

The Effect of Behavioral Approach Group Counseling Services on the Tendency of Aggressive Behavior of Students of Public Junior High School 48 Surabaya

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Abstract

Behavioral approach group counseling services are counseling services using a behavioral approach that is implemented in a group setting by utilizing group dynamics to alleviate problems experienced by individuals. The implementation process consists of four stages, namely the formation stage which contains introductions to the delivery of goals, principles and with games as intimacy, the transition stage which contains the stabilization of the group members, the activity stage which contains the discussion of problems or topics that occur in the group, and the termination stage which contains the delivery of group counseling results as well as responses and suggestions from group members. As for this study, researchers carried out group counseling treatment 8 times with material, 1) Self-Concept, 2) Emotional Intelligence, 3) Recognizing physical and verbal aggressive behavior, 4) How to Reduce Aggressive behavior. This research method uses quantitative with a sample of 30 students of SMP Negeri 48 Surabaya, with a Likert scale model, the data is collected and processed with non-parametric statistical techniques Willcoxon Signed Rank Test with SPSS. The results of the study through the t test of the measurement scale of students' aggressive behavior using the SPSS program obtained the difference in means (mean) between groups, namely 4.167, standard deviation = 3.667, mean standard error = 0.669, t count = 6.222, degree of freedom (df) = 29 at the chance of error (p) = 0.000 (significant). It turns out that the calculated t number obtained is 6.222 at an error chance (p) = 0.000 which is smaller than the error chance (p) = 0.05, or 0.000 < 0.05 which means significant.

Keywords: Aggressive Behavior, Behavioral, Group Counseling



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INTRODUCTION

Adolescence, especially at the junior high school level, is a period of self-discovery that is full of emotional turmoil, psychological instability, and challenges in social adjustment. In these conditions, it is not uncommon for adolescents to show deviant behavior, such as aggressive behavior. Aggressive behavior is an action taken with the intention of hurting others, either physically or psychologically (Baron & Byrne, 2003). This behavior not only disrupts the student's own learning process, but can also negatively impact the school's social environment in general.

At SMP Negeri 48 Surabaya, based on informal data from the Guidance and Counseling (BK) teacher, it was found that some students showed a tendency of aggressive behavior, such as yelling at friends, damaging school facilities, or showing hostility towards teachers and peers. This phenomenon indicates the need for appropriate interventions to help students manage their emotions more positively.

One strategy that is believed to be effective in reducing the tendency of aggressive behavior is group counseling services with a behavioral approach. This approach emphasizes behavior change through learning mechanisms, such as positive reinforcement, modeling techniques, and behavioral training (Corey, 2013). Group counseling services allow students to learn in group dynamics, evaluate their behavior, and develop social skills more effectively.

Group counseling services with a behavioral approach have a lot of potential in improving student well-being. In the school context, counseling interventions based on behavioral approaches can provide significant support to social and emotional problems faced by students. Research shows that psychological changes can occur in adolescents who experience difficulties, even without receiving formal counseling; however, students who participate in counseling intervention programs show clearer improvements in their relationships, attitudes, as well as academic performance (Daniunaite et al., 2012).

In addition, cognitive and behavioral-based counseling approaches, as found in relevant research, show that intervention programs implemented in school settings can result in significant improvements in students' behavior management and health (Anggreini et al., 2019). These interventions not only rely on traditional counseling techniques but also utilize strategies that lead to the behavioral changes necessary to achieve educational and health goals, reinforcing the idea that group counseling in school settings is highly effective (Bowers et al., 2017).

The success of behavioral interventions in school settings is often related to the acceptance and implementation of such strategies by students. Research conducted by Villarreal et al. showed that communication channels and student participation in selecting appropriate counseling interventions are critical to outcomes (Villarreal et al., 2017). This shows the importance of involving students in the process of selecting counseling methods, as well as ensuring that the intervention is suitable for their needs and acceptable to all parties involved, including teachers and parents (Villarreal et al., 2015).

To support the behavioral approach, variations of methods such as Rational Emotive Behavior Therapy (REBT) have also been shown to be effective in reducing student learning stress (Anggreini et al., 2019). The integrated application of these techniques in counseling not only increases student engagement, but also helps them overcome anxiety and improve their learning ability. Research by Suranata et al. confirms the importance of considering differences in how students obtain counseling services, whether through face-to-face or online sessions (Suranata et al., 2020).

Group counseling interventions within behavioral approaches in schools not only play a role in short-term behavioral improvement but also in improving the overall social and emotional environment of students. As such, appropriate methodology selection and consistent implementation are critical to ensure the long-term success of these programs, as noted in research on the effectiveness of social-emotional competency-based interventions (Bowers et al., 2017). Counseling implementation informed by evidence-based research can result in programs

that are sustainable and positively impact student growth beyond the academic context (Duarte & Hatch, 2014).

Previous research shows that behavioral approaches are effective in reducing aggressive behavior in students. For example, research conducted by Yulianti (2017) proved that group counseling with reinforcement techniques can significantly reduce aggressive behavior in junior high school students. This shows that behavioral approach group counseling services have the potential to be a strategic solution in dealing with aggressive behavior problems in schools.

RESEARCH METHOD

This research is a pre-experimental research with One Group Pretest-Posttest Design, which aims to determine the significance level of the effect of behavioral approach group counseling services on the tendency of aggressive behavior of students. The subjects of this study were ninth grade students of SMP Negeri 48 Surabaya who were sampled using random sampling technique as many as 30 students. The collection of data for this study was carried out by working on a measurement scale sheet by students who were designated as research subjects. The procedures carried out in giving measurement scale sheets to students as the subjects of this study are as follows: (1) creating a good relationship (rapport) to the students designated as research subjects, by making introductions, explaining the purpose of data collection, and emphasizing that the results of this measurement have nothing to do with students' subject grades; (2) explaining the instructions on how to work on the measurement scale sheet; (3) distributing measurement scale sheets to students designated as research subjects to be done as well as possible; (4) collecting each subject's measurement scale sheet that has been done, then scored according to standard provisions. The scale measuring the tendency of aggressive behavior of students has been tested (try out) to 30 students of SMPN 48 Surabaya, then the results are analyzed by item-total correlation. The item-total correlation analysis is intended to test the validity of the items provided that an item is declared valid if the correlation coefficient is positive and significant ($p \leq 0.05$) or $r \text{ count} \geq r \text{ table}$. The item-total correlation analysis of the student aggressive behavior tendency measurement scale uses the SPSS for MS Windows version 16.0 program. Of the 30 items that were tested, 23 items met the valid criteria. In addition to the validity test, a reliability test was also carried out using the Cronbach's Alpha technique as in the SPSS for MS Windows version 16.0 program. The results of the reliability test of the student aggressive behavior tendency scale using Cronbach's Alpha technique are 0.742. The data analysis method used in this study is the t test technique. This analysis technique is used to test the hypothesis of the effect of behavioral approach group counseling services on the tendency of students' aggressive behavior. The rule of analysis used is, the alternative hypothesis (H_a) is supported if the chance of error (p) is ≤ 0.05 or at the 95% significance level. The statistical program used to conduct data analysis is SPSS for MS Windows version 16.0.

RESULTS AND DISCUSSION

The results of statistical calculations (KPAS) of the Tendency of Aggressive Behavior of Students before and after being given treatment or treatment of behavioral approach group counseling services show that there is a decrease in the average (mean) score of the KPAS variable (post-test) after being given behavioral approach group counseling services.

Statistics (KPAS) The tendency of aggressive behavior of students before and after being given treatment or treatment of behavioral approach group counseling services is described in table 4.1.

Table 1
Descriptive Statistics of the Tendency of Student Aggressive Behavior (Kpas)

No.	Variables	N	Mean	Std. Deviation	Std. Error Mean
1	KPAS pre-test	30	44,3000	9,10153	1,66171
2	KPAS post-test	30	40,1333	6,26283	1,14343

Table 4.1 above, shows that there was a decrease in the mean score of the KPAS variable (post-test) after being given behavioral approach group counseling services. The average (mean) score of the KPAS variable (pre-test) before being given a behavioral approach group counseling service was 44.3000 while the average (mean) score of the KPAS variable (post-test) after being treated with behavioral approach group counseling services was 40.1333 there was a decrease in the average (mean) score of the KPAS variable by 4.167 (9.41%). Thus behavioral approach group counseling services can reduce the tendency of aggressive behavior of students.

Visually, the decrease in the mean score of KPAS (post-test) after being treated with behavioral approach group counseling services is shown in the bar chart in Figure 1.

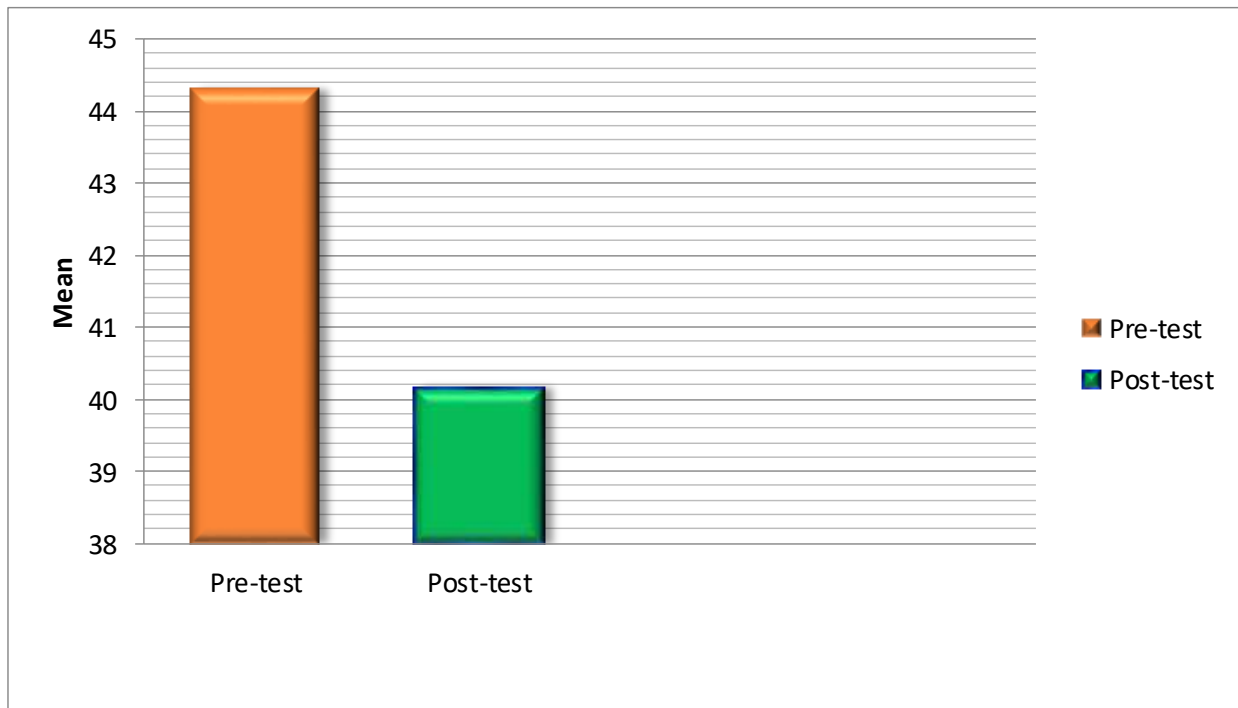


Figure 1. Decrease in Aggressive Behavior Tendency of Students after Being Given Behavioral Approach Group Counseling Services

To test the hypothesis that there is a significant effect of behavioral approach group counseling services on the tendency of aggressive behavior of students, based on the results of the t-test analysis (t-Test). The rules used are the alternative hypothesis (H_a), namely that there is a significant effect of behavioral approach group counseling services on the tendency of aggressive behavior of students, supported if the chance of error ($p \leq 0.05$) or at a significant level of 95%, and the null hypothesis (H_o), namely that there is no significant effect of behavioral approach group counseling services on the tendency of aggressive behavior of students, supported if the chance of error ($p > 0.05$) or at a significant level below 95%. The following are the results of the t test analysis:

Table 4.2
T-test Analysis Results Score Kpas Pre-Test and Score Kpas Post-Test

Group	Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	t	df	Sig (2-tailed)
KPAS Post Test KPAS Pre Test	4,167	4,167	0,669	6,222	29	0,000

The results of the t test analysis obtained the mean difference between groups is 4.167, standard deviation = 3.667, mean standard error = 0.669, t count = 6.222, degrees of freedom (df) = 29 at the chance of error (p) = 0.000 (significant).

It turns out that the calculated t number obtained is 6.222 at an error chance (p) = 0.000 which is smaller than the error chance (p) = 0.05, or $0.000 < 0.05$ which means significant. Based on this empirical evidence, H_a is accepted and H_o is rejected. Thus, the hypothesis that there is a behavioral approach group counseling service on the tendency of aggressive behavior of students is supported.

Research on the effect of behavioral approach group counseling services on the tendency of aggressive behavior of students using the One Group Pre Test Post Test Design design resulted in research findings that there is a significant positive effect of behavioral approach group counseling services on the tendency of aggressive behavior of students.

This can be achieved because researchers do it carefully starting from determining the title, formulating problems, describing variables and operational definitions of variables, making blue prints, making items which are then tested (try out) and the results are tested for validity and reliability, testing the normality of the distribution and linearity of the relationship as a requirement for parametric statistics before calculating with the t-test technique.

The findings of this study prove that the behavioral approach group counseling services that have been provided by counselors, have positive results in reducing the tendency of students' aggressive behavior. Thus, the existence of guidance and counseling in the school setting is always able to contribute in an effort to solve educational problems.

Studies on the effect of group counseling services with a behavioral approach on the tendency of aggressive behavior of SMP Negeri 48 Surabaya students show that this kind of intervention has great potential in reducing aggression through increasing self-control and the development of students' prosocial behavior. The group counseling approach allows students to share experiences and strategies in managing emotions, which in turn has a positive impact on reducing aggressive behavior (Arrohmah & Prabawa, 2023; , Latipun et al., 2012; .

According to research by Arrohmah and Prabawa (Arrohmah & Prabawa, 2023), group counseling techniques that integrate spiritual values and moral teachings have been shown to be effective in improving students' self-control abilities and reducing levels of aggression. The findings suggest that group-based interventions involve not only cognitive aspects, but also affective and social dimensions, thus facilitating more holistic behavior change (Arrohmah & Prabawa, 2023). In addition, approaches that utilize group dynamics provide opportunities for students to observe and imitate positive behaviors from their peers, which supports the reinforcement of prosocial behaviors (Caprara et al., 2014).

The importance of emotion regulation in the context of group counseling was also revealed by Purwadi et al. Purwadi et al. (2020). Their research emphasizes that emotion regulation modules are effective in reducing aggressiveness because students can learn to recognize and manage negative impulses in a more structured and systematic manner. Thus, counseling interventions that focus on emotion regulation training have a direct impact on

reducing aggressive behavior among students Purwadi et al. (2020). Furthermore, Latipun et al. Latipun et al., 2012; provided empirical evidence that a peer conflict resolution approach in the form of group counseling can promote peaceful behavior through the development of constructive conflict resolution strategies. Interaction in the group allows for self-reflection and increased empathy which is crucial in reducing the intensity of aggression Latipun et al., 2012;

Furthermore, research by Saputra et al. (Saputra et al., 2020) using the Peace Counseling Approach (PCA) provides a clear picture of the effectiveness of group counseling interventions in suppressing negative aggressiveness. In the study, students who participated in the PCA intervention showed a significant decrease in aggressive behavior, reflecting the success of the behavioral approach in shaping students' more adaptive mindsets and emotional responses Saputra et al., 2020). All of these findings indicate that behavioral approach-based group counseling services, which integrate techniques to increase self-control, conflict resolution, and emotion regulation, are effective strategies in addressing and preventing aggressive behavior in adolescents in school settings, including at SMP Negeri 48 Surabaya (Arrohmah & Prabawa, 2023; , Latipun et al., 2012; , Purwadi et al. (2020), Saputra et al., 2020).

Analysis of these findings supports that group counseling interventions with behavioral approaches can improve self-control skills and reduce students' aggressive tendencies through social learning mechanisms, increased empathy, and improved conflict resolution strategies. The findings provide important implications for the development of intervention programs in schools, which should incorporate affective and social aspects to produce more sustainable behavior change.

CONCLUSION

Based on the research results that have been described, it can be concluded that there is a significant positive effect of behavioral approach group counseling services on the tendency of aggressive behavior of students at SMP Negeri 48 Surabaya. The results of the study through the t test of the measurement scale of students' aggressive behavior using the SPSS program obtained the difference in means (mean) between groups, namely 4.167, standard deviation = 3.667, mean standard error = 0.669, t count = 6.222, degree of freedom (df) = 29 at the chance of error (p) = 0.000 (significant). It turns out that the calculated t number obtained is 6.222 at an error chance (p) = 0.000 which is smaller than the error chance (p) = 0.05, or 0.000 < 0.05 which means significant. Based on this empirical evidence, Ha is accepted and Ho is rejected. Thus, the hypothesis that there is a behavioral approach group counseling service on the tendency of aggressive behavior of students is supported.

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