



Problems Experienced Counseling Guidance Teachers in Guiding Student Victims of Emotional Violence in Medan

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ABSTRACT

Emotional violence targeting students is influenced not only by familial factors but also by the broader social milieu. This form of violence significantly impacts students, particularly affecting their attitudes, character, behavior, emotions, interests, and values. This study aims to explore the challenges faced by guidance and counseling educators in addressing emotional violence among students at Al-Ulum High School in Medan. Employing a descriptive qualitative approach, the research emphasizes descriptive analysis. Data collection involved observation, interviews, and document analysis. Participants included guidance and counseling educators as well as ten students who had experienced emotional violence. Findings reveal the hurdles encountered by educators in assisting students affected by emotional violence. While instances of emotional violence at Al-Ulum High School are relatively low in severity, appropriate guidance and counseling services tailored to these students are essential. Effective management of these services is crucial for addressing the needs of emotional violence victims at the school.

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INTRODUCTION

Examining various cases in the field regarding acts of violence that often appear in the mass media, both printed media and other electronic media. Various acts of violence that often result in neglect by victims are emotional violence, namely acts of discrimination against victims, thereby giving rise to inner conflict within the victim. Without realizing it, emotional violence is often carried out by people around them, both in the family and social circles. Emotional violence is usually carried out by the perpetrator through uttering words that can have an impact on the victim, thereby giving rise to negative vibes in the victim. This was found in research experienced by guidance

counselors at Al-Ulum High School that emotional violence committed by students as perpetrators often triggers conflict against their peers as victims.

Emotional violence is one type of violence experienced by Asian countries from 2012 to 2013, especially in Australia. The United States National Incidence Study explains that emotional abuse experienced by children, 73% comes from biological parents and 20% from non-biological parents, while 7% of violence is perpetrated by adults on children (Sedlak, Mettenburg, Basena, Peta, McPherson & Greene, 2010). The impact of emotional violence is often experienced by students if the student's level of self-confidence is low, so that students will experience feelings of ridicule and humiliation regarding their weaknesses. This is caused by feelings that lead to insecurity. As a result, students become inferior, feel worthless and like being alone, depression, reduced motivation, confusion, difficulty concentrating or making decisions, low self-confidence and self-destruction (Dinastuti, 2008).

Based on Law No. 35 of 2014 concerning amendments to Law No. 23 of 2002 concerning child protection, it states that "a child is someone who is not yet eighteen years old, including children who are still in the womb." physically and psychologically/emotionally. Therefore, in studying and helping students achieve success in their educational journey, of course the guidance and counseling teacher/counselor at Al-Ulum Medan Private High School has an important role in carrying out tasks in accordance with the goals to be achieved. Planning the counseling guidance program, implementing the counseling guidance program, assessing the process and results of the counseling guidance program, analyzing the results of the counseling guidance program assessment, carrying out follow-up, administering and being accountable for the implementation of the counseling guidance program in schools (Ministry of National Education, 2014) It is unavoidable that a guidance and counseling teacher or counselor at Al-Ulum Medan Private High School experiences several difficulties in handling a student's case.

RESEARCH METHOD

Case study research uses a qualitative description approach, namely one method as a step that produces descriptive data in the form of written words or a policy (Moleong, 2002). A case study is a search for related objects and subjects that requires time through in-depth data collection and involves various sources of information (Wahyuningsih, 2013). This research was located at Al-Ulum Medan Private High School and the research focus subjects here were guidance and counseling teachers or school counselors and students who were victims of emotional violence. Data collection was carried out using

observation techniques, interviews and documentation studies. The data collected will be analyzed using the Miles & Huberman method, namely data collection, data reduction, data presentation, and drawing conclusions (Miles, 1994).

RESULTS AND DISCUSSION

This research was conducted at Al-Ulum High School, Medan, focusing on the problems of guidance and counseling teachers in providing services to students who are victims of emotional violence. The counseling guidance teacher who is in charge background in Guidance Counseling and has a history of education in the Counselor Profession. In this case, we also carry out physical observations, namely observing the implementation of guidance and counseling services in schools, identifying cases, the stages they go through and the advice given by a guidance and counseling teacher. This can be clearly seen how problems are experienced by guidance and counseling teachers in dealing with students who are victims of emotional violence.

The results of the research through interviews and observations showed that involvement in solutions was carried out by guidance and counseling teachers regarding the implementation of service delivery to students who were victims of violence. As a complement to the data, documents related to the implementation of guidance and counseling services, namely work programs including annual programs, semester programs, Service Implementation Plans, service materials and program implementation reports for guidance and counseling teachers or school counselors were collected for analysis. Guidance and counseling services are carried out in accordance with the structure in accordance with the principles of counseling and also the foundation of counseling. The guidance and counseling teacher at Al-Ulum Private High School also gives special attention to students who may be experiencing problems within themselves, as stated in the journal (M. Harwansyah Putra Sinaga, 2022) that understanding the characteristics of learners or students is the most important part and is the opening part which is explained specifically for each level of education.

Managed several service patterns provided by guidance and counseling teachers at Al-Ulum Medan High School, appropriate services for students who are victims of emotional violence. So that later the counseling process can be carried out well, as a result, their involvement in the counseling process from start to finish requires several stages in identifying cases, As seen in table 1:

Table 1.
Guidance Services Carried Out by Guidance Counselors in Identifying Cases of Emotional Violence at Al-Ulum High School, Medan

Stages	Description	Action
Initial Stages	Building a counseling relationship involving a victim student. In this relationship, it functions as a success process and creates a comfortable atmosphere that supports the counseling process.	In carrying out the counseling process at Al-Ulum High School, the guidance and counseling teacher carries out the initial stages of the process, namely: <ol style="list-style-type: none"> 1. Trying to accept students and the open attitude of a guidance counselor. 2. Try to create a comfortable atmosphere so that students will feel open about problems that occur. This means that students honestly express their feelings, hopes, and so on.
Identification of problems	In this case, it requires the cooperation of students (counsees) by uncovering the problems experienced by students. It is important for the counselor's role to help clarify the client's problems.	Al-Ulum High School guidance and counseling teachers take several actions such as: <ol style="list-style-type: none"> 1. When a student came forward (the victim) who admitted that he felt a little disturbed by the problem. 2. Listen to all the complaints experienced by students with some facts.

Middle Stage	<p>This stage finds several of the client's problems and focuses on what kind of help will be provided based on the client's problems. With the aim that the counselee obtains a new perspective, new alternatives in order to make decisions and take action.</p>	<p>In this implementation, the counseling guidance teacher takes several actions to uncover problems, such as:</p> <ol style="list-style-type: none"> 1. Find witnesses who may be sources of information whether it is true or not, as well as material for collecting evidence. 2. Find the perpetrator who is the main perpetrator.
Final Stage	<p>This stage is characterized by several things such as;</p> <ol style="list-style-type: none"> 1. Decreased anxiety experienced by clients. 2. There is a change in behavior. 3. There is a future life plan with clear goals. <p>It is also characterized by several goals, such as the counselee implementing behavior changes and attitude changes, because he came to ask for help because he was aware of the need for change in himself.</p>	<p>Guidance and Counseling teachers carry out several actions for counselors who are victims of emotional violence, such as;</p> <ol style="list-style-type: none"> 1. Providing advice and, 2. Providing one type of Islamic therapy 3. (controlling emotions) such as istighfar, and so on.

In a research published in the journal JAMA Psychiatry (James Knoll IV, 2023) mentions the fact that children who experience trauma of violence in any form will grow up with various behavioral problems. This can range from anxiety, depression, aggression to rebellion. Journal of the Relationship between Emotional Violence Perpetrated by Parents and Adolescent Behavior. The problem of emotional violence experienced by students at Al-Ulum High School is still at a low level and not so severe that it can be overcome by a guidance and counseling teacher. Because in the learning process students have been provided with some information about how to appreciate and respect each other. At this school, career theories are also shared which will be useful in

providing an overview with the aim of choosing an appropriate career path. The management process in counseling guidance services at this high school is also going well. A service program has been arranged, implemented and achieved in accordance with usefulness and quality.

There are 3 guidance and counseling teachers at Al-Ulum Medan Private School. One guidance and counseling teacher serves each high school class level. Coordinate with each other and not only carry out the main activity, namely counseling guidance services, but continue to carry out counseling guidance administration well. As well as working together in carrying out quality counseling guidance service activities. The implementation of guidance for students who are victims of emotional violence also involves guidance and counseling teachers in particular, homeroom teachers, and the students' parents (if necessary or the case is classified as serious). In this guidance process, there is actually nothing that hinders a guidance and counseling teacher, but rather students who are reluctant to open up about their problems. Because this issue is very sensitive and only a few students want to talk about this issue. Therefore, guidance and counseling teachers continue to provide services as a preventive measure so that the incident experienced does not happen again or does not happen again in the school.

Based on the research results, guidance and counseling teachers at SMA Al-Ulum Medan carry out services to support the successful process of counseling in education. Apart from that, guidance and counseling teachers have a significant role in developing emotional intelligence by providing knowledge to their students regarding how to manage emotions. So, by providing these things, students are expected to be able to think openly and actively and generate positive strength with in them selves. Some of the services provided by counseling guidance teachers are as shown in table 2.

Table 2.

Types of Services Provided by Guidance and Counseling Teachers to Students Who are Victims of Emotional Violence at SMA Al-Ulum Medan

Service Type	Description
Individual Counseling	The guidance and counseling teacher at Al-Ulum High School provides this service with a purpose helping counselees who are victims of emotional violence to restructure their problems and become aware of their life style and reduce negative judgments about themselves. Then help in correcting his perception of the environment, so that the victim can direct his behavior and re-develop his social interests.

Consultation Services	In consultation services, there are three parties that cannot be separated, namely supervising teachers, consultants and third parties. This consultation service is a process of action in an atmosphere of cooperation and interpersonal relationships with the aim of solving a problem within the professional scope of the person requesting the consultation. (This service is especially needed for guidance and counseling teachers if there are parents of counselees who wish to express problems related to the problems experienced by the consultant) .
Therapy	Some of the therapies provided by Al-Ulum High School guidance and counseling teachers to students who are victims of emotional violence, such as; get closer to Allah SWT (respective religious beliefs), and always make istighfar, and always improve yourself for better consultation).

In research (Shapiro, 2014) regarding emotional and physical violence experienced by adolescents and shows that emotional violence has a very strong relationship with mental health status which is stronger than physical health. Research results prove that the impact of experiencing emotional violence shows that individuals who experience emotional violence show more emotional problems such as depression, suicidal tendencies, and post-traumatic disorders.

Other research also found that emotional violence in the household during childhood had a more significant impact on teenagers' withdrawal behavior from their social environment than other types of violence (Shaffer, 2009). It can be explored that types of emotional violence can include behavior that criticizes, blames, belittles, alienates and threatens children in dangerous situations (Carr, 2016). Victims who experience emotional violence can develop feelings of worthlessness, unloved and unwanted and these feelings can last until adolescence. The high number of cases of emotional violence shows that this behavior originates internally or is carried out by family members themselves. Many acts of violence committed within the family against children are not revealed to the public because there are still some assumptions that acts of violence against children are a domestic matter.

CONCLUSION

The number of victims of emotional violence at Al-Ulum High School is around 10 students and judging from the level of emotional violence problems experienced by students at Al-Ulum High School, it is still relatively low level and not so severe that it can be overcome by a guidance and counseling teacher. Services provided to students who are victims of emotional violence include identifying cases, providing individual counseling services, consultation services, and carrying out Islamic therapy. In this guidance process, there is actually nothing that hinders a guidance and counseling teacher, but rather students who are reluctant to open up about their problems. Because this issue is very sensitive and only a few students want to talk about this issue. Therefore, guidance and counseling teachers continue to provide services as a preventive measure so that the incident experienced does not happen again or does not happen again in the school.

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