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Group Guidance Services with Self-Management Techniques to Reduce Students' Verbal Aggressive Behavior

Neviyarni S[1*], Rita Novita[2]
[12]Universitas Negeri Padang
*Corresponding author, e-mail: neviyarni_s@fip.unp.ac.id

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Abstract: The increase in students' verbal aggressive behavior every year must be eliminated or reduced in order to have a positive impact. One of the efforts made to reduce students' verbal aggressive behavior at school is to carry out group guidance services with self-management techniques. This study aims to describe the differences in student aggressive behavior with the experimental group guidance service using self-management techniques and the control group guidance service without using self-management techniques. This study uses a Quasi Experiment with The Non Equivalent Control Group design. The results showed that there was a significant difference in the aggressive behavior of experimental group students who were given group guidance services using self-management techniques with control group students who were given group guidance services without using self-management techniques; this can be seen in the average posttest score of the experimental group dropped higher than the average posttest score of the control group. Thus, group guidance services use self-management techniques effectively to reduce students' verbal aggressive behavior.

Keywords: group guidance service, self-management, verbal aggressive behavior

Introduction

Data from the Indonesian Child Protection Commission (KPAI) noted an increase in verbal aggressive cases among students from year to year. In 2016 there were 427 cases, in 2017 there were 428 cases, in 2018 there were 481 cases, in 2019 there were 321 cases and in 2020 there were 1451 cases (Rega Maradewa, 2020). Specifically, the KPAI Commissioner for Education, Retno Listyarti, said that out of a total of 445 cases in the education sector throughout the year, there were 51.20% or 228 cases consisting of physical violence and sexual violence which were often perpetrated by educators, school principals and also by students (Wahyu Eka Setyawan, 2018). This is also based on the results of a survey by the International Center for Research on Women (ICRW) which found that 84% of students in Indonesia experienced violence at school. In 2017, KPAI said it had handled around 34% of cases related to violence

in schools (Ummai & Ridha, 2019). Data from the Head of Criminal Investigation Unit of the Padang Police said that on April 26, 2020 there were 80 teenagers, 2 of whom were women who carried out brawls and wild races. They were brought to the Padang Police Headquarters for further guidance.

Based on the data on verbal aggressiveness among students that has been described, it is interesting for researchers to conduct research, namely carrying out group guidance services using techniques of self-management to reduce students' verbal aggressive behavior. The purpose of this research is to test whether group guidance services using techniques of self-management can reduce students' verbal aggressive behavior.

Technique Self-management is a process of changing the "totality of self" in terms of intellectual, emotional, spiritual, and physical so that what we want is achieved (Rismaniar, 2021). High school students can recognize and understand their potential, and can make changes in various aspects, such as intellectual, emotional, spiritual, and physical aspects (Khaidir, 2020). This is done so that students can direct themselves in a better direction, so they can find opportunities for themselves (Amaliasari & Zulfiana, 2018).

The advantages of techniques self-management against verbal aggressive behavior, namely 1) students are able to responsibly regulate their own behavior, 2) students are able to evaluate their own behavior without needing to compare with the behavior of others, 3) the best setting is self-regulation, 4) does not need to emphasize the intensity and monitoring of the counselor at school (Amin, 2017). The stages in group counseling that can be applied are suggesting several stages in self-management, namely, the stage of self-monitoring or self-observation (at this stage students deliberately observe their own behavior and take careful notes), the stage of self-evaluation (at this stage students compare the results of behavioral records with behavioral targets that have been made by the student), the stage of providing reinforcement, elimination, or punishment (at this stage the counselee regulates himself, provides reinforcement, deletes and punishes himself) (Nwosu, 2019).

By producing a product in the form of a guide, it is hoped that students will be more interested and the Counselor will find it easy to carry out group guidance services to avoid verbal aggressive behavior. Seeing this phenomenon, researchers are interested in producing a product in the form of a guide for implementing group counseling services using techniques of self-management in increasing understanding to avoid students' verbal aggressive behavior at school.

Method

Research Design

The research design used in this research is experimental research. The subjects to be studied in this study were taken randomly using the Probability Sampling method, both the experimental group and the control group. The experimental design used is a Quasi Experiment with The Non Equivalent Control Group Design model . An overview of this research design can be seen in the image below.

The research was conducted at SMA 6 Padang. The reason for determining the place of research based on the results of observations, data processing and documentation of guidance and counseling at SMA 6 Padang shows that verbal aggressive behavior and verbal aggressive actions are considered normal behavior by the verbal aggressive perpetrator.

Group guidance services as a treatment are given twice a week for 3 meetings including pretest and posttest with a calculation time of one meeting of 60 minutes. At the first meeting the experimental group and the control group were given a pretest, and at the last meeting a posttest was given. At the second meeting the experimental group will be given treatment in the form of group guidance services using self-management techniques related to avoiding verbal aggressive behavior in students while the control group is given treatment in the form of group guidance services without using a self-management technique approach. The details are contained in the following table.

Verbal aggressive material is designed with the aim of reducing students' verbal aggressive behavior towards others. By presenting this verbal aggressive material, it can also control students' emotions to reduce the aggressive behavior. Verbal aggressive behavior is an uncontrollable emotional response that

results in destructive, offensive and injuring behavior. This action can be directed at other people, the environment or oneself caused by deep frustration and disappointment that occurs in the individual.

The population is 16 students consisting of 8 class XI IPS 1 and 8 class XI IPS 2 which are then taken using the Non Probability Sampling method with purposive sampling technique .

This research instrument uses a Likert scale model. The process of preparing the instrument 1) develops an instrument grid based on theoretical studies that have been understood and studied by researchers, 2) determines the indicators to be used and develops them into sub-indicators according to the literature, 3) prepares statements for each sub-indicator. Data analysis the results of the instrument test, 1) validity test using Product Moment Correlation analysis technique, 2) reliability test using Alpha Cronbach analysis technique .

Data analysis conducted in this study, includes the following, 1) Description of data which includes mean, percentage, and central trend, 2) hypothesis test using data analysis method Kolmogorov Smirnov 2 independent samples.

Results and Discussion

The results of this aggressive behavior data were carried out to determine the initial description of aggressive behavior before being given treatment. To determine the pretest condition of aggressive behavior before being given treatment with group guidance services using self-management techniques, it can be seen that the description of the level of aggressive behavior of students is presented in Table 1 below.

Table 1. Comparison of Aggressive Behavior in Pretest and Posttest Experiment Groups

No	Initials	Pretest		posttest	
		Score	Category	Score	Category
1	MRP	32	Very high	11	Very low
2	RGR	34	Very high	11	Very low
3	M	40	Very high	23	Currently
4	RW	30	Very high	19	Low
5	TTA	25	Very high	11	Very low
6	NA	28	Very high	12	Very low
7	BASS	38	Very high	14	Very low
8	FZ	33	Very high	11	Very low
	Average	33		14	

Source: Processed primary data, 2021

Group Guidance Service

Group guidance services are services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics (Prayitno, 2014). The problems discussed are individual problems in groups, covering the areas of guidance, namely personal, social, learning, and career. Group guidance services are services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics (Sari, Hartuti & Sulian, 2019).

Group guidance is "preventive as well as remedial aims. Generally, the counseling group has a specific focus which maybe educational, career social and personal (Lent, 2018). Group works emphasizes interpersonal communication of conscious thoughts, feelings, and behavior within here and now time frame (Bellew, 2019). Counseling groups are often problem oriented, and the members largely determine their content and aims (Van Aken, 2018). This understanding can be interpreted as a service that can be published to prevent or improve both in the personal, social, learning or career fields (Corey, 2012). Group guidance emphasizes interpersonal communication that involves thoughts, feelings and behavior and focuses on the here and now (Huang, 2019). Group guidance is usually problem-oriented and group members are largely influenced by their content and goals (Susanti, 2015).

The purpose of group guidance services is focused on individual personal problems, so intensive group guidance services in an effort to solve these problems; the counselee obtains two goals at once, namely 1). The development of feelings, thoughts, perceptions, insights and attitudes directed towards behavior,

especially socializing and communication (Itzchakov, 2022), 2) solving the individual problems concerned and obtaining the effects of how to solve these problems from other individuals who are members of group counseling (Kurniawan & Hidayati, 2019).

Self-Management Techniques

Self-management is a behavior change strategy that directs individuals to change their own behavior with a technique or a combination of therapeutic techniques (Puspitasari, 2019). Self management is a technique that aims to organize individual behavior to direct and manage themselves in order to achieve self-reliance in his life, so it goes productive (Suwardani, Dharsana & Suranata, 2014). Self-management can help individuals to work together for the good of themselves from all the problems they face, teach how to manage all conditions and how to manage their lives in an effective attitude and behavior in the environment where they live (Harvey, Petkov, Misan, Fuller, Battersby, Cayetano, Holmes, 2011).

The opinion above can be explained that individuals with self-management can encourage them to develop everything that is in them self. In addition, students can manage all forms of activities properly, so that everything that is expected can be achieved. The achievement of what he has desired will help him to develop various activities in his life, so that he becomes a better and more productive person at his age.

Verbal Aggressive Behavior

Aggressive behavior is a behavior or behavioral tendency that intends to harm other people both physically and verbally, including aspects of physical aggression, verbal aggression, anger, hostility (Buss & Perry, 1992). Aggressive behavior is basically not only related to the problem of physical violence but can also be in the form of aggressive behavior that starts with words (verbal), or ridicule and ends with physical aggressive behavior in the form of beatings, stabbings, torture and other forms of aggressive behavior that can lead to aggressive behavior (Mutluer, 2020). Lead to criminal acts (Badriyah, 2013).

Crime and aggressive behavior are often caused by minor issues such as misunderstandings, dissatisfaction, and fights that end in murder, arson, and damage to private and public property (Firman, 2013; Sriwahyuningsih, Yusuf, & Daharnis, 2016). Therefore, aggressive behavior must be addressed immediately so as not to harm many parties.

Group Guidance Services Use Self-Management Techniques to Avoid Verbal Aggressive Behavior

Group guidance is preventive as well as remedial aims (Chou, 2019). Generally, the counseling group has a specific focus which maybe educational, career social and personal (Maloni, 2019). Group works emphasizes interpersonal communication of conscious thoughts, feelings, and behavior within here and now time frame (Kelley, 2021). Counseling groups are often problem oriented, and the members largely determine their content and aims (Huang, 2020). This definition can be interpreted as a service that can be published to prevent or improve either in the personal, social, study or career fields (Corey, 2012). Group guidance emphasizes interpersonal communication that engages the mind (Ramani, 2019). Group guidance services allow students to be invited to bring up problems to discuss together in groups and solve them, and can develop meaningful life values in the group (Wyness, 2018). Thus, besides being able to foster good relationships between group members, the ability to communicate between individuals, understanding various environmental conditions and situations, they can also develop real attitudes and actions to achieve the desired things as revealed in the group (Fitri & Marjohan, 2016).

Who have good understanding and behavior will not do things that can hurt others such as mocking, insulting, rebuking, hitting people around them. However, in reality, some teenagers experience changes in behavior due to misunderstandings, knowledge and application in dealing with emotional outbursts, making them vulnerable to aggressive behavior (Joseph, 2022). Symptoms of deviant behavior such as aggressiveness are closely related to the content of the individual's own thoughts (Wei, 2021). Cognitive influences the formation of an attitude and action (Hasnida, 2012). In this case we need an activity or service for discussing and alleviating problems experienced through group dynamics so as to produce understanding or knowledge in adolescents to reduce and deal with aggressive behavior.

One of the services that aims to provide understanding and solve problems through group dynamics is group guidance services. Group guidance is an effort to help prevent and develop personal abilities as problem solving in groups or carried out together from the counselor at school (Hasnida, 2012). Group guidance services with self-management techniques can help aggressive students change their mindset and behavior (Saliha, 2021).

Application technique of self-management can make individuals manage their thoughts, feelings and deeds so as to encourage the sensing of the things that are not good towards things that are good and right (Ummai & Rida 2019). Self-management includes self-monitoring (self-monitoring), positive reinforcement (cell-reward), contract or agreement with oneself (self-contracting) and mastery of stimuli (stimulus control) (Gunarsa, Singgih, 2004).

Conclusion

Based on statistical analysis and hypothesis testing on the research results, it can be concluded as follows. (1) The verbal aggressive behavior of class XI IPS 2 students before and after being given treatment in the form of group guidance services using self management techniques decreased. This shows that group guidance services using self-management techniques can reduce students' verbal aggressive behavior. (2) The verbal aggressive behavior of class XI IPS 1 before and after being given treatment in the form of group guidance services without using self-management techniques decreased. This shows that group guidance services without using self-management techniques can also reduce students' verbal aggressive behavior, but not better than group guidance services provided with self-management techniques. (3) The results of the hypothesis test showed that there was a significant difference in the decrease in students' verbal aggressive behavior between class XI IPS 2 who were given self-management techniques and class XI IPS 1 who were given group guidance services without using self-management techniques.

Therefore, group guidance services use effective self-management techniques to reduce students verbal aggressive behavior. Self-management techniques are more effective than just using group guidance services because self management techniques provide opportunities for students to regulate or manage themselves to reduce verbal aggressive behavior that they have ever done. Students also feel challenged by making plans that they have arranged so as to reduce verbal aggressive behavior in students. In addition, this technique also has characteristics that can ultimately have an effect on reducing students verbal aggressive behavior.

Acknowledgment

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