

## Individual Counseling Services Based on REBT to Handle Student Victims of Bullying at Islamic State Junior High School 1 Banyumas

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### Abstrack

The phenomenon of bullying has become a spotlight because it is considered a serious problem that occurs in many schools. This bullying is often experienced by teenagers and can have a negative impact on the psychological condition of the victim. This study uses a qualitative descriptive method with a case study research type. Data are collected through observation, interviews, and documentation. The purpose of this study was to determine the impact of bullying experienced by a grade VII student at Islamic State Junior High School 1 Banyumas and to identify the stages of individual counseling services using the Rational Emotive Behavior Therapy (REBT) approach to help students who are victims of bullying. The results showed that students who were victims of bullying experienced psychological impacts such as a lack of self-confidence, feeling anxious while at school, and preferring to be alone. To address these problems, BK teachers provide individual counseling using the REBT approach. Individual counseling services using the REBT approach consist of 3 stages: the initial stage (identification of irrational thoughts), the working stage (disputation or refutation of irrational thoughts), and the final stage (replacement with more rational thoughts). These findings suggest that individual counseling services with the REBT approach can help students who are victims of bullying to rebuild their self-confidence, think more positively, and accept themselves better.

**Keywords:** bullying, individual counseling, rational emotive behavior therapy

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## INTRODUCTION

Nowadays, the educational environment is experiencing various phenomena that often go unnoticed and are considered normal by some people, including teachers and students. This behavior is often ignored, even though it can negatively affect the victim, especially if it occurs repeatedly and becomes a habit. Incidents like this often occur among students, in which several individuals who are considered to have shortcomings or to be the object of jokes are used for entertainment by other students. This type of behavior is generally carried out by a group of students in the class who feel they have dominance or power, so they feel free to belittle, toy with, and even act as they please against their classmates (Nasution & Azzahra, 2024).

This action is known as bullying. The phenomenon of bullying has become a spotlight because it is considered a serious problem that occurs in many schools. This bullying behavior is often experienced by a teenager because it is influenced by various factors, such as individual personality, family circumstances, social environment, and peer encouragement to carry it out. Hurlock said that adolescence is a transitional stage from childhood to adulthood. This transitional period often poses various challenges for teenagers, so it is called a time full of problems or the problem age. The Central Statistics Agency explained that the level of crime and violent acts involving teenagers, both as parties who carry out and those who are targets of bullying, continues to increase every year (Fauziah et al., 2023).

Based on statistical data related to cases of bullying against children in the period 2019 to 2022, the number of students in Indonesia who were victims of bullying was recorded at 11,057 in 2019. This figure increased in 2020 to 11,278 victims, then rose again in 2021 to 14,517 victims, and jumped significantly in 2022 to 21,241 victims. Incidents of bullying in educational environments are most dominant at the junior high school level, where the perpetrators are not only students but also educators. Of the 23 bullying reports recorded from January to September 2023, 50% occurred at the junior high school level, 23% at the elementary school level, and 13.5% each at the high school and vocational school levels (Asyifah et al., 2024).

Islam prohibits its followers from carrying out bullying because bullying is a disgraceful act. Allah SWT says in QS. Al-Humazah's first verse, which means "Woe to every curser and detractor" (Rochman & Purnomo, 2025). In QS. Al-Humazah verse 1, Allah SWT forbids His servants from committing reprehensible acts such as insulting, mocking, or belittling others. Someone who likes to mock others will receive a painful punishment in the afterlife. Insulting and mocking behavior can lower others' self-esteem, trigger conflict or disputes, and cause a person's relationship to become disharmonious (Nafiza & Muttaqin, 2022). Therefore, the Qur'an strictly prohibits this behavior. In QS. Al-Humazah also taught about the importance of mutual respect between others. Islam strongly encourages its followers to do good deeds, respect one another, and avoid actions that could harm others.

Bullying can have a negative impact on an individual if not handled immediately. Bullying can have an impact on the physical, mental, social, and academic health of the victim of bullying (Oktaviany & Ramadan, 2023). In addition, an individual who has experienced bullying also tends to have irrational thoughts, such as feeling that he is worthless because he is often belittled by others, feeling that he deserves to be bullied because he has a deficiency, and tends to choose to remain silent rather than oppose it for fear of making things worse. These kinds of thoughts can worsen the mental condition of an individual who has been a victim of bullying. Therefore, professional help from a



counselor is needed to replace these irrational thoughts with more rational, positive ones. The assistance provided by the counselor can take the form of individual or group counseling. In counseling services, there is one approach that can change a person's thoughts from initially irrational to more rational, this approach is known as Rational Emotive Behavior Therapy (Melati et al., 2022).

The Rational Emotive Behavior Therapy approach emphasizes that a person's way of thinking greatly influences their feelings and behavior. According to Ellis, negative feelings a person experiences are not only caused by the incident itself but also by irrational beliefs or thoughts about it. In other words, bullying is not the only cause of someone feeling traumatized, but also the way the victim views and interprets the experience also worsens their emotional condition. The REBT approach helps students recognize their negative thoughts, then challenge and replace them with more logical and healthy ones (Sugara et al, 2023). In the case of students who are victims of bullying, REBT can be used to change negative beliefs, such as feeling deserving of being insulted or feeling worthless, into a more positive understanding that everyone has strengths and is still valuable despite their shortcomings. Through individual counseling with the REBT approach, students who are victims of bullying can be helped to rebuild their self-confidence, have a better view of themselves and their environment, and be motivated to rise above the bad experiences they have experienced.

This research is supported by several literature sources, including a study by Harlina et al. (2023), which discusses counseling services using the REBT method to help victims of bullying. Bullying can have an impact on the psychological condition of an individual who is a victim, for example, experiencing anxiety disorders, depression, stress, trauma, and some even have the desire to end their lives. Therefore, assistance is needed to eliminate the trauma felt by victims of bullying, namely by providing individual counseling services with the REBT approach. This REBT approach can help clients eliminate their negative thought patterns to become more rational and positive.

Then, research by Soreh et al. (2023), discusses how individual counseling using the REBT approach can help improve students' self-confidence. Self-confidence is crucial for every individual, especially students. If a student has low self-confidence, it can hinder their daily activities. Examples of students with low self-confidence include those who have difficulty interacting with others, feel awkward speaking in front of the class, are embarrassed to express their opinions, and are afraid to ask teachers or friends when they do not understand something. This can hinder students' academic activities; assistance is needed to help improve students' self-confidence, namely through individual counseling services with the REBT approach.

Based on the results of observations and interviews conducted by researchers with guidance and counseling teachers in January - February 2025 at Islamic State Junior High School 1 Banyumas, it was found that bullying often occurs in educational environments and the type of bullying often experienced by students is verbal bullying. Seeing this problem, researchers are interested in exploring further the impact of bullying experienced by students and how the individual counseling service process with the REBT approach is in dealing with students who are victims of bullying. Therefore, the purpose of this study is to examine the impact of bullying on students and to analyze the individual counseling process using the REBT approach to support the handling of students who are victims of bullying.



## METHOD

This study uses a qualitative descriptive approach with a case study research type. Descriptive research aims to provide a systematic and factual description of the phenomenon being studied, without intervening in the subject or object of the study (Noffiyanti & Agita, 2024). Case studies are a research approach used to explore in detail a phenomenon occurring in a particular individual, group, or situation in a real-world context (Nurahma & Hendriani, 2021). The case study type is chosen because it can provide a deep understanding of a particular event or condition in a real-life context. Case studies allow researchers to explore a subject's experience in detail, providing complete, in-depth information about the problem being studied.

The subjects in this study were a seventh-grade student at Islamic State Junior High School 1 Banyumas with the initials AA and a guidance and counseling teacher. The student was selected based on the results of an initial assessment conducted by the researcher through the implementation of classical guidance services on the theme of stopping bullying. From the results of the initial assessment, it was found that student AA had experienced verbal bullying that had been ongoing since he was in second grade of elementary school until now in seventh grade at Islamic Junior High School. Additionally, AA exhibited psychological symptoms such as anxiety and irrational thoughts. Therefore, AA was selected as the primary subject aligned with the research focus. The guidance counselor was selected as a supporting informant to provide additional data on the student's condition and the implementation of individual counseling services using the REBT approach at school.

This study aims to determine how implementing individual counseling services using the REBT (Rational Emotive Behavior Therapy) approach can help students who are victims of bullying better accept themselves (self-acceptance). The REBT approach was chosen because it focuses on helping individuals recognize and replace irrational or unrealistic thought patterns with more realistic, healthy ones. This is important because bullying victims often experience emotional distress, such as feeling insecure, ashamed, anxious, and even worthless. With the REBT approach, it is hoped that students can overcome these negative thoughts and view themselves more positively, so they can better accept themselves as they are.

This research uses three data collection techniques: observation, interviews, and documentation (Ardiansyah et al., 2023). First, direct observation was conducted of student AA in the school environment, focusing on social interactions with peers and emotional expressions during activities. The purpose of this observation was to determine the psychological and social conditions of students as victims of bullying. Second, in-depth interviews were conducted using a semi-structured guide. The questions in the interviews covered topics related to the bullying experiences they had endured, the emotional impact they felt, and their responses when subjected to bullying. Third, the documentation in this study included various supporting data such as initial assessment results, student worksheet (LKPD) outcomes, field notes, and photographs taken during the research process. All this data was used to strengthen the study's findings and analysis.

This study applies Miles and Huberman's data analysis technique, which consists of four important stages. The first stage is data collection, the process of obtaining and compiling research data. Data are collected through observation, interviews, and documentation during the individual counseling process using the REBT approach. The second stage is data reduction, which involves filtering, summarizing, and selecting the



most relevant data to make it more focused and easier to understand. In this reduction stage, the researcher filters and selects information most relevant to the research focus, namely the impact of bullying on students and how individual counseling services using the REBT approach are implemented. Next, data presentation and analysis involved presenting the research results as narratives, tables, or other visuals to facilitate analysis. In this study, the selected data were organized as descriptive narratives and tables to facilitate the identification of patterns or findings.

The final stage is drawing conclusions. In this study, conclusions were drawn from consistent analyses supported by relevant data and literature, thereby addressing the research questions posed (Zulfirman, 2022). To ensure data validity, researchers used triangulation techniques. Triangulation was conducted across both sources and methods. Source triangulation involved comparing information obtained from multiple sources, such as guidance counselors and the study's subjects. Meanwhile, method triangulation was conducted by comparing the results of observations, interviews, and documentation. The interview results were then reviewed by matching them with observation notes and existing documents to ensure the consistency and accuracy of the data obtained.

## RESULTS AND DISCUSSION

### Results

Based on the results of observations and interviews conducted by researchers with BK teachers, information was obtained that bullying still often occurs in the environment of Islamic State Junior High School 1 Banyumas. The form of bullying that is often carried out by the perpetrator or experienced by the victim is verbal bullying. Bullying is aggressive behavior carried out by someone against an individual intentionally with the intention of insulting, mocking, or embarrassing others.

The results of the research through classical guidance services, initial interviews and individual counseling services with the REBT approach that have been carried out by the researcher are presented in the table as follows:

**Table 1.**  
 Plans and Outcomes of Guidance and Counseling Services for Student Victims of Bullying

Activity	Objective	Time	Results
Classical Guidance Services	Implemented in Class VII MTs N 1 Banyumas with the aim of: 1. Providing students with an understanding of bullying 2. Knowing the condition of class VII students related to experiences of bullying	2×40 minutes  Presentation of the material "stop bullying" and the assessment process using LKPD sheets	From the results of the classical guidance service, it was found that there was a student with the initials AA who had been a victim of bullying since he was in the 2nd grade of elementary school.
Initial Assessment of AA	The assessment was conducted through in-depth interviews with	30 minutes	Based on the assessment results, the



Students (Victims of Bullying)	AA students to gain deeper information about their bullying experiences, their impact on their emotional and behavioral conditions, and how AA responded to the situation.		following data was obtained:
			<ol style="list-style-type: none"> <li>1. AA experienced bullying since 2nd grade of elementary school, often teased by friends because of his physical appearance, extorted and threatened to be beaten if he did not give money, and his personal belongings were hidden by his classmates.</li> <li>2. In grade VII, AA still experiences verbal bullying from his classmates, although not as often as before.</li> <li>3. Response AA prefers to remain silent and avoid it because he is afraid that the problem will get bigger.</li> <li>4. The consequences of bullying: AA feels less confident, often feels anxious when at school, prefers to be alone, is uncomfortable when socializing, and has negative thoughts about himself such as feeling worthless and feeling worthy of being teased.</li> </ol>
Individual Counseling Services with REBT Approach	Cognitive behavioral therapy that focuses on the client's mindset and beliefs. This service aims to make them aware that feelings are	This individual counseling service with the REBT approach is carried out once for 40 minutes.	Process Individual Counseling Services with REBT Approach: Early stage (identify irrational thoughts)



	<p>not only influenced by other people, certain events or past experiences, but also by the way they think about the situation they are facing. Then changing AA's illogical mindset due to the influence of the bullying impact they experienced to be more rational, logical and positive.</p>		<p>Working stage (disputation or refutation of irrational thoughts)                  Final stage (replacement with more rational thoughts)</p>
<p>Individual Service Outcomes With REBT Approach to AA Students</p>	<p>AA began to build a more logical and positive mindset by journaling.</p>	<p>Observation during the implementation of Individual Services with the REBT Approach and evaluation at the final stage of the activity.</p>	<p>After following individual counseling services with the REBT approach, AA showed positive changes in his way of thinking and attitude, namely:</p> <ol style="list-style-type: none"> <li>1. AA began to realize that the negative thoughts he had been having were not entirely true.</li> <li>2. AA began to understand that everyone has their own strengths and weaknesses, including himself, so there is no need to feel inferior.</li> <li>3. AA appears more open and brave in expressing his feelings, shows a desire to improve his perspective on himself, begins to build self-confidence, and tries to establish better social relationships with his friends.</li> </ol>



Before providing individual counseling services using the REBT approach, the researcher first provided classical guidance services in one of the VII classes at Islamic State Junior High School 1 Banyumas. Classical guidance is a process of providing support to all students through various activities, held in groups or in class, to optimally support their development.

The series of classical guidance service activities conducted by the researcher began with an opening and an initial assessment of all students. The assessment was conducted by distributing questionnaires to collect data from students who had been victims of bullying. The next activity was a presentation on bullying, followed by watching educational videos about bullying on YouTube. Then the researcher distributed the evaluation sheet results or LKPD, which contained questions to assess whether the students understood the contents of the material that had been explained by the researcher. After that, the students were asked to form groups and were given the task of creating a wall magazine on the theme "Stop Bullying," and they were to present the results to the class. Then, an evaluation stage was carried out which aimed to assess the active participation of students, assess the success of classical guidance services, and find out the condition of students related to bullying. After all the series were completed, the researcher ended with reinforcement and closed by saying hello.

From the results of the classical guidance services that researchers have conducted, it is known that most students have experienced various forms of bullying. This can be seen from the results of the initial assessment sheets distributed to all students before the delivery of the material. The forms of bullying experienced by students vary widely, from physical, verbal, social, to cyberbullying. In response to these findings, researchers conducted discussions and Q&A to find out more about the experiences of students who are still victims of bullying. One student with the initials AA said that he had experienced bullying since he was in 2nd grade and was still experiencing it until now.

Based on these findings, the researcher studied the case by making a time contract to conduct in-depth interviews directly. The reason the researcher chose AA as the interview subject was because AA showed openness in telling her experiences, and the experiences she still experiences until now. This interview aims to dig deeper into the forms of bullying that have been experienced, the feelings that arise, and how AA responds to the situation. The results of the initial interview that the researcher conducted obtained information that AA was often bullied since grade 2 of elementary school until now grade VII. AA said that she was often teased by her friends because of her physical appearance, for example, being teased about her hair, the itchy marks on her skin and also her way of eating was said to be strange by her friends. In addition, when AA was in elementary school, she was also extorted by her classmates and threatened to be beaten if she did not give money to her friend. Then her personal belongings such as her drinking bottle and shoes were often hidden by her friends.

AA said that he felt scared and sad at that time. AA said that someone who often bullied him was his classmate and the bullying was done in the classroom. When being bullied, AA chose to stay silent and avoid it rather than fight it. AA was afraid that if he fought his friend the problem would get bigger, so he chose to stay silent and avoid it. As a result of the bullying carried out by his friend, AA became less confident, often felt anxious when he was at school and became less comfortable with his friends. AA also revealed that he had negative thoughts about himself. He felt worthless and thought that he deserved to be teased by others. These thoughts made AA increasingly withdraw from



the social environment and choose to be alone. He tended to blame himself for the treatment he received, and felt that his shortcomings were the main reason why he was bullied.

Based on the observations, AA is a quiet, introverted child. This is one of the factors that causes AA to often become a victim of bullying. The problem of bullying in schools must be addressed immediately so that the incident is resolved quickly and does not happen again. One way is for guidance and counseling teachers or counselors in schools to provide individual counseling services. Based on the impact of bullying experienced by AA, immediate problem-solving is needed through a guidance and counseling teacher or school counselor. A guidance and counseling teacher can provide individual counseling services using the Rational Emotive Behavior Therapy (REBT) approach.

In the implementation of individual counseling services with the REBT approach, there are 3 stages, namely the initial stage (identification of irrational thoughts), the working stage (disputation of irrational thoughts) and the final stage (replacement with more rational thoughts). In the initial stage of implementing individual counseling services using the REBT approach, the researcher opened the session by greeting AA and establishing a good relationship to create a comfortable and supportive atmosphere. After that, the researcher explained the time contract, the simple definition of counseling, conveyed the purpose of this service, and explained important principles in counseling such as confidentiality, openness, and voluntariness. After AA felt ready to participate in counseling, the researcher began to dig deeper into information about AA's feelings, thoughts, and beliefs related to the bullying experience he had experienced. In this process, the researcher obtained information that AA had many negative thoughts about himself such as feeling worthless and deserving of ridicule. These thoughts were then identified as a form of irrational thoughts that were the root of feelings of inferiority, anxiety, and his habit of withdrawing from the social environment.

Then in the working stage, the researcher helped AA to realize that not all of his thoughts were true or logical. The researcher encouraged AA to start questioning the truth of his irrational beliefs such as the assumption that he deserved to be ridiculed. Through the process of disputing or refuting these irrational thoughts, the researcher guided AA to see reality from a more rational and constructive perspective. AA began to understand that every individual has their own strengths and weaknesses, including himself, so he should not be inferior if he has a deficiency. Behind these shortcomings, there must be a potential that every individual has.

Next is the final stage, the researcher helps AA to start building a more logical and positive mindset. As a form of emotional expression, the researcher invites AA to write down the bullying experiences he has experienced in the form of journaling. Journaling is a writing practice used to express thoughts and feelings. This journaling activity aims to allow AA to express feelings that he has been suppressing and better understand the situation he is experiencing. In addition, the researcher gave AA homework to write down three positive things every day. This activity was carried out to help AA train his mind to see the good in himself and his environment. Before the session closed, the researcher and AA jointly concluded the results of the counseling. AA said that he felt more relieved after sharing his experience and felt more confident than before. The session then ended with an agreement to hold a follow-up meeting if needed, and the researcher closed the counseling by providing encouragement and support to AA.



The changes in AA are evident in his increased openness in expressing his feelings and his new understanding of his own perspective. When following classical guidance services, AA was indeed willing to tell stories, but only briefly. After receiving individual counseling services with the REBT approach, AA became more confident in explaining his bullying experiences in detail. He began to recognize and express his feelings and to understand that the negative thoughts he had believed were not entirely true. This was reflected in his involvement in the counseling process, his ability to express his feelings through journaling, and his desire to change into a stronger person. His more open attitude, calmer expression, and admission that he felt relieved after the counseling session indicated positive development in how he viewed himself and his environment.



Figure 1. Comprehensive Case Summary Mind Map

The positive changes shown by AA are certainly inseparable from various factors that can affect the effectiveness of the counseling process. One very important factor is social support. Social support can come from people closest to you, such as family, peers, teachers, and homeroom teachers. A supportive school environment can also provide a sense of security for students who are victims of bullying, helping them feel cared for rather than alone as they face their problems. Support from classmates who are starting to accept AA's existence also plays a role in reducing anxiety and difficulties in socializing.

**Discussion**

Zakiah (Bete & Arifin, 2023) defines bullying as aggressive behavior by individuals who feel they have more power or control over others perceived as weaker. Then, according to Randall, bullying is an intentional act that is done with the intention of physically and psychologically harming other people (Lusiana & Arifin, 2022).

Bullying has 4 forms, namely first, physical bullying is an aggressive act that leads to physical violence, for example, choking, pushing, hitting, pinching, kicking, pulling hair and spitting on others. Second, verbal bullying is an intimidating behavior that is carried out with a certain intention and uses words or speech that can make the victim feel hurt, for example, mocking, belittling others, making fun of, threatening and giving bad nicknames. Third, social bullying is an act of bullying that aims to break off other people's social relationships, for example, ostracizing, isolating, avoiding or silencing others. Fourth, cyberbullying is an act of bullying that is carried out online using social



media, for example, mocking and threatening others via chat, spreading false information about someone on social media platforms and giving negative comments on social media (Munawir et al., 2024).

This service is provided by guidance and counseling teachers or counselors through guidance sessions that involve all students in one class (Abdulah, Nadia, & Zaenariyah, 2024). Classical guidance services are implemented by focusing on the theme of stopping bullying. The purpose of this classical guidance service is to provide education to students about the definition, causes, impacts and strategies to prevent bullying.

Bullying can have negative impacts on the physical, mental, social and academic health of the students who are victims. First, the impact on physical health, for example, there are wounds and bruises on the body, headaches, stomachaches, sleep disorders and decreased appetite. Second, the impact on psychology, for example, experiencing anxiety disorders, decreased self-confidence, stress, trauma, depression and even some have suicidal tendencies. Third, the impact on social, for example, tending to withdraw from their environment, feeling alienated or isolated and having difficulty interacting with others. Fourth, the impact on academics, for example, their academic achievement decreases, they become unmotivated to study, feel afraid to go to school and have the desire to move to another school (Prastiti & Anshori, 2023).

This statement is in line with the theory put forward by Satalina (Andriyani et al., 2024), which states that an individual who has an introvert character has a greater potential to become a victim of bullying than an individual who has an extrovert character. Fauzi (Andriyani et al., 2024). also argues that a lack of self-confidence can lead to negative behaviors, such as fear of failure, which makes them reluctant to try new things, feel worthless, and have a negative view of themselves. This condition can provide an opportunity for the perpetrator to engage in bullying.

Individual counseling is a responsive service delivered through direct meetings between counselors and clients, aimed at helping clients solve the problems they face. If a counselor masters various techniques in individual counseling, it will be easier for them to carry out other counseling processes. This is because individual counseling is the key to guidance and counseling services (Mardia, 2022).

The implementation of guidance and counseling services should be based on several principles, including the principle of confidentiality. The principle of confidentiality guarantees that all information the client conveys during the counseling session will be kept confidential and will not be disclosed to others unless the client has given permission. Second, the principle of openness means that during the counseling session, the client is willing to be honest and express the problems he is facing to the counselor, so the counselor and client can discuss them together to find solutions. Third, the principle of voluntariness means that the client comes to the counselor for counseling services voluntarily, without coercion from others. Fourth, the principle of normativeness means that, when providing guidance and counseling services, it is necessary to align with applicable norms, including religious, legal, and everyday norms (Khoiriyah, 2024).

This approach to counseling was introduced by Albert Ellis, a famous psychotherapist, in the 1950s. Initially, Albert Ellis called this approach Rational Therapy, a type of counseling based on psychotherapy that is comprehensive, active-directed, and oriented toward philosophy and empiricism, with the main goal of overcoming emotional and behavioral disorders. This approach also aims to help individuals achieve happiness and lead more meaningful lives. In the 1960s, Albert Ellis



renamed his approach to Rational Emotive Therapy, which was later renamed again to Rational Emotive Behavior Therapy. This change was based on his view that the method always emphasizes the reciprocal relationship between thoughts, feelings and actions (Habsy et al., 2024).

Rational Emotive Behavior Therapy (REBT) is an early form of cognitive behavioral therapy. This approach focuses on the client's mindset and beliefs. Albert Ellis argued that emotions, behavior, and mindset are closely related and cannot be separated. Although emotions play an important role in the REBT approach, mindset is considered the root of various psychological problems. Therefore, when providing counseling services, a counselor must be able to help clients recognize that feelings are influenced not only by other people, certain events, or past experiences. However, also by the way individuals think about the situations they face. This approach aims to change a person's illogical mindset to be more rational, logical, and positive (Prakoso et al., 2023).

This activity is useful for understanding oneself, relieving anxiety, managing stress, improving mood, and supporting emotional recovery and self-introspection (Veriza et al, 2023). According to Hurlock, social support plays an important role in helping someone deal with psychological stress, forming a sense of security, and strengthening the emotional recovery process (Rahman & Affandi, 2025). In this context, the involvement of homeroom teachers and guidance and counseling teachers who are responsive to bullying cases is a supporting factor that facilitates the counseling process.

These findings reinforce the importance of implementing individual counseling services with a targeted REBT approach, especially for students who experience psychological problems due to bullying experiences. Although individual counseling using the REBT approach is typically conducted in a single session, the intensive process that focuses on recognizing and changing irrational thoughts can have a significant initial impact on students' mindsets. Therefore, these results provide evidence that the REBT approach is relevant for handling bullying cases, especially for helping students develop a more rational perspective on themselves and their environment. This study also emphasizes the role of guidance and counseling teachers and the school environment in creating a safe space for students, as well as the importance of service follow-up to ensure that the changes that occur are sustained and improved over time.

## CONCLUSION

Based on the results of the study, it can be concluded that the impact of bullying on victims (AA) is in the form of decreased self-confidence, social anxiety, and the emergence of irrational thoughts that they are worthless. Individual counseling interventions with the Rational Emotive Behavior Therapy (REBT) approach, implemented through three stages: identification, dispute, and cognitive restructuring, have been shown to be effective in helping AA realize the inaccuracies of their negative thoughts and build a more rational and positive mindset. After attending the service, AA showed increased confidence, courage in expressing feelings, and the ability to foster better social relationships. However, this study has limitations, including single participants and single-session interventions, so generalization and long-term effectiveness cannot be assessed. Therefore, further research with longitudinal designs, larger samples, and more diverse coverage of bullying forms is highly recommended. These findings underscore the importance of school counselors' active role in detecting and addressing bullying early, as well as in integrating evidence-based counseling



services, such as REBT, into comprehensive bullying prevention programs in educational settings.

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