: the preliminary study; the formulation of the hypothetical model; the feasibility test of the hypothetical model; the improvement of the hypothetical model; the effectiveness test and finally the presentation of the final model. To test effectiveness of this experimental design, data analysis utilized Paired Sample T-Test.

Key words: *Counseling, Empathy, Middle School Bullies, Engagement*

Introduction

Bullying involves behavior that hurts others and can be conducted individually or in groups. Bullying can be expressed as physical, verbal, psychological and cyberbullying behaviour and is characterised by an unequal power relationship between bullies and victims and recurs over time (Olweus & Roland, 1983; Pepler et al., 2004; Roland & Vaaland, 2006). In Western countries, bullying situations generally involve an interaction between older students and younger students and are mostly manifested via physical and verbal means (Smith & Ananiadou, 2003); for example, in England, bullying is described as teasing and harassment (Smith et al., 2008). Alternately, in Korea and Japan bullying generally involves social exclusion of victims by large groups, including by the whole class (Kanetsuna & Smith, 2002; Koo et al., 2008; Smith et al., 1999). Bullying in this research is defined as the mental or physical abuse of a victim by

an individual student, referred to herein as a bully (an offender) or a group of students, herein referred to as bullies. Students of different nationalities certainly have different perceptions of what bullying is and even students from the same country will describe different types of behaviour that they consider to be bullying. The common elements in the definition of bullying are the desire to hurt, negative actions, unbalanced force, repetition and, in particular, the feelings of pleasure for bullies and of pressure for the victim as a result of the behaviour. (Rigby, 2007).

Research (Unnever & Cornell, 2003) in this field indicates that bullies, as perpetrators of acts of violence share characterisics that are difference when compared to other students, predominantly the need to dominate other students so that their victims will feel inferior. Further, bullies have a higher chance of developing criminal behavior than other students. Karyanti et al., (2015), highlight that in the event of bullying, both bullies and victims are key elements that necessitate specific attention. The forms of assistance that is necessary in the context of bullying, is an effort to increase empathy for victims with a focus on efforts to increase their assertiveness and confidence because bullies lack this charactecteristic or attribute. Empathy is the response of one individual to experiences observed for others (Davis, 1983) and many studies report that empathy and aggression have a negative relationship (Bryant, 1982; Gini et al., 2007). Miller & Eisenberg (Mitsopoulou & Giovazolias, 2015) concluded that there is a negative relationship between these two constructs. Some researchers go so far as to argue that there may be a causal relationship between low empathy and less empathic aggression towards others which makes use of their knowledge of others and children's relative mental or emotional states to manipulate and take advantage of this knowledge (J Sutton et al., 1999; Jon Sutton & Keogh, 2000).

The effect of bullying on student learning is that it creates barriers and is associated with anumber of negative behaviors including an increased risk of abuse of addictive substances, delinquency, suicide, truancy, mental health problems, physical injury and decreased academic achievement. Cases of bullying in Indonesia are increasing, KPAI noted in the nine year period from 2011 to 2019 there were 37,381 complaints of violence towards children. In the context of bullying as specifically noted in the education context and through social media, there are currently 2,473 recorded reports and this continues to increase. (https://jabar.tribunnews.com/2020/02/08/seum-cases-bullying   already-color-note-problem-children-in-early-2020-this-words-commissioner-kpai).

Since there is an Indonesian mandate that all children are protected in the school environment (Law number 35 of 2014 article 9, paragraph 1a) from sexual crimes and violence committed by educators, education personnel, fellow students or other parties (Law number 35 of 2014 concerning Child Protection), schools have implemented anti-bullying policies.

Unfortunately within these 'child-friendly' schools, based on the results of a preliminary research study of school counselors, members of the Middle School Guidance and Counseling Teachers' Consultation (MGBK) in Central Kalimantan, there is a deficit in related bullying counselling service. Practitioners and school counselors have not yet designed a counseling service strategy

to handle student bullying in junior high schools and investigation reveals that bullies do not consider the feelings of victims (victims) and that as a result of involvement in acts of school violence, tend to drop out. This research utilizes the local wisdom of the Dayak tribe in Central Kalimantan in consideration of the bullying phenomenon and its impact as a hinderance to optimal student development of students. The focus is on the counselor as one staff member responsible for facilitating student optimal development through the formulation of a counseling service strategy that increases identification of bullies and early intervention to reduce the bullying habit. If left unchecked, bullies can become involved in more dangerous criminal acts and their characteristic lack of empathy (Ozada Nazim & Duyan, 2019) entails that they fail to understand the feelings of others and that in fact, if their victim is obviously impacted, this will reinforce the bullying behavior.

Bullying is a complex problem and there is no single, effective solution to deal with it (Sciarra, 2004). Therefore group counseling tends to be effective in dealing with bullying, including increasing the empathy of bullies. The prevention of academic habits and maladaptive behavior that may stem from such problems will enable more students to gain the educational experience needed so that they can make a positive contribution to themselves and society (Berg et al., 2013). Group counseling programs can provide individuals with the type of group experience that helps them learn to function effectively, to develop tolerance to stress and anxiety and to find satisfaction in working and living with others (Corey et al., 2013; Gazda et al., 2001). This counseling must adapt and change with the times and contextual circumstance but must also be underpinned by relevant local cultural knowledge to ensure student identity and character development. Culture-based counseling program designers state that no matter how masterful the the counseling skills employed, they will not be effective if cultural empathy does not emerge in the counseling process (Pedersen et al., 2015). As such, consideration of ethical conflicts and cultural values (Delpechitre & Baker, 2017) is a consideration for the development of Indonesian local wisdom counseling (Habsy et al., 2019).

Counseling in Indonesia should demonstrate elements of traditional Western counseling modified with Indonesian local wisdom, and creative counselors design counseling approaches using this methodology. Through this research, the philosophy of the Middle Kalakatan Dayak tribe is evidenced as an element of a proposed counseling strategy. Since the Dayak tribe life philosophy is a human conception (Karyanti & Setiawan, 2019) of the hornbill, a typical Kalimantan Central Island bird, the Dandong Tingang philosophy is used by some researchers when implementing school guidance and counseling. A sacred bird for the Dayak tribes, the hornbill is revered as mighty and powerful, a unifying force. This assumption arises from the nature of the hornbill which while physically large, is characteristically humble, loyal and brave. The hornbill symbol is a reminder to the Dayak tribes of communal expectations of bravery, loyalty and humility (Mayasari, MS, Tulistyantoro, L., & Rizqy, MT, 2014) as manifested in the attitude of Belom Bahadat (Lampe & Karliani, 2017).

The Hornbill counseling model is the subject of this hermeneutic research conducted in 2019. This model intends to result in development of systematic engaging counseling using the Albert Ellis Rational Emotive Behavior Therapy (REBT) counseling framework which includes consideration of:

• Human Nature
• Behavioral Development
• Change Mechanism (Ellis & Dryden, 2007)

Further, the Model Engaging counseling is designed through the Rational Emotive Behavior Therapy (REBT) (Ellis & Dryden, 2007) flow approach procedure.

Method

The following is a brief explanation of the four elements of Hornbill's counseling methodology modified from the Albert Ellis Rational Emotive Behavior Therapy (REBT) procedure approach:

1. Human Nature:

• *Look quiet* (self-control) which symbolizes that humans must live patiently, self-regulate and respect nature (Rational) and when thinking and behaving rationally in this manner, will be effective, happy and competent.
• *Irrational* where an individual's irrational thinking and behavior become ineffective. Negative feelings and thoughts and self-rejection must be confronted with rational and logical thinking, which can be accepted according to common sense and using rational verbalization.

2. Behavioral Development.

2.1. *Personality Structure*

The emotive rational approach to personality can be assessed from the key concepts of Albert Ellis's theory: there are three pillars that build individual behavior: Antecedent event (A), Belief (B) and Emotional consequence (C).

1) *Antecedent event (A)* include all external events an individual experiences or exposed to, e.g. facts, events, behavior or attitudes of others.
2) *Belief (B)* includes two categories i.e., rational beliefs (rB) and irrational beliefs (iB). Rational beliefs are ways of thinking or belief systems that are appropriate, reasonable, wise and therefore productive. Irrational beliefs are beliefs or systems of thinking that are incorrect, unreasonable, emotional and therefore unproductive.
3) Emotional consequence (C) is consequence as a result or reaction of individuals in the form of feelings of pleasure or emotional obstacles in relation to the antecedent event (A). Thus emotional consequence is not a direct result of A but is caused by several intermediate variables in the form of belief (B), both those that are rB and iB.
4) Disputing (D), there are three parts in the disputing stage:
• Counselors detecting irrational beliefs and guilding students to find their irrational beliefs themselves, through their own perceptions.

- Discriminating irrational beliefs which are usually expressed in words and other demands that are not realistic by helping students determine which beliefs are rational and which are not.
- Debating irrational beliefs which can entail the use of several strategies: the lecture (mini-lecture) which provides an explanation; Socratic debate which invites clients to argue; humor and creativity expressed through stories, metaphors and self-disclosure and counselor openness about themself (counselor's story, etc.)

2.2.Personal Health and Problematic Behaviour

1) *Personal Health* is required for individuals to think rationally in response to any stimulus.
2) *Problematic Behaviour* from the perspective of rational emotive counseling, problematic behavior is behavior based on irrational thinking. The characteristics of irrational thinking are that: it cannot be proven; causes unpleasant feelings (anxiety, worry, prejudice) that are not necessary; deters individuals from developing effective daily life.

3. Conditions of Change

3.1 Objective: To improve and change students irrational and illogical attitudes, perceptions, ways of thinking, beliefs and views into rational and logical views so that clients can develop themselves and increase their self-actualization optimally through positive cognitive and affective behavior. Eliminating emotional disorders that damage themselves, such as fear, guilt, guilt, anxiety, anxiety, anxiety are the focus.

3.2 The task of the counselor is to identify:
- Student problems caused by disturbed perception and irrational thoughts.
- Design counselling to overcome the initial causes of the problem.

3.3 Counselers apply logical thoughts to problem-solving: the intention is that students reach an emotional understanding of the sources of disruption they experience. At the first level, the client becomes aware that there are certain antecedents that cause irrational beliefs. Secondly, the client recognizes that he is now defending irrational thoughts and feelings. In the third stage, the client tries to deal in a rational-emotive manner, think through and try to erase irrational beliefs, replacing them with rational beliefs.

3.4 Relationship Situations: Counselors become role models in the sense that the counselor directly reveals irrational student belief systems without fear of losing student acceptance and approval.

4. The mechanism of change through the stages and techniques of counseling

The counseling model consists of three main stages: cognitive, emotive and behavioristic.

Counseling techniques: approaches are adapted to the condition of students who tend to lack empathy and are prone to bullying. Some of the techniques referred to include the following

4.1 Emotive Techniques (Affective): Role-playing (technique playing) to express various types of pressing feelings (negative feelings) through an atmosphere that is conditioned so that the client can freely express himself through certain roles.

4.2 Behavioristic Techniques: as reinforcement, this technique intends to dismantle irrational client value system and beliefs and replace them with positive value systems.

Development of the Engaging Counseling Model is based on three design stages: the initial stage, the work phase, and the final stage. This procedure is visualized in Figure 1 below.

Figure 1. Engaging Counseling Model
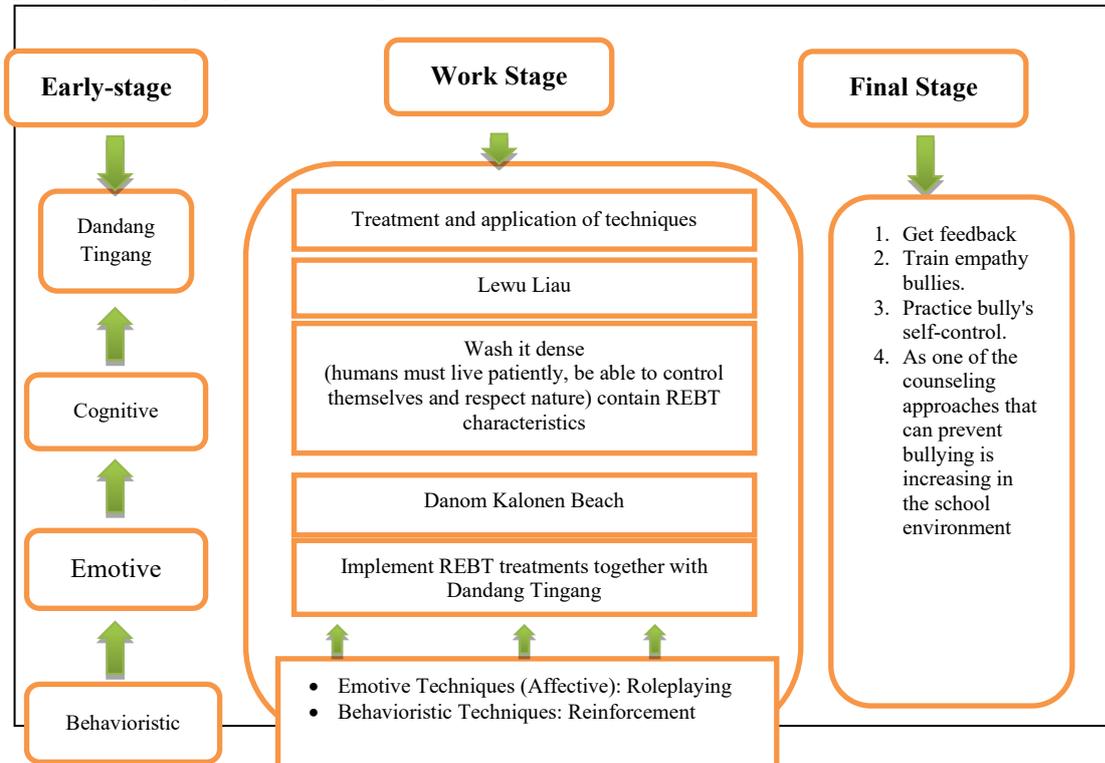
The Engaging Counseling Model was developed to increase empathy of bullying perpatrators and is based on an analysis and synthesis of empirical findings in the field (i.e., objective conditions of bullying behavior with REBT counseling rules, combined with local hornbill wisdom). The nature of Engaging counseling is describes as follows: Nature Above (Lewu Liau) can also be called Tasik tambenteran balau; sea babandan diamond which translates as golden sheen, is the golden bridged sea controlled by Ranying Mahatara Langit, Middle Nature is called Danom Kalonen Beach which is the earth where humans live and the Lower Realm is also called Basuhun bulau, Saramai rabia and is controlled by Bawin Jata Balawang Bulau or Jata woman with golden gilt

- The white color at the top means the realm of Ranying Hatala's authority, along with his manifestations.
- The black color in the middle represents the natural life of humans on the coast and kalunen (world) which is full of obstacles and trials.
- The white color at the bottom means the natural power of Jatha Balawang Bulau.

Of the three colors, it is the color in the life of the Hindu Kaharingan people, which is applied in devotion as a thanksgiving to Ranying Hatala and Jatha Balawang Bulau.

Counseling to increase bully empathy and minimize bullying behavior in junior high schools through the development of Engaging Counseling Model guidance service is needed as one school counseling strategy to prevent continued bullying. This development research intended to produce an Engaging Counseling Model which while based on theory is still practical and feasible for accurate, useful implementation. The product of this research will be a 'Hornbill' guidance model which will be tested for product efficacy and then used to increase bullying perpetrator empathy in the Upper Middle School. The development of the model is through adaption of the research and development design model created by Borg & Gall, (1983); Nana Syaodih Sukmadinata, (2010) and Setyosari, (2016), and is presented in six steps:

- preparation phase: needs analysis, literature study, determination of the development objectives and preparation of the required materials;
- hypothetical model formulated by the researcher/s;
- product testing or validation, including trials, expert testing, practitioner testing (counselor) and limited field testing;
- hypothetical model improvement: the researcher/s evaluate the results of the model feasibility test and refines the hypothetical model;
- effectiveness test phase: the researcher/s compile a plan of field activities, conduct field trials and describe results of field-test implementation;
- final mode: analysis of data results from the field to refine the model.

The above research steps are visualized and explained in Figure 2 below. Data analysis is conducted quantitatively through descriptive statistics. The data is derived from an expert rating scale developed from the Standards theory for Program Evaluation, Projects and Educational Materials. Ituskala consists of three aspects: product usability, attractiveness, accuracy and appropriateness (Congress, 1986) and the assessment results were analyzed using quantitative and descriptive analysis. Quantitative data from experts and prospective users were analyzed using an inter-rater agreement (Gregory, 2011), while descriptive data were analyzed based on input, suggestions and comments on the suggestion sheet.

Figure 2. Inter -ater Agreement Model (Gregory, 2011).

Expert opinion I
Relevance Relevance
Low high
(1-2) (3-4)

Opinion   Relevance
 II Low experts
            (1-2)
        Relevance
         Low
        (3-4)

A	C
B	D

Based on the inter-rater agreement model depicted above, the researcher determines the index of expert test results using the following formula.

Expert test index: $\dfrac{D}{A + B + C + D}$

Information:
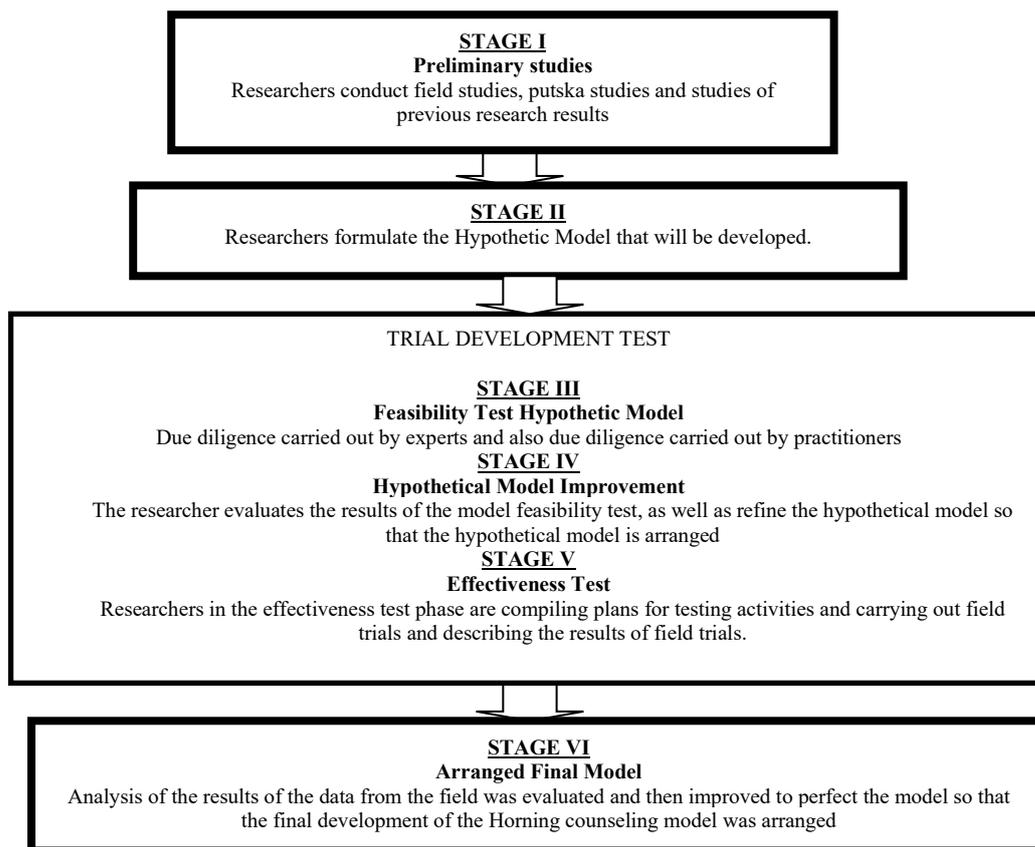
A: Low relevance from experts 1 & 2

B: High relevance of experts 1 & low relevance of experts 2

C: Low relevance of experts 1 & high relevance of experts 2

D: High relevance from experts 1 & 2 (Gregory, 2011).

Figure 3 below is the plot of the Engaging Counseling development design to increase empathy of bullies in Junior High Schools in Figure 3.

Figure 3. Engaging Counseling development stages First Mengah School

STAGE I
Preliminary studies
Researchers conduct field studies, putska studies and studies of previous research results

STAGE II
Researchers formulate the Hypothetic Model that will be developed.

TRIAL DEVELOPMENT TEST

STAGE III
Feasibility Test Hypothetic Model
Due diligence carried out by experts and also due diligence carried out by practitioners

STAGE IV
Hypothetical Model Improvement
The researcher evaluates the results of the model feasibility test, as well as refine the hypothetical model so that the hypothetical model is arranged

STAGE V
Effectiveness Test
Researchers in the effectiveness test phase are compiling plans for testing activities and carrying out field trials and describing the results of field trials.

STAGE VI
Arranged Final Model
Analysis of the results of the data from the field was evaluated and then improved to perfect the model so that the final development of the Horning counseling model was arranged

RESULTS AND DISCUSSION

Preparation phase

Based on this Engaging Counseling Model field study it can be concluded that current implementation of counseling remains conventional and has not integrated a local wisdom element. To detremine impact in Palangkaraya junior high schools of this counselling model of development, interviews and questionnaires were used with guidance and counseling teachers from five sample schools. The significant finding is that these guidance and counseling teachers still lacked innovation in terms of counseling impact and implementation. The questionnaire results showed that 68% of guidance and counselling teachers Guidance needed the development of an Engaging Counseling Model to increase bully empathy and 32% need local wisdom as a supporting element in the success of counseling.

Product development results

The result of the development at this stage is to produce a counseling model that emphasizes local wisdom by addressing the needs, meaningfulness, theory and model feasibility by conducting several tests: the model validation test and test instrument and revision of the model to achieve a final product in the form of Engaging Counseling that increases bully empathy. The following component models of Engaging counseling: (1) human nature, (2) healthy and problematic personalities, (3) counseling goals, (4) benefits of counseling, stages of counseling, (5) weaknesses and strengths of counseling were utilized to develop guidance to increase empathy for bullying perpetrators consisting of several components: (1) introduction, (2) general guidelines and (3) procedures for implementing Engaging counseling.

Expert test results

Based on the results of the percentage of agreements, a grain analysis on the agreement of the subject of the appraisal of the scale of the rating numbers for aspects of usability, attractiveness, accuracy and propriety of the product is presented in the following Tables 1, 2, 3 and 4.

Table 1. Quantitative Data Results on Expert Test with Percentage of Agreement Techniques

No	Assessment Aspects	Guidance and Counseling Expert	Dayak Culture Expert	Category	Relevance
	The indicator I: Use				
1	The usefulness of Interventions for users	3	3	D	High
2	Use of the product	4	3	D	High
	Indicator II: Victory				
3	Engaging counseling technique	4	4	D	High
4	Engaging counseling guide	4	3	D	High
	Indicator III: Accuracy				

5	Accuracy of Engaging counseling	4	4	D	High
6	Accuracy in the design of Engaging counseling activities	4	3	D	High
7	Precise guidance on Engaging counseling	3	3	D	High
8	The accuracy of the stages of Engaging counseling	4	4	D	High
9	The accuracy of Engaging counseling techniques	3	4	D	High
10	Accuracy of media on Engaging counseling	4	4	D	High
	Indicator IV: Compliance				
11	Competency requirements for potential users	3	4	D	High
12	Standard code of conduct for potential users	3	3	D	High
13	Comprehensive accountability	4	4	D	High

Table 2 Quantitative Data Results on Prospective Users Test with % of Agreement Technique

No	Assessment Aspects	Expert I School Counselor	Expert II School Counselor	Category	Relevance
	The indicator I: Use				
1	The usefulness of Interventions for users	3	3	**D**	
2	Use of the product	4	4	**D**	
	Indicator II: Victory				
3	Engaging counseling technique	3	4	**D**	
4	Engaging counseling guide	3	3	**D**	
	Indicator III: Accuracy				
5	Accuracy of Engaging counseling	4	3	**D**	
6	Accuracy in the design of Engaging counseling activities	4	4	**D**	
7	Precise guidance on Engaging counseling	3	3	**D**	
8	The accuracy of the stages of Engaging counseling	4	4	**D**	
9	The accuracy of Engaging counseling techniques	4	3	**D**	

10	Accuracy of media on Engaging counseling	3	3	**D**	
	Indicator IV: Compliance				
11	Competency requirements for potential users	4	4	**D**	
12	Standard code of conduct for potential users	3	3	**D**	
13	Comprehensive accountability	4	3	**D**	

Table 3. Qualitative Data Results of Expert Tests on Products with Descriptive Analysis

No	Suggestions for improvement	Before being surveyed	After Revised
Guidance and Counseling Expert			
1	Improved clarity of counseling stages	The stages of counseling have not been carefully worked out	Adding an explanation of the stages of Engaging counseling
2	Clarity between counseling and hornbill philosophy	There is no explanation yet about the hornbill philosophy so that it is in accordance with the behavior of empathy that wants to be improved	Adding an explanation of the hornbill philosophy so that it is consistent with the empathy behavior that you want to improve
3	Improved counseling media	Counseling media is not in accordance with the characteristics of the counselee	Changing the media in accordance with the characteristics of counselees classified as the millennial generation
Dayak Culture Expert			
1	Explanation of Dandang Tingang	The guidance on Dandang Tingang's philosophy has not been much explained	Adds an explanation of Dandang Tingang's philosophy in the guidebook
2	Explanation of Hornbills	There is no explanation about hornbills	Adding an explanation of Hornbill to the stage why the Hornbill philosophy is very suitable for increasing empathy bullies

Table 4. Qualitative Data Results of Prospective Users Test: School Counselors with Descriptive Analysis

No	Suggestions for improvement	Before being surveyed	After Revised
Expert, I School Counselor			
1	Evaluation techniques in the guide	Reflections after counseling activities should be made, not just tasks between sessions	Make a reflection sheet at the end of each counseling activity
2	Technique Reinforcement	Technique reinforcement has not been explained carefully	Add an explanation of the steps for using the technique reinforcement in the guide.
Expert II School Counselor			
1	Role-Playing Techniques	It is better to have a role-playing scenario appropriate to the behavior you want to change	Add a role-playing scenario about bullying behavior so as to increase bullies empathy
2	Counseling time allocation	The time spent in counseling is too long, not after the Hours of Study at the Junior High School level	Adjust counseling time with Lesson at the Middle School level, without reducing the stages of counseling

Scale test results

Measuring instruments developed in this study determine bully empathy scale; used by researchers to determine the final sample of students to receive the resultant counseling service. The choice of answers to the scale assesses perpetrator empathy by the category "never" (TP), "rarely" (JR), "often" (SR) or "always" (SL). Each answer category is given a score as in table 5 below.

Table 5 Answer Categories of Bully Empathy Scale

Statement	TP	JR	SR	SL
Favorable (+)	1	2	3	4
Unfavorable (-)	4	3	2	1

Based on the analysis of 41 bully empathy scale statements, seven items are invalid. Statement items are deemed valid if the correlation coefficient value ≤ 0.3. Items that have a correlation

coefficient of less than 0.3 contribute less than 30% to the construct. Furthermore, the division of categories is based on 34 valid items. A minimum score is obtained @ 34 × 1 = 34 and a maximum score@ 34 × 4 = 136. To determine the criteria of expert and counselor ratings on the accuracy of the model, four criteria were developed:

1. reach the mirror 136;
2. achieve a minimum score of 34;
3. calculate the difference between the maximum and minimum scores (i.e., 136 - 34 = 102);
4. determine the interval to get the four criteria by dividing the four maximum gain scores difference by the minimum (ie, 102: 3 = 34). The next step is to determine the classification of these scores at intervals of 34, as shown in Table 6 below.

Table 6 Category Scores

Score	Category
102 - 136	High
69 - 101	Is
34 - 68	Low

Limits and results of field tests

Quantitative empathy increase for bullies can be seen from the comparison of the pre-test and post-test scores for each group member. The following Table 7 details the acquisition of control group members and the experimental group scores:
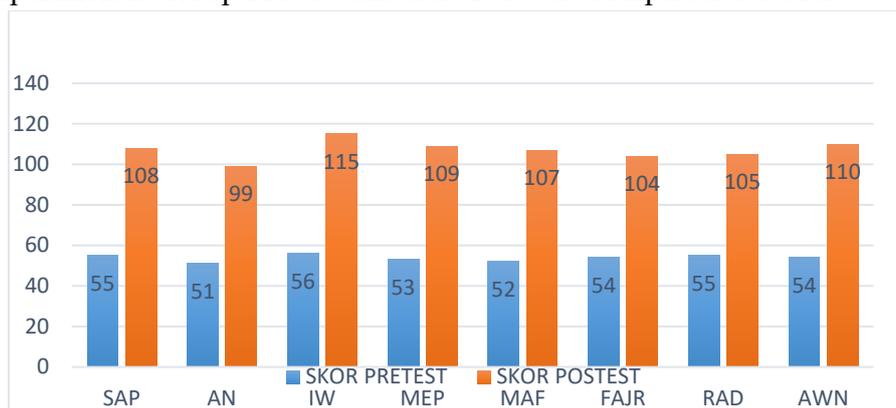
Table 7. Experiment Group Total Pre-test and Post-test Scores

No	Member Group	Frequency %	Pre-test	Category	Post-test	Category	Change
1	SAP	F %	55 34.37	R	108 67.5	S.	53 33.12
2	AN	F %	51 31.87	R	99 61.88	S.	48 30
3	IW	F %	56 35	R	115 71.88	S.	59 36.87
4	MEP	F %	53 33.12	R	109 68.13	S.	56 35
5	MAF	F	52	R	107	S.	55

		%	32.5		66.88		34.37
6	FAJR	F %	54 33.75	R	104 65	S.	50 31.25
7	RAD	F %	55 34.75	R	105 65.63	S.	50 31.25
8	AWN	F %	54 33.75	R	110 68.75	S.	56 35

To make it easier to understand the contents of the table above, the following language is presented in diagrammatic form in the following Figure 4:

Figure 4. Experimental Group Pre-test and Test Post-test comparative scores

Based on the above graph, it can be seen that the empathy of all identified bullies has increased (the post-test score is higher than the pre-test score). Achievement of these results is due to Engaging Counseling carried out professionally in accordance with planned procedures, although there were some identified obstacles during the delivery. An obstacle of note encountered during counseling implementation is that limited availability of counseling hours reduces efficacy.

Table 8. Control Group Pre-test and Post-test Scores

No	Member Group	Frequency %	Pre-test	Category	Post-test	Category	Change
1	HNK	F %	53 34.37	R	47 29.38	R	-6 3.75
2	TA	F %	51 31.87	R	57 35.63	R	6 3.75
3	YG	F %	56 35	R	49 30.63	R	-7 4.37
4	AMWS	F %	53 33.12	R	50 31.25	R	-7 4.37
5	GAN	F %	52 32.5	R	60 37.5	R	3 1.87
6	AN	F %	54 33.75	R	51 31.88	R	-1 0.62
7	ARW	F %	55 34.37	R	54 33.75	R	-2 1.25
8	AMR	F %	54 33.75	R	48 30	R	-1 0.62

Visualization of the above table can be seen in the following Figure 5 image and is discussed following section.

Figure 5. Control Group Pre-test and Post-test Achievement Score Chart
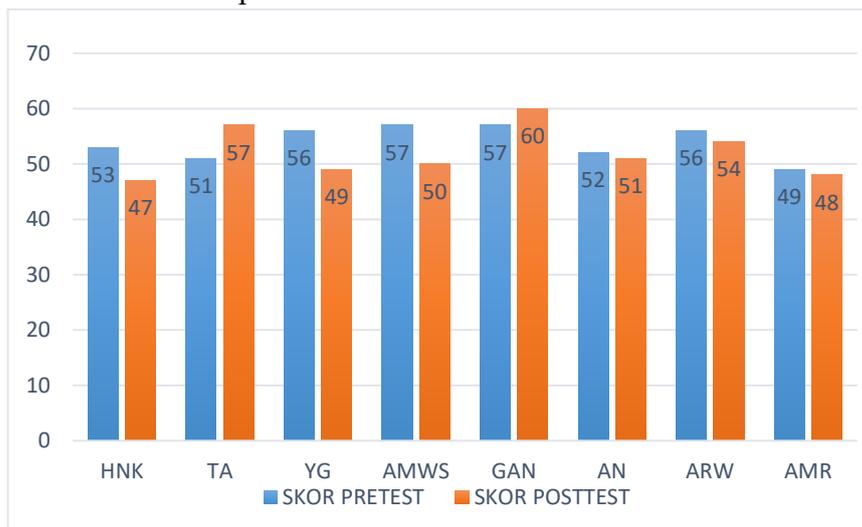
Based on Table 8 and Figure 5 above, it can be seen that the empathy of bullies has either increased or decreased but that there is no significant difference between the pre-test and post-test score results. There are two student bullies who have increased empathy, TA and GAN, however the improvement is not significant. Several other group members, HNK, YG, AMWS, AN, ARW, AMR, experienced a decline in empathy. This result occurs because students have not been able to find the most effective solution to every problem faced in the bullying context in contrast to the experimental group, which was treated with Engaging Counseling.

CONCLUSION

This study aimed to develop an Engaging Counseling model and also treatment procedures or interventions that would facilitate empathy for clients identified as bullies. The nature of this Engaging Counseling service is that is was developed on the basis of the philosophy of local wisdom. This model can be used in future counselling design and it is essential that the Engaging Ccounseling structure has several inseparable parts: (1) Rationale, (2) Objectives, (3) Benefits, (4) Training strategies and (5) Time allocation. This research is a new finding which, in essence, emphasizes local wisdom combined with counseling so as to create an innovation in existing counseling services.

ACKNOWLEDGEMENT

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