

Application of Self-Management Techniques in Group Counseling to Reduce Aggressive Behavior among Students

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ABSTRACT

Self-management is behavior change that is managed by the individual himself to change behavior with self-awareness. The application of self-management techniques through group counseling activities proves the effectiveness of reducing student aggressiveness. Before doing the treatment, the researcher conducted a pretest to see the condition of the students before being given self-management treatment. Implementation of treatment counseling group self-management techniques in accordance with the procedures that have been set out in the research scenario. The purpose of this research to know effectiveness of the self-management technique of group counseling decreasing aggressiveness of students. This study was using a quantitative research approach with the experimental research type. This research is quasi-experimental design with non-equitable control group design. The sample was 10 students established using the purposive sampling technique. The data analysis technique used in this study was the Wilcoxon non-parametric statistic and Mann Whitney (U). The result of the study shows the self-management technique group counseling is effective in reducing verbal and physical aggressiveness in students ($\text{sig}=0,008 < 0.05$).

Keywords: *Self-management, Group counselling, Aggressive*

1. INTRODUCTION

Aggressive behaviour carried out by adolescents is influenced by the educational environment and peers, behaviours that appear such as easy to hurt others, irritable, want to rule in their social environment, and harm physically and verbally. In connection with the results of research that has been carried out, it is found that school is an important context for moral development, therefore looking at the welfare of students in schools is important to know because it can be used as an evaluation tool for student welfare in school life. The higher the welfare of students at school, the lower the aggressive behaviour at school which can lead to the desire to hurt others [1]. The student environment at school needs protection and a sense of security regardless of the kind of disturbance. To achieve a sense of security for students at school, the basic thing is moral development that needs to be considered. Moral development includes thoughts, feelings and behaviours that are able to adapt to the school environment. While what is happening in the current school environment is aggressive behaviour carried out by students at the high school level.

This type of verbal aggression is the most common in the school environment and varies with each developmental level and causes students to be easily expelled from school, previous research suggests strategies and prevention of verbal aggressive behaviour and improved disciplinary practices [2]. Aggressive behaviour that occurs in the school environment requires follow-up to reduce this behaviour. The results of previous studies succeeded in reducing aggressive behaviour in the context of the program. Social emotional learning can be reduced in the spring in children [3]. Providing treatment and weather conditions can affect the reduction of aggressive behaviour. The similarity in this study is that they both reduce aggressive behaviour.

Observing the results of previous studies, researchers used self-management techniques in group counselling to reduce student aggressiveness at school. The importance of this research in the field of Guidance and Counselling is strengthened by the phenomenon of problems that exist in schools and the results of the research described previously, the research wants to know and test the effectiveness of group counselling with self-management techniques.

1.1. Self-Management Techniques in Group Counselling

The purpose of group counselling can help find the root of the problems that are being experienced by group members [4]. Group counselling activities can be carried out by 5 to 10 people [5]. Factors that can influence students to behave deviantly are peer groups, because within the group there is a conformity to be the same, uniform, or compact with their peers.

In this study, the intervention was carried out using group counselling with self-management techniques. The benefits of this research can contribute to the study of the development of the theory of self-management techniques and the study of the science of guidance and counselling in the personal-social field within the scope of education. In addition, self-management techniques can be used as a reference for solving problems related to this approach. To alleviate the problem of aggressive behaviour in schools, researchers used self-management techniques.

Group counselling is a guidance and counselling service in schools. Group counselling is the formation of problem-oriented groups experienced by group members related to developmental tasks and group members who determine the discussion and goals. In the group counselling process there is assistance to develop skills in alleviating problems so that they are able to deal with problems in the future with a similar nature [6]. Supports the previous opinion that group counselling is a form of group to encourage deeper self-understanding and self-acceptance and group members are required to learn to solve problems based on input from other group members so that each member can achieve personal goals [7]. Group counselling activities can achieve the goal of solving problems with the process of giving opinions to each other by several people by forming groups aiming to find alternative ways to solve problems and find out how to solve problems independently.

To solve problems in the group counselling process, one can choose one of the techniques related to the behaviour therapy approach. Self-management techniques are based on a model of social learning theory, and include a secret and open process [8]. Strategies in self-management are self-observation, environmental planning, and behavioural programming.

Self-management is one of the most basic forms of behaviour, freedom to make their own decisions from the situation at hand to a self-control that is raised by a person without any external constraints [9]. Self-management is a process that requires individuals to have the ability to regulate individual behaviour to have the ability to regulate their behaviour and cognitive changes in behaviour, in the process of regulating individual behaviour it is emphasized to make goals, identify reinforcers, plan goals to be achieved, determine

consequences and evaluate effectiveness. The basis of behaviour counselling is that every behaviour can be learned, old behaviour can be replaced with new behaviour [10].

The goal of self-management is to strengthen the two abilities of self-control and self-regulation. Self-control has the ability to restrain oneself from emotions, impulses or desires, for example delaying gratification when wanting something [11]. Self-regulation is the ability that requires individuals to be able to modulate, direct actions, and behaviour appropriately. Self-management techniques must be adapted to the student's condition and the creativity of the counsellor [12]. The stages in the first self-management technique, the counselee has a desire to change behaviour, the second determines the target behaviour to be changed so that the counselee can implement strategic self-management by properly implementing self-monitoring, stimulus control, and reinforcement. counsees should try to oppose behaviours that can interfere with the self-management process. Third, designing the right self-management strategy, the counselee identifies the appropriate level of target behaviour that will reflect improvements in several aspects of the counselee's life, writes down the goals to be achieved so that others know that it is very valuable to the counselee. Fifth, change evaluation, students collect data through self-monitoring and evaluate whether the target's behaviour changes in the desired direction, whether students achieve the goals that have been set. Once students have achieved their goals, it's time to implement behaviour maintenance strategies. If the behaviour does not change in the desired direction then re-do the self-management strategy and make behavioural changes. Sixth, implementing strategies to maintain student behaviour desired [13]. Self-management techniques are carried out continuously until the aggressive behaviour of students decreases or there is an appropriate behaviour change.

1.2. Aggressive Behavior

There are two kinds of aggressive behaviour, namely the emergence of angry expressions of emotion, which can be called hostile aggression, anger that aims to injure, damage, or harm others. Individuals with this aggressive behaviour will not care about the consequences of their actions. While instrumental aggression occurs not accompanied by anger, but aims to injure, damage, or harm but only as a means to achieve other goals. Even aggressive behaviour will occur not accompanied by anger even though there is no personal relationship between the perpetrator and the victim [14]. Aggressive behaviour occurs in individuals who have a desire to hurt and injure by bringing up behaviours such as wanting to be in power under any circumstances, wanting to win on their own to get power by doing various ways by hitting, kicking, and biting their opponent. Aggressive behaviour

is carried out physically or verbally with the intention of hurting others, leading to offensive, demeaning, insulting, hitting and sarcastic behaviour [15]. The emergence of aggressive behaviour that occurs in a person starts from the angry emotions he feels, because there are attempts to provide boundaries so that something unwanted happens. In addition, aggressive behaviour appears with the intention of wanting to hurt others so that the desired thing is achieved. Aggressive behaviour carried out by students will lead to conflicts between individuals and verbal and physical violence will appear. Behavioural learning is needed by students at school in order to have good relationships and proper communication with their peers at school.

Everyone has the potential for good and bad behaviour. Appropriate behaviour can be learned, as old behaviour is replaced with new behaviour. Students are advised to do self-reflection in order to be aware of their behaviour, regulate and control behaviour. Individuals who are aware have a desire to change their aggressive behaviour, self-awareness wants a change in the management of appropriate behaviour aimed at not engaging in aggressive behaviour. Factors that influence students to behave aggressively are unpleasant experiences, seeing violence, the influence of television media, the influence of video game media, and the influence of groups. Factors from peer groups are conformity, namely a motivation to be the same, uniform, in accordance with the values, habits, hobbies or culture with their peers [16]. conformity occurs when each individual is under group supervision, peer groups have a high cohesive attitude and are less likely to have support for deviations from the norm. A group of peers who engage in aggressive behaviour receives a treatment to reduce aggressive behaviour through group counselling.

2. METHODS

The research was carried out as an experimental type, the research design used quasi-experimental, and the design in this study used a non-equivalent control group design. The existence of a control group and an experimental group to see changes in behaviour before being given treatment until after being given treatment. The sample in this study used a purposive sampling technique with non-random sampling, researchers used samples according to certain characteristics. There was a group that was given treatment (experimental group) and a group that was not given treatment (control group).

There is a pre-test and post-test to see any significant changes. This group comparison can make it easier for researchers to see the effectiveness of the treatment. The subjects of the research were high school students, as many as 10 people were divided into 5 people in the control group and 5 people in the experimental group. With 15 counselling meetings. Researchers gave a scale

of aggressiveness to students to measure how high the aggressiveness of students at school before and after the treatment was carried out.

The data analysis used was the Wilcoxon test, the reason the researchers used the Wilcoxon test to see the effect of the treatment given pretest and post-test in the experimental group and the control group. While the Mann Whitney test to see the effectiveness of self-management techniques on student aggressiveness. Data analysis using the SPSS program (Statistical Package for Social Science) version 16. Using the Wilcoxon and Mann Whitney test with a significance level with qualifications if sig 0.05 then Ho is rejected and Ha is accepted, meaning that there is a decrease in student aggressiveness at a significance level. This research aims to determine the results of the application of self-management techniques in group counselling to reduce students aggressive behaviour.

3. RESULT AND DISCUSSION

Testing the hypothesis on the effectiveness of group counseling self-management techniques on students' aggressive behavior using the Wilcoxon test and the Mann Whitney (U) test.

3.1. Result

The Wilcoxon test was used to see the effect of the treatment given, self-management techniques in group counseling to reduce aggressive behavior. Wilcoxon test was used to compare and see the difference between pretest and posttest data.

Table 1. Wilcoxon Pretest and Posttest Result Experimental Group Aggressiveness

Test Statistics	
	<i>posttest – pretest</i>
Z	-2.023 ^b
Asymp. Sig. (2-tailed)	.043

- a. Wilcoxon Signed Ranks Test
- b. Based on Positive Rank

Based on table 1. The results of the Wilcoxon aggressiveness test in the experimental group showed that the Z count was -2.023 and the significance was 0.043. Indicates that the sig value of 0.043 is less than 0.05 (error rate 5%). So, it can be concluded that there are differences in the results of the aggressiveness of the experimental group before and after being given treatment. To understand more clearly, see the description in table 2.

Table 2. Data Analysis Pretest and Posttest Experimental Group Aggressiveness

	N	Mean	St. Deviation	Min	Max
Pre Tes	5	92.80	3.033	89	97
Post Tes	5	49.60	2.510	46	52

Based on table 2, the average value of the experimental group before being given treatment was 92.80 while after being given treatment the average value was 49.60. it shows the average value after treatment is smaller than the average value before treatment, the average value shows that the high aggressiveness of students is decreasing. It can be concluded that the self-management technique is effective against aggressiveness in the experimental group.

Table 3. Wilcoxon Pretest and Posttest Test Results Control Group Aggression

Test Statistic	Posttest-pretest
Z	-1.753
Asymp. Sig. (2-tailed)	.080

- a. Wilcoxon Signed Ranks Test
- b. Based on Positive Rank

Based on table 3 the results of Wilcoxon's aggressiveness in the control group that Z count is -1.753 and sig is 0.080 more than 0.05 (error level 5%) it can be concluded that there is no change in aggressiveness results before and after the treatment. To understand more clearly, see the description in table 4.

Table 4. Data Analysis Pretest and Posttest Control Group Aggressiveness

	N	Mean	St. Deviation	Min	Max
Pretest	5	87.80	5.718	79	94
Posttest	5	79.60	.896	79	81

Based on table 4, the control group with the pretest average value of 87.80 while the posttest average value of 79.60. this shows that the average value of the control group that was not given treatment experienced an insignificant change.

Although both the experimental and control groups experienced a decrease in different from the experimental group that had been given treatment. then when compared to the experimental group and the control group, the number of the experimental group seems to have decreased more.

Mann Whitney test pretest and posttest were conducted to determine the differences in the conditions of the experimental group and the control group before and after receiving treatment.

Table 5. Mann Whitney U Test Results Pretest and Posttest Aggressive Test Statistics

	Pretest	Posttest
Mann-Whitney U	6.000	.000

Wilcoxon W	21.000	15.000
Z	-1.362	-2.652
Asymp. Sig. (2-tailed)	.173	.008
Exact Sig. [2*(1-tailed Sig.)]	.222	.008

Based on table 5 the significance value of the pretest of the experimental group and the control group is 0.173, which is greater than 0.05, so it can be concluded that there is no difference between the aggressiveness pretest of the experimental group and the control group before being given treatment. while the significance value of the posttest aggressiveness of the experimental group and the control group is 0.008 smaller than 0.05 so it can be concluded that there is a difference between the post-test aggressiveness of the experimental group and the control group after being given treatment with self-management techniques. This shows that the self-management technique treatment given is effective against student aggressiveness.

Based on the results of the analysis of the Mann Whitney (U) test, it can be concluded that the results of the hypothesis indicate that group counseling self-management techniques are effective in reducing student aggressiveness.

3.2. Discussion

The effectiveness of self-management techniques emphasizes students to practice the skills they need and manage their own lives effectively [17]. The results of previous studies that counseling models for traumatic cases are effective in reducing PTSD symptoms in students [18]. the difference with the research used is conducting group counseling activities with self-management techniques to reduce student aggressive behavior, as well as self-management techniques group counseling activities in this study can be used to reduce students' aggressive behavior. Through group counseling, self-management techniques are given to students who have high aggressiveness with a note that students are aware of and have a sense of need for change in the problems they are experiencing. In conducting research, the researcher's initial efforts helped students to become self-aware of the problems regarding aggressiveness that were being experienced, until students emerged awareness and a sense of need to organize themselves in problematic situations, this was done in the group counseling process in the early stages.

The aggressiveness carried out by students can be seen from the intention and intent to hurt or injure others. Student aggressive behavior occurs in physical and verbal aggressiveness. Aggressiveness is divided into four, namely passive verbal aggressiveness, active verbal aggressiveness, passive physical aggressiveness, and active physical aggressiveness [19]. Stages in self-management techniques to reduce student aggressiveness by determining the goals to be achieved, developing plans for self-monitoring using data sheets, and collecting data from self-monitoring and evaluating the targeted behavior changes in the desired direction.

Group counseling activities using self-management techniques can provide experience, advice, support, and

input to each group member in reducing verbal aggressiveness passively. The use of group counseling self-management techniques can reduce verbal aggressiveness actively and passively such as threatening, demeaning, and playing against each other. Students can be said to have decreased aggressive behavior, if students already look good from their speech to friends at school, and students can direct and modulate their behavioral actions appropriately. Self-management techniques are believed to actively reduce verbal aggressive behavior by practicing alternative behavioral skills and strengthening self-control and self-regulation abilities.

The use of self-management techniques in group counseling can reduce physical aggressiveness both passively and actively. Passive and active physical aggressive behavior such as not participating in helping their friends when they are in trouble, students ward off what their friends want does not happen. So, when the problem of student aggressiveness is high, self-management techniques are believed to be able to reduce physical aggressive behavior passively and actively by practicing alternative behavior skills and strengthening self-control and self-regulation abilities.

Based on the results of calculations and observations, after being given treatment using self-management technique group counseling, there was a decrease in student aggressiveness at school seen from after the treatment was given. The decrease in student aggressiveness shows that students obey the teacher's orders, students speak to friends in good language, provide information with the truth, provide opportunities for friends to express opinions, stop doing damage to friends' goods, stop hitting friends, and stop to encourage friends. Changes that occur in students are the result of students' own efforts in participating in group counseling with self-management techniques, so that this self-management technique is effective in reducing the aggressiveness of students who were originally high.

4. CONCLUSION

The purpose of this study was to determine the effectiveness of group counseling self-management techniques in reducing student aggressiveness. Based on the results of the treatment of self-management techniques in effective group counseling on student aggressiveness, this shows that students can reduce their hitting behavior on their friends, reduce gossiping behavior, provide opportunities for other students to express opinions, can regulate language and regulate emotions towards the interlocutor. So, it can be concluded that self-management technique group counseling is effective in reducing verbal and physical aggressiveness in students.

AUTHORS' CONTRIBUTIONS

The success in this research is hope the next researchers can continue the behaviour approach with self-management techniques for aggressive behaviour problems.

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