

The Impact of the Use of Group Counseling Motivational Interviewing as a Strength-Based Approach to Reduce Students' Disruptive Classroom Behaviors

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Abstract: The purpose of this research is to determine the effectiveness of group counseling motivational interviewing as a strength based approach to reduce disruptive classroom behaviors of students. The research method is an experiment using the design of one group pre-test and post-test by involving 7 students of MTS An-Nur Tangkit Muaro Jambi who had high disruptive classroom behaviors. The data collection used was disruptive classroom behaviors scale. The results of this research indicate the students' disruptive classroom behaviors before being given group counseling motivational interviewing as a strength based approach, average disruptive classroom behaviors of 81.57 (SD = .976), then decline after group counseling was 63.57 (SD = 3.309). Paired sample t-test results showed that motivational interviewing as a strength based approach was effective to reduce disruptive classroom behaviors of junior high school students ($t = 12.579$ $p < 0.01$). This research confirms that group counseling motivational interviewing as a strength based approach can be applied to reduce disruptive classroom behaviors of students and asserts that group counseling motivational interviewing as a strength based approach has an implication toward the optimization of counselors' roles and professionalism in the utilization of motivational interviewing as a strength based approach for the development of positive behaviors.

Keywords: *group counseling, motivational interviewing, strength based approach, disruptive classroom behaviors*

INTRODUCTION

Disruptive classroom behaviors are considered the most commonly reported behavioral problems during early adolescence (Tyler et al., 2016). The emergence of disruptive classroom behaviors is one of the most important problems faced by the education system, indicated by a large number of studies published in Spain (Martino et al, 2016). In Indonesia, disruptive classroom behaviors are rarely discussed even though the frequency and intensity are actually quite high but rarely reported because of the teacher's ignorance (Wicaksono, 2013).

In many studies, disruptive classroom behaviors (DCB) are negatively affected by the learning and teaching environment. In accordance with Geddes' research disruptive classroom behaviours (DCB) negatively affect class climate and academic achievement (Gordon et al., In Sezer, 2017). Teachers who are unable to manage this kind of behaviour fail to facilitate good learning conditions for their students (Duesund & Ødegård, 2018). Disruptive classroom behaviours include disturbing peers and classroom teachers, making disturbing sounds, and class delays without reason (Finn et al., 2008; Stewart, 2003). For reducing the disruptive classroom behaviors, students need the right technique, one of the alternatives is by using motivational interviewing as a strength based approach through group counseling services.

This is strengthened by Myrick (2011: 45) which reveals that group counseling is a unique educational experience, where students can work together to express their ideas, behaviours,

feelings, and attitudes, especially those related to personality development and achievement in school. Wibowo (2019) explains that group counseling is a dynamic interpersonal process that emphasizes (decides) thinking, and behavioral awareness, involves therapeutic functions, which are comfort oriented, there is mutual trust, understanding, acceptance, and assistance.

Trying to reduce students' disruptive classroom behaviours requires the right techniques. The technique or strategy that functions to change behaviour is to apply motivational interviewing as a strength based approach. Passarelli et al. (2010) examined the effectiveness of a strengths-based counseling approach used in an international adventure education course on developmental outcomes among college students ages 19 to 22 years. The findings revealed that a strengths-based approach utilized in an adventure education course was found to be effective in enhancing students' strengths awareness, strengths application, and personal growth (Passarelli et al., 2010). However, In addition, there is a paucity of studies examining the use of MI strategies as a strength-based approach to treatment with children at DAEPs (Booker & Mitchell, et al, in Ratanavivan, 2015). Wagner & Ingersoll (2013) explain the application of transtheoretical principles of motivational interviewing (MI) also emphasizes strength, resources, and expectations of expectations for clients. Thus, this study focuses on the use of MI as a strength based approach to create positive changes in clients.

Motivational interviewing has proven effective to improve behavior change in adolescents (Cryer & Atkinson, 2015). However, motivational interviewing in groups provides a potential alternative approach. Group interventions can be conveyed to several adolescents in a limited time frame, thus maximizing efficiency and not reducing effectiveness (Perusse, Goodhough, & Lee, 2009).

Based on the problem in reducing students' disruptive classroom behaviours, it is substantial to apply motivational interviewing as a strength based approach as an effort for counselors to carry out their main tasks through guidance and counseling services in the implementation of 2013 curriculum to achieve national education goals. By observing the result of existed research, it seems that motivational interviewing as a strength based approach has not been implemented in Indonesia. Therefore, this research will reveal the impact of the implementation of the motivational interviewing as a strength based approach to reduce students' disruptive classroom behaviors.

METHOD

The subjects of this study were 7 eleventh grade students of Junior High School An-Nur Tangkit, Muaro Jambi who experienced high disruptive classroom behaviors. Their data were collected by using disruptive classroom behaviors scale consisting of 28 statement items. This instrument was developed based on the theory of disruptive classroom behaviors (Ramadhoni, 2019).

The results of the validity and reliability tests showed that 28 items had a score correlation range with a total of between 0.361 to 0.784. The reliability test results show the disruptive classroom behaviors scale with the Alpha formula has a coefficient of 0.93. Overall used Likert scale scoring, namely 1 (very suitable) up to 4 (very unsuitable).

The research stages in this study were: In the first stage, the researchers selected subjects by distributing disruptive classroom behaviors to 85 students and obtained seven students who had high disruptive classroom behaviors and were involved in being treated by using motivational interviewing as a strength based approach intervention. The first session began with the development of a supportive and collaborative relationship with student participants (engaging)

(Miller & Rollnick, 2013). A concept of readiness to change was the focus in this session (Kress & Hoffman, 2008). Once establishing relationships with participants, an agreeable direction about change (focusing) was developed and maintained.

In the second session, participants became aware of a discrepancy between their values and current behaviors, if any (Engle & Arkowitz, 2008).

As in the second session, the third session involved the focusing process. The purpose of this session was to support self-efficacy of participants (van Wormer & Davis, 2008). Participants had opportunities to explore positive qualities or personal strengths by identifying their past successes and compliments received from others (Bozic, 2013).

In the fourth session, students' inherent resources and the possibility of change were recognized and encouraged (evoking) by emphasizing empathy (Giordano et al., 2013). Participants learned about perspective taking by working on different short case scenarios (Tobin & Sprague, 2000).

The fifth session also involved an evoking process. Once participants recognized their personal strengths and learned to express empathy, the focus of this session was shifted to change talk (Mason, 2009).

The last session focused on effective decision making and the development of a concrete plan of action (planning) (Osborn, 2011). In this regard, participants learned to identify pros and cons of changing and not changing certain behaviors and made a decision to change or maintain the status quo (Scholl & Schmitt, 2009). Participants made plans of action once they decided to change their behaviors. At the conclusion of the session, topics and skills that were learned in all sessions were summarized. The last stage, post-test was given to see changes in students' disruptive classroom behaviors. Besides, evaluation on motivational interviewing as a strength based approach intervention were also done in this stage, particularly on the impact of the intervention given by the counselors which covered the change in students' disruptive classroom behaviors. After that, counselees were asked to commit to building their positive behaviors at school after motivational interviewing as a strength based approach intervention was over to have a permanent change in the interest.

RESULTS AND DISCUSSION

The collected data (pretest-posttest) was tabulated and prepared before then analyzed. The condition of disruptive classroom behaviors by involving 7 students. After getting the intervention, the level of student disruptive classroom behaviors decreased in each group, changes in scores can be seen (Table 1).

Table 1. Changing patterns of decreasing levels of disruptive classroom behaviors

Students	Pretest Score	%	Criteria	Postest Score	%	Criteria
Group MI						
HL	80	71%	High	69	62%	Medium
BR	82	73%	High	67	60%	Medium
DJ	81	72%	High	60	54%	Low
MS	81	72%	High	62	55%	Medium
ZEF	82	73%	High	64	57%	Medium
TFR	83	74%	High	62	55%	Medium
RDS	82	73%	High	61	54%	Medium
Mean (SD)=	81,57	(,976)		63,57	(3,309)	

Analysis of the results showed that the mean of pretest of student disruptive classroom behaviors was 81.57 with SD 0.976, while at the posttest the mean was 63.57 with SD 3.309. It can be seen that there is a difference in the average value of the pretest and posttest which shows that there is a change in students' disruptive classroom behaviors decrease after getting group counseling with motivational interviewing as a strength based approach.

Normality test was carried out by using the one-sample Kolmogorov-Smirnov test for pretest and posttest data of experimental by using SPSS 23.0, the result is the data group gives significant score online Asymp.Sig. (2-tailed) for experimental pretest group shows 0.200, while for experimental posttest group it shows 0.196. Based on the Sig score, all data results in Sig score is higher than 0.05. Therefore, there were data groups in this research come from a normally distributed population. It means that one of the preconditions of t-test has fulfilled.

Homogeneity test used homogeneity criteria of data variant comparing significance score and alpha (α). The guideline for decision making on homogeneity, it is stated homogenous if the error probability less than 0.05; then data variant is homogenous, vice versa. By using SPSS 23.0, the result is the data group gives a significant score for disruptive classroom behaviors. Significance level based on mean is 0.728. Thus, the group variant of posttest of experimental is homogenous. Therefore, the samples from the population were homogenous. Thus it can be done to do testing paired sample t test.

Assesment	M	SD
Pre-test	81.57	0.976
Post-test	63.57	3.309
t	12.579	
p	< 0.01	

In line with the results of pre-test and post-test measurements, it can be seen that there is a decrease in the level of students' disruptive classroom behaviors. This means that group counseling with motivational interviewing as a strength based approach is effective to reduce disruptive classroom behaviors of junior high school students. The results of the t-test analysis, paired sample t-test confirms that group counseling with motivational interviewing as a strength based approach can be applied to school students ($t=12.579$ $p < 0.01$).

The emergence of disruptive classroom behaviors is one of the most important problems faced by the education system because high disruptive classroom behaviors (DCB) will have a negative impact on individuals (students) in school. Counseling group of motivational interviewing as a strength based approach is group counseling with focus on the strength of the client provides alternative solutions that allow the client not only to modify or minimize behavior that is not desired, but also maximize productive behavior. Changing this behavior in the process is mostly done by students, while counselors provide treatment in group counseling interventions.

Hawkins et al., (2015) in their research showed that motivational interviewing sessions in groups are proven to be acceptable to students and deserved to be delivered in high school. Furthermore, Oshman & Combs (2016) in their research explain motivational interviewing as a skill useful to overcome the general problem of patient ambivalence regarding to change behavior by revealing and strengthening one's motivation and commitment to change. Reich, Sharp, & Berman (2015) in his research showed effectiveness and feasibility short class-based motivational interviewing interventions on the exam after intervention short 15 to 20 minutes.

The result of this research shows that using motivational interviewing as a strength based approach gives better influence to reduce student's disruptive classroom behaviors. It is proven by analysis by using paired t test. The results showed that there were differences before and

after being given treatment of student's disruptive classroom behaviors. The discussion group that supports, maintains in the midst of pressure, and uses resources as a source of support by finding out what they are doing and encouraging them to reduce. With collaborative relationships between counselors and clients can make positive changing for clients. With the result as previously explained, using motivational interviewing as a strength based approach group counseling service can significantly reduce disruptive classroom behaviors of junior high school students.

This finding supports other similar research findings. Several factors need to be considered in more detail. In this study has not involved gender factors associated with disruptive classroom behaviors.

CONCLUSIONS

Motivational interviewing as a strength based approach can reduce disruptive classroom behaviors for junior high school students. The findings of this study can provide new understanding for guidance and counseling in Indonesia. Motivational interviewing as a strength based approach has proven effective in reducing students' disruptive classroom behaviors.

ACKNOWLEDGMENT

An utmost gratitude and appreciation is given to UNIVERSITAS NEGERI SEMARANG that has given the author an opportunity to accomplish this research.

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