

Effectiveness of Behavioristic Counseling Modeling Techniques and Role-Playing Techniques to Reduce Cyberbullying

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Abstract

Previous research indicates that cyberbullying in schools is generally addressed through disciplinary methods, school conferences, educational videos, stop-bullying campaigns, peer mentoring, enforcement of school rules, and classroom management. Although these approaches are considered helpful, recent meta-analyses show that not all of them are truly effective in reducing cyberbullying. Therefore, further research is required, especially studies that employ intervention strategies proven to be more impactful. One recommendation is to enhance student empathy, which is viewed as a fundamental moral component that can prevent individuals from engaging in cyberbullying. In this study, empathy and prosocial responses are strengthened through a counseling process using a behavioristic approach. The purpose of this study is to confirm the effectiveness of behavioristic counseling with modeling and role-playing techniques in reducing cyberbullying among male and female students. This study used a factorial experimental design involving 20 students from a public senior high school and a public vocational school in Mataram, Indonesia. A cyberbullying scale was used to collect data, and analysis was conducted using repeated measures ANOVA. The results show that behavioristic counseling using modeling and role-playing techniques effectively reduces cyberbullying ($F(2,32) = 464.67, p < 0.01$). The findings also reveal that the role-playing technique is more effective than the modeling technique ($MD = 1.00, SE = 0.17$). Furthermore, no significant difference was found between male and female students in their ability to reduce cyberbullying. Overall, behavioral counseling particularly when assisted by role-playing techniques can significantly help decrease students' cyberbullying behavior.

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INTRODUCTION

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Technological advances are not in line with what is expected, because in addition to having a positive impact, technological advances have a negative impact on its users. The negative impact of technological advances is caused by not properly controlling its use. This can be illustrated by looking at the current phenomenon of increasing cybercrime such as cyberbullying committed by students (Handono et al., 2019; Hinduja & Patchin, 2013). Cyberbullying is one of the behaviors that need attention among other negative behaviors caused by the use of technological devices in everyday life and in education (GÜNÜZ et al., 2021). Cyberbullying has received a lot of attention in various academic literature reviews in countries such as the United States (Agatston et al., 2007; Ybarra & Mitchell, 2007), China (Zhou et al., 2013), Italy (Baldry et al., 2016), Spain (Zych et al., 2016), Turkey (GÜNÜZ et al., 2021), and Nigeria (Saadu & Sulaiman, 2019). Furthermore, based on the data that has been collected, it is estimated that in the United States, those who commit acts of cyberbullying are 26% (Patchin & Hinduja, 2010), in China, it is 44% (Rao et al., 2019), and in Europe, it is 17% (Tsitsika et al., 2014). Based on these data, cyberbullying is a problem that attracts a lot of attention, for research because of its relatively high incidence rate and adverse implications for victims.

Cyberbullying is defined as aggressive behaviour that aims to harm others in social networks through digital devices connected to the internet such as the use of PCs, cell phones, tablets, websites and other electronic devices (Campbell, 2005; Dooley et al., 2009; Hinduja & Patchin, 2013; Varela et al., 2017). The platforms most often used for cyberbullying are electronic communication devices, with cell phones in the form of calls and text messages, social media, and instant messaging on the internet (Kowalski et al., 2014; Smith, 2011). The same thing is also expressed by Menesini & Nocentini (2009) where information and communication technology is widely used by a person or group of people to threaten and harm others as a form of dangerous action from cyberbullying. In this case, cyberbullying is a serious problem in the world of education today (Chan & Wong, 2016; Wang et al., 2021). Cyberbullying is a serious problem that can destroy the lives of victims, families, education, and society at large (Ronis & Slaunwhite, 2017; Sampasa-Kanyinga et al., 2018). There are several types of cyberbullying behavior that many students do, such as slandering, identity theft, and revealing other people's secrets (Prasetya et al., 2021). Some other examples are attacking someone with bad words, using someone's identity without permission, spreading rumors to embarrass others, and excluding people who are not liked from group chats (Tudkuea & Laeheem, 2014). In general, it can be concluded that cyberbullying occurs over time as a patterned behavior that involves a covert form of verbal and written bullying through the use of the internet (Redmond et al., 2020).

Cyberbullying has a negative impact on its victims and lasts for a long period of time and has been shown to have a traumatic impact on victims, including serious psychological damage, such as anxiety, depression, stress, and emotion-related disorders (Glew et al., 2005; Hatta, 2023; Olweus, 2013; Schultze-Krumbholz et al., 2012). Cyberbullying has a positive correlation with low self-esteem, suicidal ideation, loneliness, anger, frustration, and various other emotional and psychological problems (Kumpulainen et al., 2001; ŞAHİN, 2012; Utama, 2025). In some cases, it has been found that the consequences of cyberbullying can lead to suicide (Kaltiala-Heino et al., 2010; Wolke & Lereya, 2015). One example is a girl who attended SMP Negeri 147 Jakarta, Indonesia who was depressed because she was often insulted, attacked and humiliated on social media by her schoolmates, so she committed suicide by jumping from the fourth floor of the building (BBC News Indonesia, 2020).

Furthermore, Pekşen Süslü & Oktay (2019) emphasized that cyberbullying is a common problem that is widely practiced by teenagers and children. In this case, children and adolescents can be involved in cyberbullying behavior towards their peers regardless of gender (Gündüz et al., 2021). The results of previous research on gender differences in cyberbullying

behavior obtained inconsistent information. For example, it was revealed in one study that boys were more involved in cyberbullying than girls (Aricak & Ozbay, 2016; Chan & Wong, 2016). But according to some other research results, it is said that girls are more involved in cyberbullying behavior than boys (Eroğlu et al., 2015; Wolak et al., 2007).

The problem of cyberbullying, which has been increasing lately, is a harsh reality for the world of education, especially students (Handono et al., 2019). The problem of cyberbullying in schools can occur due to a lack of information about cyberbullying, poor parental or teacher supervision, low students' empathy and indifference to moral values (Baldry et al., 2016; Benítez -Sillero et al., 2024). In this case, cyberbullying experienced by students can indirectly damage themselves and interpersonal relationships with others in their peer group and school environment. Seeing the many problems related to cyberbullying that occur in the school environment, it is expected that a school counselor must be able to identify and implement appropriate strategies to reduce the occurrence of cyberbullying. The efforts that can be made to help reduce the problem of cyberbullying against students are by seeking collaboration from teachers, counselors, school administrators, families, and communities (Beringer, 2011; Capuzzi & Gross, 2005; Gysbers & Henderson, 2000; Monks et al., 2016). However, based on information quoted from the online newspaper BBC News Indonesia (2020) the Indonesian Child Protection Commission, revealed that almost all schools in Indonesia do not have a team for the prevention of cyberbullying against their students. This statement certainly contradicts the opinion of Redmond et al. (2020) who revealed that schools should be able to utilize relevant school and community resources and support so that they can help reduce the impact of cyberbullying.

Currently, cyberbullying has received a lot of attention but research investigating educators' awareness and ability to address this complex issue is still very limited (Handono et al., 2019; Redmond et al., 2020). Meanwhile, Floros et al. (2013), revealed that a way that can be used to minimize cyberbullying is to equip students with the skills needed to regulate online impulsivity through role play. Furthermore, specific techniques that can be used to reduce the impact of cyberbullying on students include increasing self-awareness, guided practice, modeling, and applying coping skills (Jacobs et al., 2014). Based on input from these expert opinions, one of the efforts that can be made by school counselors is to provide individual counseling services using a behavioristic approach to modeling and role-playing techniques.

The behavioristic approach in this case, views humans as organisms controlled by environmental conditions where individuals learn from observable patterns of behavior and are influenced by external forces (Corey, 2007; Srijundaree). In line with this, Bhat (2012) also revealed that cyberbullying behavior carried out by students was obtained from the results of learning the wrong way about their social environment.

Furthermore, the use of modeling techniques in counseling is often referred to as imitation or observational learning which assists the counselee in illustrating the target behavior thus allowing the counselor to have greater control over the accuracy of the behavioral demonstration (Gunawan et al., 2019). The purpose of using modeling techniques in counseling is to teach many kinds of skills that involve cognitive and affective (Bandura, 1997) so that the counselee can minimize cyberbullying behavior better and more accurately. Meanwhile, the use of role-playing techniques in this study is expected to provide deep understanding for the counselee (James & Gilliland, 2003). In addition, role-playing techniques can be used to teach empathy, by introducing various social dilemmas so that individuals can better understand perspectives that are different from their own (Erford, 2015).

Strictly speaking, this study applied the behavioristic counseling modeling and role-playing techniques to reduce cyberbullying in students at school. This study is expected to confirm the contribution of behavioristic counseling modeling and role-playing techniques to reduce cyberbullying. In addition, this study also aims to see the differences in the ability

between female and male students in reducing cyberbullying, because in general, the results of previous studies still obtained inconsistent information.

Purpose or Hypotheses of the Study

Based on the description above, the purpose of this study is to test the efficacy of behaviorist counseling modeling and role-playing techniques in reducing cyberbullying in students. Specifically, the hypotheses (H) proposed in this study are behaviorist counseling assisted by modeling techniques and role-playing simultaneously is effective in reducing cyberbullying in students (H1), behaviorist counseling assisted by modeling techniques is effective in reducing cyberbullying in students (H2), behaviorist counseling assisted by role-playing techniques is effective in reducing cyberbullying in students (H3), and there is a difference in the ability to reduce cyberbullying behavior between male and female students (H4).

METHODS

Design

The research method used is a true experiment with a two factorial designs model. This design aims to study the effects of independent variables, namely behavioristic counseling with modeling and role-playing techniques on dependent variables, namely cyberbullying. The design used in this study is a two-factor experiment with a 2 x 2 factorial experiment type. Furthermore, what is meant by this type is the existence of two factors, namely treatment and problems. The treatment factor consists of two levels, namely behavioristic counseling with modeling techniques and behavioristic counseling with role-playing techniques. As for the problem factor, it is seen from the problem of cyberbullying which consists of two levels seen from the gender of male and female. Systematically, the 2 x 2 factorial design in this study is presented in the form of Figure 1.

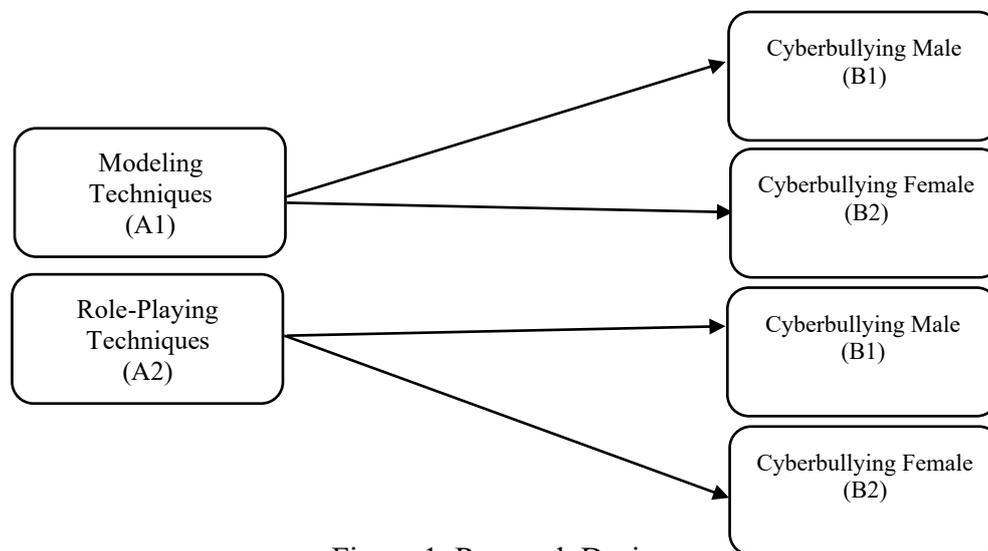


Figure 1. Research Design

Participants

The population in this study were all students at public senior high school in Mataram and public vocational secondary school in Mataram. The sampling technique used was purposive sampling with random assignment. This study, 20 students participated, consisting of 10 males and 10 females. This sample was selected because they were indicated as perpetrators of high-intensity cyberbullying, while students with moderate or low intensity were not used. The high-intensity cyberbullying sample in this study was considered sufficiently representative of the eleventh-grade population. The first group consisted of 5 male students

($M_{age} = 15.6$, $SD = 0.54$), and the third group consisted of 5 female students ($M_{age} = 15.8$, $SD = 0.44$) who were in the modeling intervention group. While the second group consisted of 5 male students ($M_{age} = 15.6$, $SD = 0.54$) and the fourth group consisted of 5 female students ($M_{age} = 15.6$, $SD = 0.54$) who were in the role play intervention group. The participants in this study were grade eleven students at public senior high school in Mataram and public vocational secondary school in Mataram, Indonesia who were classified as having high levels of cyberbullying.

The instrument used in this study was adopted from the Cyberbullying Scale (CS) developed by [Menesini et al. \(2011\)](#). This cyberbullying scale has 10 statement items and uses a Likert scale with 4 choice criteria, namely: Strongly Agree, Agree, Disagree, Strongly Disagree. The cyberbullying scale shows a Cronbach's Alpha value of 0.74.

Procedure

This study was conducted on grade eleven students at public senior high school in Mataram, and public vocational secondary school in Mataram, Indonesia. A total of 80 students indicated cyberbullying based on the results of student case studies from school counselors reinforced by the results of filling out the pre-test instrument. From the results of the case study documents and the pre-test, students with high levels of cyberbullying were taken and selected as many as 20 people to become research subjects using random assignment techniques. In this study, 10 students came from public senior high school in Mataram and 10 students came from public vocational secondary school in Mataram. The selected research subjects were given behavioristic counseling interventions with modeling techniques and role-playing techniques for seven sessions. After the counseling intervention was completed, a post-test assessment was then conducted to see the decrease in cyberbullying committed by the participants. As for ensuring that the intervention provided has a permanent impact on reducing cyberbullying, the researchers conducted a follow-up assessment with a span of 1 month after the post-test assessment. For further details, the research procedure can be seen in Figure 2.

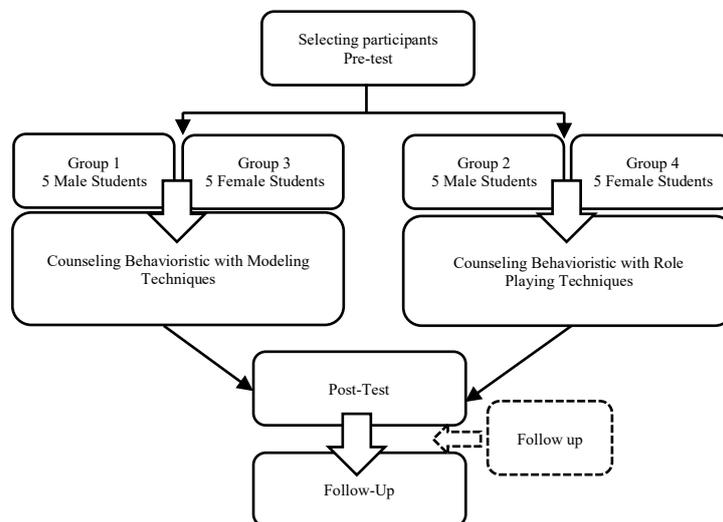


Figure 2. Research Procedure

Table 1. Systematic behavioristic counseling activities

Sessions	Stages	Activities
1	Assessment	The counselor asks the counselee to fill in the pre-test instrument; explains the purpose of counseling; asks about the readiness of the counselee; and fills in the willingness sheet.
2	Setting Objectives	The counselor explains the procedure of counseling activities; explains the principles; formulates goals; looks at the consequences of the target behavior; and manages anxiety.
3	Technique Implementation Modeling and Role Play	The counselor invites the counselee to understand his maladaptive behavior; understand why the problem occurs; eliminate maladaptive behavior; perform the target behavior by providing <i>reinforcement</i> at each stage; watch short videos and role plays that contain positive values to strengthen the target behavior; and provide homework assignments.
4	Technique Implementation Modeling and Role Play	The counselor discusses homework; discusses how to achieve the expected target behavior; applies modeling techniques using short videos and role playing; asks motivational questions to learn the target behavior; and gives homework.
5	Technique Implementation Modeling and Role Play	Counselor discusses homework; maintains new behaviors; watches short videos and role plays to give the counselee a complex understanding of moral values and assigns homework.
6	Reinforcement of New Behavior	The counselor discusses homework; invites the counselee to get used to applying his new behavior; and instructs the counselee to believe that what has been chosen is good behavior.
7	Termination	The counselor and the counselee evaluate what has been learned during the counseling activities and close the counseling meeting with prayer.

Each counseling session was conducted with a time duration of 90 minutes. These behavioristic counseling activities are presented in Table 1. The data obtained from the assessment results were analyzed using repeated measures Anova mixed design to see the decrease in the level of cyberbullying in students. As for stating that the experimental group is homogeneous, the t-independent test is used. In addition, the t-independent test is also used to assess the comparative effectiveness of the treatments given and compare the intensity of the decrease in cyberbullying behavior seen from a gender perspective. This study focuses on testing the effectiveness of behavioral counseling in reducing cyberbullying behavior carried out by students. In its application, this behavioral counseling is supported by modeling techniques and role-playing techniques to accelerate the occurrence of expected positive behavioral changes. Furthermore, cyberbullying behavior carried out by students is seen as an aggressive act to hurt other people who are helpless by using electronic platforms. Cyberbullying in this study can be described in several types of behavior, such as slandering, attacking someone with bad words, using someone's identity without permission, spreading rumors to embarrass others, and removing people who are not liked from chat groups. In addition, the sample used in the study was limited to two senior high schools or equivalent in the city of Mataram, Indonesia.

RESULTS AND DISCUSSION

Results

The results of comparing the *pre-test assessment* in the experimental group using the *independent t-test* showed that the experimental group given the modeling and role-playing techniques had no significant difference in the level of cyberbullying ($t(18) = -0.32, p > 0.05$). In addition, for male and female gender, there was no significant difference in age ($t(18) = -0.44, p > 0.05$). Furthermore, for data analysis in this study using *repeated measures* Anova.

Table 2. Descriptive Characteristics of Cyberbullying of The Experimental Group

Group	Male						Female					
	T ₁		T ₂		T ₃		T ₁		T ₂		T ₃	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Modelling	32.20	0.83	27.20	0.83	22.60	0.89	32.00	0.70	25.40	1.34	21.80	0.83
Role Play	32.00	0.70	27.20	0.83	24.40	0.54	32.40	0.54	27.00	1.00	24.20	0.83
M _{time}	32.10	0.73	27.20	0.78	23.50	1.17	32.20	0.63	26.20	1.39	23.00	1.49
M _{gender}	27.60 (SE = 0.12)						27.13 (SE = 0.12)					
M _{technique}	26.86 (SE = 0.11)						27.86 (SE = 0.13)					

Table 3. Results of two-way mixed Anova analysis

Effect	F	Df	P
Time	464.67	2,32	< 0.01
Technique	33.96	1,16	< 0.01
Gender	3.26	1,16	> 0.05
Time* Technique	5.94	2,32	< 0.01
Time*Gender	1.75	2,32	> 0.05
Technique *Gender	7.39	1,16	> 0.05
Time* Technique *Gender	0.48	2,32	> 0.05

Descriptive characteristics of cyberbullying variables in the *pre-test* (T₁), *post-test* (T₂) and *follow-up* (T₃) of the experimental group are presented in Table 2.

The results of the *two-way mixed* Anova analysis are presented in Table 3. The results of the *main effect of measurement time* on reducing the intensity of cyberbullying behavior in the experimental group showed a significant effect ($F(2,32) = 464.67, p < 0.01$). The effect of *time* at the time of measurement showed a decrease in the intensity of cyberbullying in the experimental groups T₁ ($M = 32.15, SE = 0.15$), T₂ ($M = 26.70, SE = 0.22$) and T₃ ($M = 23.25, SE = 0.17$). The results of the *main effect of the technique* in reducing cyberbullying in the experimental group found a significant difference ($F(1,16) = 33.96, p < 0.01$). The difference in the use of techniques is shown by the more effective role-playing technique compared to the modeling technique ($MD = 1.00, SE = 0.17$). The results of the *main effect of gender* on the intensity of cyberbullying reduction in the experimental group found no significant difference ($F(1,16) = 3.26, p > 0.05$). The intensity of reducing cyberbullying behavior on *gender* shows no difference between female and male students ($MD = 0.46, SE = 0.17$). The effectiveness of behavioristic counseling using modeling and role-playing techniques in reducing cyberbullying in males can be seen in Figure 3 and females in Figure 4.

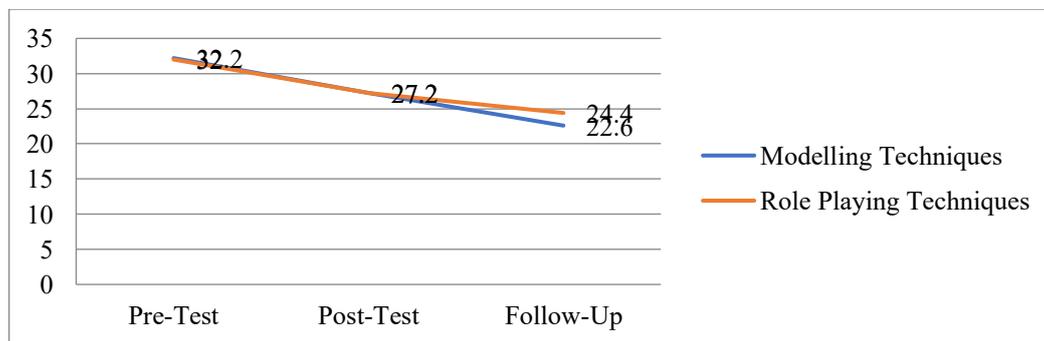


Figure 3. Graph of Decrease in Cyberbullying Behavior with Modeling Techniques in and Role-Playing Techniques in Male Gender

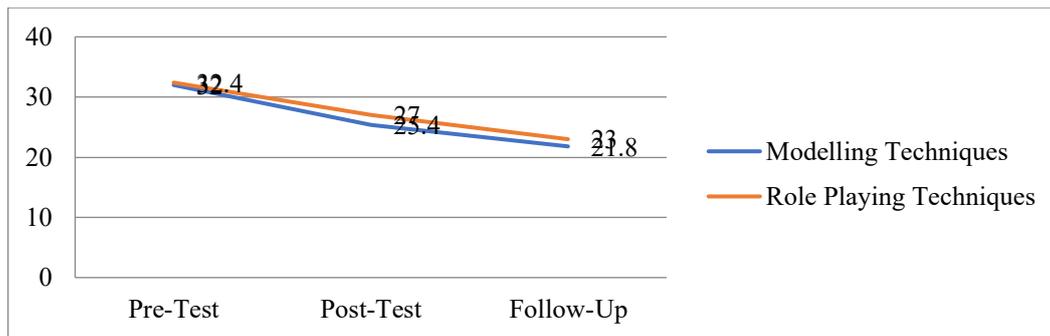


Figure 4. Graph of Decrease in Cyberbullying Behavior with Modeling Techniques and Role-Playing Techniques in Female Gender

The results of the *effect of interaction time* with techniques on reducing the intensity of cyberbullying behavior in the experimental group showed a significant effect ($F(2,32) = 5.94, p < 0.01$). When comparing the *mean difference* value of *pairwise comparisons*, the role-playing technique in reducing cyberbullying in students has a higher decline than the modeling technique. Based on the results of data analysis, it can be seen that changes in the intensity of cyberbullying in the experimental group given the modeling technique during the *pre-test assessment* to the *post-test* ($MD = 5.80, SE = 0.51$), *pre-test to follow-up* ($MD = 9.90, SE = 0.38$) and *post-test to follow-up* ($MD = 4.10, SE = 0.50$). While the experimental group given role-playing techniques at the time of *assessment pre-test to post-test* ($MD = 5.10, SE = 0.35$), *pre-test to follow-up* ($MD = 7.90, SE = 0.27$) and *post-test to follow-up* ($MD = 2.80, SE = 0.41$). The results of the *effect of interaction time* with *gender* on reducing the intensity of cyberbullying in the experimental group showed no significant effect ($F(2,32) = 1.75, p > 0.05$).

When comparing the *mean difference* value of *pairwise comparisons* for *gender*, the female gender has no difference with the male gender. Furthermore, the results of the *effect of interaction of technique* with *gender* on reducing the intensity of cyberbullying in the experimental group did not find any significant differences ($F(1,16) = 7.39, p > 0.05$). While the results of the *effect of interaction of time, technique and gender* on reducing the intensity of cyberbullying in the experimental group did not find a significant effect ($F(2,32) = 0.48, p > 0.05$).

Based on the results of the *t-independent test* of the modeling technique and role-playing technique in reducing cyberbullying at the *pre-test assessment*, no significant difference was found ($t(18) = -0.32, p > 0.05$), *post-test* ($t(18) = -1.51, p > 0.05$), no significant difference was found, and *follow-up* ($t(18) = -5.82, p > 0.05$) no significant difference was found. Furthermore, based on the results of the *independent t-test* of male and female gender on the level of intensity of cyberbullying reduction at the *pre-test assessment*, no significant difference was found ($t(18) = -0.32, p > 0.05$). Whereas at the time of the *post-test assessment* there was no significant difference ($t(18) = -1.97, p > 0.05$) and at the time of the *follow-up assessment* there was no significant difference ($t(18) = -0.83, p > 0.05$).

Discussion

This study investigated the effectiveness of behavioristic counseling modeling and role-playing techniques in reducing students' cyberbullying at school. The findings of this study showed that there were no significant differences between the groups in terms of demographic characteristics (age and gender) which means that the distribution of the study subjects was random and has maintained internal validity. Furthermore, the results of this study confirmed that behavioristic counseling is effective in reducing cyberbullying. The results of this study reinforce research conducted by Alwis (2023) who used behavioristic counseling assisted by behavior contact techniques to reduce bullying behavior in students where the results showed

that there were changes in behavior that occurred after the intervention was given. In addition, [Chinweuba & Frank \(2023\)](#) also revealed that cognitive-focused behavioral counseling can effectively reduce bullying behavior in students at school. Behavioristic counseling is effective in its application to reduce bullying and cyberbullying because individuals as reactive beings in the process of learning new behaviors are influenced by factors from outside themselves so that they react to their environment to produce new patterns of behavior that can indirectly shape individual personalities ([Corey, 2007](#)).

Furthermore, the application of values in the implementation of modeling and role-playing techniques in behavioristic counseling allows for a paradigm shift in thinking towards the counselee. The behavioristic approach in its application puts forward the principles of learning to change behavior towards more adaptive ways ([Erford, 2015](#)). In applying these techniques, individuals have indirectly tried to learn through observation and modeling to get positive behaviors related to moral values and empathy. The findings of this study also confirm the effectiveness of modeling and role-playing techniques in reducing cyberbullying. The results of this study reinforce previous research conducted by [Nawaldi et al. \(2022\)](#) where they suggest that the application of symbolic modeling techniques to students can effectively increase students' understanding of the dangers of cyberbullying. In the context of different applications, modeling techniques are also seen as one of the effective techniques in increasing moral values and empathy ([Gunawan et al., 2019](#)). Meanwhile, the role-playing technique is also seen as a good technique to overcome the problem of cyberbullying because in its application counsees learn to various kinds of social, communication, interpersonal skills, and also increase empathy ([Cooper et al., 2007](#); [Young, 2017](#)). When comparing the effectiveness of modeling and role-playing techniques, it can be concluded that in this study the role-playing technique is superior to the modeling technique in reducing cyberbullying. The role-playing technique is said to be more effective for reducing cyberbullying, because in the implementation process it goes through several structured stages that can accelerate behavioral changes in the counselee, namely: (1) warming up first so that the counselee when playing the model becomes more prepared; (2) doing enactment in this situation the counselee learns to be able to animate the role played so that it makes it easier for the counselee to be able to feel the emotional situation and (3) doing reenactment aims to make what he learns easy to remember and embedded in the counselee's personal self ([James & Gilliland, 2003](#)).

Through role-playing activities counsees can learn new skills, explore a wide variety of behaviors, and observe how those behaviors affect others. According to [Papadopoulou \(2013\)](#) role playing has many advantages for children's cognitive, emotional, social, and language development. In addition, role play can also help counsees strengthen social skills, encourage higher levels of thinking, and produce better listening skills and assertiveness ([Thompson & Bundy, 1996](#)).

The results of this study also confirm that there is no significant difference between boys and girls in terms of the ability to reduce cyberbullying from a *gender* perspective, where girls and boys are equally good at reducing cyberbullying behavior. The results of this study provide additional authentic evidence that girls and boys are equally capable of reducing cyberbullying. The results of this study reinforce previous findings conducted by [Wong et al. \(2018\)](#) where in their research they found that girls and boys have the same good self-control abilities that make it easier for them to reduce cyberbullying. In this case, self-control is a self-regulatory resource that can overcome one's antisocial response so that it can regulate emotions, suppress negative thoughts, and control behavior properly ([Duckworth & Seligman, 2005](#)). In addition, the increasingly mature age factor is believed to help counsees to manage themselves better so that they can direct themselves not to commit cyberbullying against others ([Baldry et al., 2016](#)).

Implications

The implications of these findings emphasize the effectiveness of behavioristic counseling in reducing cyberbullying behavior that occurs in students. By understanding that cyberbullying behavior occurs due to incorrect learning factors towards their social environment, the application of behavioristic counseling is considered appropriate to handle cyberbullying problems. Furthermore, good collaboration is needed between counselors, teachers, and parents in providing information on the use of the internet and social media as a form of anticipation of the rampant cyberbullying problems that have occurred recently so that targeted interventions can be implemented for students. In addition, school counselors also need to foster students' abilities in reducing cyberbullying behavior through the application of role-playing techniques so that students can increase their empathy where in these activities students can experience directly the painful event of being a victim of cyberbullying.

Limitations and Suggestions for Further Research

This study is limited to reducing cyberbullying in students at school using behavioristic counseling assisted by modeling and role-playing techniques. The cyberbullying examined in this study is seen from the perspective of the perpetrator and not the victim. Meanwhile, future researchers can look at cyberbullying from the point of view of the perpetrator and victim so as to see the problem more complex. This study is also limited to the determination of research subjects where students who are subjects in this study are relatively few because the intervention used is individual counseling which requires a longer counseling session time compared to group counseling. Meanwhile, future researchers can pay attention in terms of time efficiency so that they can choose group counseling as an intervention using different approaches and techniques from this study.

CONCLUSION

Based on the research results that have been obtained, it can be concluded that behavioristic counseling modeling and role-playing techniques are effective in reducing student cyberbullying at school. Meanwhile, in this study, the role-playing technique is superior and efficient in reducing student cyberbullying than the modeling technique. In addition, there is no significant difference between female and male students in their ability to reduce cyberbullying from a *gender* perspective, where female students have the same good ability to reduce cyberbullying behavior as male students.

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AUTHOR CONTRIBUTION STATEMENT

The Author Contribution Statement is as follows: IMMSG acted as the person who developed the main idea of this study and fully contributed to the experimental process. HA was responsible for conducting the data analysis. AH was the person in charge of collecting supporting reference sources. ARS was in charge of helping collect research data while in the field and documenting activities. RZ acted as the person who developed the instrument and language translator.

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