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VIOLENCE PREVENTION IN PUBLIC MIDDLE SCHOOLS IN BONTANG CITY USING CHI SIGMA IOTA-BASED LEADERSHIP AND ADVOCACY

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ABSTRACT

School violence remains a persistent challenge that threatens students' safety, psychological well-being, and educational outcomes, highlighting the need for preventive interventions that extend beyond reactive disciplinary approaches. This study aimed to examine the effectiveness of a Chi Sigma Iota-based Leadership and Advocacy (CSIA-V) model in preventing violence in public junior high schools in Bontang City while strengthening counselors' leadership competencies. The study employed a three-cycle action research design based on the Kemmis and McTaggart model using a concurrent mixed-methods approach with quantitative dominance. Participants consisted of four school counselors and 150 eighth-grade students at SMP Negeri 1 Bontang. Quantitative data were collected using the Student Violence Behavior Scale, the CSI-Based Counselor Leadership Inventory, and the Violence Incident Observation Sheet, while qualitative data were obtained through semi-structured interviews, focus group discussions, and reflective journals. Quantitative data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test, whereas qualitative data were examined through thematic analysis and the DEAL (Describe–Examine–Articulate Learning) reflective framework. The findings demonstrated substantial improvements in counselors' leadership capacity, with the average leadership score increasing from 58.25 to 89.25 (53.2%). Violence incidents decreased by 82.7%, while Wilcoxon analysis indicated statistically significant reductions across all dimensions of student violent behavior ($p < .001$), with a medium-to-large effect size ($r = 0.481$). Qualitative findings revealed strengthened professional identity among counselors, active student participation through the Peer Counselor Anti-Violence (PCAK) initiative, enhanced multicultural collaboration, and improved school climate. The study concludes that the CSIA-V model is an effective and contextually appropriate framework for strengthening counselor leadership and reducing school violence. Integrating leadership, advocacy, professional identity, and community collaboration provides a sustainable strategy for developing safer, more inclusive, and violence-free schools.

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INTRODUCTION

School violence has become one of the most pressing challenges confronting educational systems worldwide because of its adverse consequences for students' academic achievement, psychosocial well-being, and long-term development. Violence in schools extends beyond isolated disciplinary incidents and represents a multidimensional social phenomenon involving physical aggression, verbal abuse, psychological intimidation, bullying, cyberbullying, and other forms of interpersonal victimization that undermine students' rights to learn in a safe environment. According to the World Health Organization (2020),

approximately one in three school-aged children worldwide has experienced bullying within the previous month. Similarly, UNICEF (2019), in its global report *Behind the Numbers: Ending School Violence and Bullying*, emphasized that school violence should not merely be viewed as individual misconduct but rather as a systemic issue rooted in structural inequalities, imbalanced power relations, and institutional failures to provide adequate protection for children. Supporting this perspective, Modecki et al. (2014) conducted a meta-analysis involving more than 284,000 students across 80 empirical studies and reported an average prevalence of 35% for traditional bullying and 15% for cyberbullying, highlighting the urgent need for comprehensive and systemic prevention strategies.

Within educational institutions, school violence is strongly influenced by organizational culture, peer-group dynamics, power hierarchies, and social norms that often normalize aggressive behavior among adolescents. Sittichai and Smith (2015) found that bullying prevalence in Southeast Asia ranges between 20% and 45%, depending on socioeconomic conditions, school governance, and urban-rural contexts. Indonesia, which possesses one of the world's largest school-age populations, faces similar challenges. However, preventive interventions have frequently remained fragmented, reactive, and predominantly focused on responding to incidents after violence has occurred rather than establishing sustainable prevention systems.

National evidence further illustrates the magnitude of this problem. The Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia [KPAI], 2023) reported 2,355 school-related violence cases during 2023, of which approximately 38.2% occurred at the junior secondary school level. Nevertheless, these official reports are widely recognized as representing only a fraction of the actual cases because numerous incidents remain unreported due to fear, stigma, or inadequate reporting mechanisms. Budirahayu (2025) argued that school violence has evolved from a localized educational concern into a nationwide social problem requiring coordinated institutional responses. Consequently, the Ministry of Education, Culture, Research, and Technology introduced Ministerial Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in Educational Institutions, emphasizing preventive approaches, institutional accountability, and multidisciplinary collaboration.

The same trend is evident in Bontang City, East Kalimantan. Official records from the Office of Women's Empowerment and Child Protection (PPA, 2025) indicate a continuous increase in reported violence cases, rising from 80 cases in 2023 to 101 cases in 2024 and further increasing to 105 cases in 2025. Although these statistics encompass multiple forms of violence, schools remain among the primary environments where adolescent victimization occurs. These findings suggest that conventional disciplinary measures alone are insufficient to address violence comprehensively, thereby necessitating preventive strategies that strengthen institutional leadership and collaborative intervention systems.

Within this context, school counselors occupy a strategic position because they are expected to function not only as providers of counseling services but also as leaders who promote systemic change and student advocacy. The American School Counselor Association (2012), through the fourth edition of the *ASCA National Model*, explicitly identified leadership, advocacy, collaboration, and systemic change as fundamental competencies of professional school counselors. Likewise, the Indonesian Counselor Competency Standards emphasize counselors' responsibilities in designing comprehensive guidance and counseling programs

while facilitating institutional transformation (Nurrahmi, 2012). Despite these professional expectations, many counselors continue to operate primarily within reactive service models, focusing on administrative duties or individual case management rather than leading school-wide violence prevention initiatives.

Several factors contribute to this leadership deficit. At the individual level, counselors frequently experience uncertainty regarding their professional identity, leading them to perceive themselves merely as technical service providers instead of educational leaders. Nelson (2018) described this phenomenon as an identity crisis, in which counselors become trapped in administrative routines and fail to exercise leadership capacities. At the professional level, counselor education programs in Indonesia have not consistently incorporated leadership development, advocacy competence, and organizational change as essential components of counselor preparation (Arafani et al., 2025). Consequently, counselors often lack sufficient confidence and competence to initiate institutional reforms aimed at preventing violence.

To address this limitation, the Chi Sigma Iota (CSI) International Honor Society provides a comprehensive professional leadership framework specifically designed for counseling professionals. Established in 1985 by Thomas J. Sweeney, CSI currently consists of more than 140,000 members across 74 countries and more than 650 professional chapters worldwide (Fink, 2024). CSI promotes excellence in counseling scholarship, research, leadership, and professional practice through five interrelated core values: wellness, leadership, advocacy, excellence, and social justice (Gibson, 2021). Unlike conventional leadership models emphasizing administrative authority, CSI conceptualizes leadership as a professional commitment to ethical practice, systemic advocacy, collaborative partnerships, and continuous professional growth.

The CSI leadership framework consists of four interconnected domains: leadership development, advocacy competence, professional identity, and community collaboration. Leadership development emphasizes counselors' capacity to influence educational systems through ethical decision-making, reflective practice, and transformational leadership (Dollarhide & Saginak, 2011). Advocacy competence positions counselors as proactive agents responsible for protecting vulnerable students and influencing institutional policies that promote equity and psychological safety (Ratts et al., 2016). Professional identity strengthens counselors' confidence, ethical commitment, and legitimacy within educational organizations (McKinney et al., 2018), whereas community collaboration highlights partnerships among schools, families, community organizations, and government institutions as essential components of sustainable violence prevention (Borders et al., 2012).

The relevance of the CSI framework becomes particularly significant in the context of Bontang, an industrial city characterized by substantial cultural diversity involving Javanese, Bugis, Kutai, Banjar, and other ethnic communities. Such diversity enriches educational environments while simultaneously creating challenges related to social integration, cultural communication, and conflict management. Therefore, violence prevention requires leadership approaches capable of integrating multiple stakeholders into coordinated preventive actions rather than relying solely on disciplinary sanctions.

Empirical evidence consistently demonstrates that comprehensive school-wide interventions outperform isolated counseling activities. Gaffney et al. (2021) concluded through a meta-analysis that the most effective anti-bullying programs combine counselor

leadership, teacher training, parental involvement, and explicit institutional policies. Similarly, Fithriyah (2025) emphasized that comprehensive guidance and counseling programs led by proactive counselors significantly improve school safety and reduce violence within Indonesian educational settings. Nevertheless, existing violence prevention initiatives rarely position counselors as strategic leaders responsible for systemic organizational change.

Despite the increasing international recognition of the CSI framework, its application within Indonesian school counseling remains extremely limited. Previous studies have predominantly examined counselor leadership from organizational or managerial perspectives without integrating CSI values of advocacy, professional identity, social justice, and collaborative leadership into violence prevention programs. Consequently, there remains a significant theoretical and practical gap regarding how CSI principles can be contextualized within Indonesian junior secondary schools.

This study addresses that gap by adapting the CSI leadership framework to the Indonesian educational context through cultural, structural, and methodological modifications. Culturally, CSI values are integrated with local principles such as *gotong royong*, collective responsibility, and deliberative decision-making. Structurally, the framework is aligned with the Regulation of the Minister of Education and Culture No. 111 of 2014 concerning Guidance and Counseling Services, enabling counselors to implement CSI principles within existing educational policies. Methodologically, the intervention employs a three-cycle action research model combined with the DEAL (Describe, Examine, Articulate Learning) reflective framework, ensuring continuous professional reflection and systematic program improvement throughout implementation.

Accordingly, this study aims to (1) describe the implementation process of Chi Sigma Iota-based leadership and advocacy in violence prevention programs at public junior high schools in Bontang City, (2) evaluate the effectiveness of CSI-based interventions in reducing verbal and physical violence among eighth-grade students, and (3) examine improvements in counselors' leadership and advocacy competencies following participation in CSI-based professional development. By integrating international counseling leadership principles with the Indonesian educational context, this study is expected to contribute a culturally relevant and sustainable framework for strengthening school violence prevention through counselor leadership.

METHOD

This study employed an action research design based on the adaptive cycle model of Kemmis and McTaggart, consisting of four iterative stages: planning, action, observation, and reflection (Kemmis et al., 2014). A concurrent mixed-methods approach with quantitative dominance was adopted to evaluate the effectiveness of a Chi Sigma Iota (CSI)-based leadership and advocacy intervention while simultaneously exploring participants' experiences throughout the implementation process (Creswell & Plano Clark, 2018). The intervention was conducted over three progressive action cycles at SMP Negeri 1 Bontang during April 2026. The research participants comprised four school counselors and 150 eighth-grade students from five classes, selected purposively based on the school's documented violence cases, institutional commitment to violence prevention, and the availability of guidance and counseling personnel. The pre-cycle focused on baseline assessment and

program preparation, followed by Cycle I, which emphasized CSI leadership training and the establishment of the Peer Counselor Anti-Violence (PCAK) program. Cycle II implemented comprehensive counseling, classroom guidance, and advocacy activities, whereas Cycle III concentrated on program reinforcement, evaluation, and sustainability planning.

Quantitative data were collected using the Student Violence Behavior Scale (SVBS) to assess physical, verbal, and relational violence, the CSI-Based Counselor Leadership Inventory (CBCLI) to measure counselors' leadership competencies, and the Violence Incident Observation Sheet (VIOS) to document behavioral changes throughout the intervention. Qualitative evidence was obtained through semi-structured interviews, focus group discussions, and reflective journals completed by counselors after each action cycle. Quantitative data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test because several variables did not satisfy normality assumptions, while practical significance was evaluated using effect size analysis. Qualitative data were examined through thematic analysis, whereas counselors' reflective journals were analyzed using the DEAL (Describe–Examine–Articulate Learning) framework. To enhance the trustworthiness of the findings, methodological triangulation, source triangulation, and member checking were conducted throughout the research process (Braun & Clarke, 2022; Creswell & Plano Clark, 2018).

RESULT AND DISCUSSION

The implementation of the Chi Sigma Iota-Based Leadership and Advocacy (CSIA-V) model demonstrated substantial improvements in counselor leadership capacity and significant reductions in school violence across the three action research cycles. The intervention was evaluated using counselor leadership assessments, school violence records, statistical analyses, and qualitative findings derived from interviews, focus group discussions, and reflective journals.

Table 1.
Development of Counselor Leadership Scores Across Action Cycles

Counselor	Pre-Test	Post Cycle I	Post Cycle II	Post Cycle III	Gain Score	Final Category
K-1	60.75	71.50	82.25	91.00	+30.25	High
K-2	55.50	68.75	79.50	87.25	+31.75	High
K-3	60.50	72.00	84.50	90.75	+30.25	High
K-4	56.25	69.25	81.00	88.00	+31.75	High
Mean	58.25	70.38	81.81	89.25	+31.00	High

Source: data processing results

Table 1 indicates a consistent improvement in counselor leadership competence throughout the intervention. The average leadership score increased from 58.25 during the pre-test to 89.25 at the completion of Cycle III, representing an overall improvement of 53.2%. All four counselors achieved the **high** leadership category after completing the CSI-based training and implementation process. The largest increase occurred between Cycle I and Cycle II, suggesting that direct application of leadership principles within authentic school settings accelerated professional competency development.

These findings support the proposition that counselor leadership should be developed intentionally rather than assumed to emerge automatically through professional experience. Goodman (2017) argued that counselors who embrace transformational leadership demonstrate greater capacity to influence systemic school change, while Bowers and Banning (2018) similarly reported that stronger counselor leadership is associated with lower levels of school violence. Interestingly, counselor experience was not directly associated with higher leadership competence. Counselor K-2, despite having the longest professional experience, obtained the lowest baseline score, indicating that leadership competencies require explicit professional development rather than relying solely on years of service. This finding aligns with Cicchetti (2020), who emphasized leadership development as a deliberate learning process.

Table 2.
Reduction of Violence Incidents Across Action Cycles

Type of Violence	Baseline	Post Cycle I	Post Cycle II	Post Cycle III	Total Reduction	Reduction (%)
Verbal Violence	47	31	16	8	39	83.0%
Physical Violence	12	8	4	2	10	83.3%
Relational Violence	22	16	9	4	18	81.8%
Total	81	55	29	14	67	82.7%

Source: data processing results

As presented in Table 2, violence incidents declined consistently throughout the intervention. Total reported incidents decreased from 81 at baseline to only 14 by the end of Cycle III, representing an overall reduction of 82.7%. The most substantial decline occurred between Cycles I and II, coinciding with the full implementation of classroom guidance, group counseling, counselor advocacy, and Peer Counselor Anti-Violence (PCAK) activities. Physical violence, which represents the most serious category, decreased by 83.3%.

The magnitude of this reduction exceeds findings reported in previous international meta-analyses. Gaffney et al. (2021) reported average reductions of approximately 20–30% in school bullying following comprehensive anti-bullying programs. The considerably larger reduction observed in this study may be explained by the multi-layered intervention strategy that simultaneously targeted counselor leadership, student empowerment, peer support, school climate, and institutional advocacy. Rather than focusing exclusively on student behavior, the CSIA-V model addressed systemic factors influencing violence within the school environment.

Table 3.
Wilcoxon Signed-Rank Test Results for Student Violence Behavior Scale (n = 150)

Dimension	Mean Pre	Mean Post	Z	p	Effect Size (r)
Verbal Violence	24.87	11.43	-5.621	.000	0.459 (Medium)
Physical Violence	8.34	3.12	-4.891	.000	0.399 (Medium)
Relational Violence	15.62	6.78	-5.234	.000	0.427 (Medium)
Total SPKS	**48.83**	**21.33**	**-5.891**	**.000**	**0.481 (Medium–Large)**

Note. $^{**}p < .001$. Effect size interpretation follows Cohen (1988)

Source: data processing results

The Wilcoxon Signed-Rank Test confirmed statistically significant reductions across all dimensions of violent behavior ($p < .001$). The overall violence score declined from 48.83 to 21.33, corresponding to a reduction of 56.3%. Furthermore, the effect size ($r = 0.481$) indicates a medium-to-large practical effect, demonstrating that the intervention generated not only statistically significant outcomes but also educationally meaningful changes.

The quantitative findings were reinforced by qualitative evidence collected throughout the action research cycles. Counselors consistently reported greater confidence in leading school-wide prevention initiatives after completing CSI-based leadership training. Rather than functioning solely as service providers, counselors increasingly perceived themselves as advocates capable of influencing school policies, collaborating with teachers, and initiating preventive programs. This transformation reflects the CSI principles of leadership, advocacy, professional identity, and wellness, suggesting that counselor leadership development extends beyond technical counseling competence toward broader institutional influence.

Table 4.
Achievement of Program Success Indicators

Indicator	Target	Achievement	Status	Remarks
Counselor leadership score	≥70	89.25	Achieved	Exceeded target
Reduction in verbal violence	≥50%	83.0%	Achieved	Exceeded target
Reduction in physical violence	≥40%	83.3%	Achieved	Exceeded target
Program implementation	≥85%	96.7%	Achieved	Excellent
PCAK establishment	20 students	25 students	Achieved	Exceeded target
Student satisfaction	≥75%	88.4%	Achieved	Very satisfactory

Source: data processing results

Table 4 demonstrates that all six program indicators were successfully achieved, with most substantially exceeding predetermined targets. These results indicate that the CSIA-V model is both feasible and effective for violence prevention within Indonesian junior secondary schools.

Beyond the quantitative improvements, several important qualitative findings emerged during implementation. First, CSI-based training strengthened counselors' professional identity. Participants reported that concepts such as self-advocacy and professional leadership enabled them to communicate the strategic value of counseling services more effectively to principals and teachers. Consequently, counselors experienced greater organizational recognition and professional confidence.

Second, the Peer Counselor Anti-Violence (PCAK) initiative evolved beyond its original design. Initially established as a supporting component, PCAK gradually became an independent agent of change. During Cycle III, student peer counselors spontaneously introduced a "green-yellow-red classroom climate system" to monitor psychological safety among classmates. Although not included in the original intervention protocol, this innovation contributed to noticeable reductions in verbal violence, illustrating how meaningful student participation can strengthen violence prevention efforts.

Third, the multicultural context of Bontang unexpectedly became a program strength

rather than a challenge. Activities emphasizing mutual respect, cultural appreciation, and inclusive dialogue fostered stronger peer relationships across different ethnic backgrounds. Students consistently identified the "Positive Identity" session as one of the most meaningful activities because it encouraged empathy, cultural understanding, and mutual acceptance.

Another notable finding concerns counselors' resistance during the early stages of implementation. Senior counselors initially expressed skepticism regarding the transition from reactive counseling toward proactive leadership. However, this resistance diminished following observable improvements during Cycle II. Experiencing tangible program success proved considerably more persuasive than theoretical explanations alone, highlighting the importance of generating early successes when implementing organizational change within school counseling practice.

Overall, the findings demonstrate that the Chi Sigma Iota leadership framework extends the role of school counselors beyond conventional counseling functions toward transformational leadership and systemic advocacy. By strengthening counselor leadership capacity, empowering peer counselors, fostering collaborative school cultures, and integrating culturally responsive practices, the CSIA-V model successfully reduced school violence while simultaneously promoting sustainable institutional change. These findings contribute to the growing literature on counselor leadership by demonstrating that internationally recognized leadership frameworks such as Chi Sigma Iota can be effectively adapted to Indonesian educational settings through culturally responsive implementation strategies.

CONCLUSION

This study demonstrates that the Chi Sigma Iota-Based Leadership and Advocacy (CSIA-V) model is effective in preventing school violence while strengthening the leadership capacity of school counselors in public junior high schools. The implementation of the three-cycle action research intervention produced significant improvements in counselor leadership competencies, accompanied by substantial reductions in verbal, physical, and relational violence among students. Statistical analysis confirmed that the intervention generated significant behavioral changes with a meaningful practical effect, while qualitative findings further revealed strengthened professional identity among counselors, increased student engagement through the Peer Counselor Anti-Violence (PCAK) initiative, and the development of a more collaborative and supportive school climate.

The study also contributes theoretically by demonstrating that the core values of Chi Sigma Iota leadership, advocacy, professionalism, wellness, and social justice—can be successfully adapted to the Indonesian educational context through culturally responsive implementation. Practically, the findings highlight that sustainable violence prevention requires systemic leadership rather than isolated counseling services, positioning school counselors as agents of institutional change who collaborate with students, teachers, families, and the broader community. Therefore, the CSIA-V model offers an innovative, participatory, and sustainable framework that can be adopted by schools seeking to strengthen guidance and counseling services while fostering safer, more inclusive, and violence-free educational environments. Future research is recommended to evaluate the long-term sustainability of the model across different educational settings and to examine its effectiveness using larger and more diverse samples.

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