



Group Guidance Using the Gestalt Approach in Reducing Adolescent Aggressive Behavior

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Abstract. The high level of student aggressiveness encourages the provision of guidance and counseling services to help overcome these problems, one of which is group guidance services with a gestalt approach. This study aims to reveal the effectiveness of group guidance with the Gestalt approach in reducing student aggressiveness. This study uses a quantitative approach. The method used is a quasi-experimental research design with an unequal control group design. The data was collected using a validated aggressiveness questionnaire. The research sample was senior high school Kartika 1–5 students who had high aggressiveness with purposive sampling technique. The data were then analyzed using Wilcoxon to sign the Kolmogorov-Smirnov Ranking Test and Two Samples. Based on these findings, it can be concluded that aggressiveness can be reduced through group guidance with the Gestalt approach.

Keywords: Aggressiveness · group guidance · Gestalt approaches

1 Introduction

Nowadays, violence acts among adolescents from various parts of the world are increasing. The aggressive actions of adolescents who commit violence are triggered by past unpleasant factors (Firman 2018b). Adolescent aggressive behavior occurs from various groups (Firman 2018a). Youth aggressiveness tends to increase and disturb local residents (Firman, n.d.). At first, aggressive behavior is in the form of delinquency, but due to the bad influence of various factors, the behavior develops into a criminal act that can have fatal consequences (Harahap 2018).

During January–July 2016, found 62 cases of physical violence, 23 cases of psychological violence, 86 cases of sexual violence, 41 cases of brawl, and 93 cases of bullying with child offenders. The aggressive behavior in groups is manifested in the form of brawls. In 2013 cases of brawl reached 255 cases with the death toll as many as 20 students (Karneli et al. 2020). This situation is increasing compared to 2012 which only experienced 147 cases of brawl (Firman and Faridah 2016).

Teens who have high aggressiveness and do not hesitate to attack or hurt others (Mudhar 2017). Aggressive behavior is not only triggered by events in the environment outside the individual, but also arises from how events are received and processed cognitively or called attributions (Gini et al. 2014; Veroude et al. 2016). Angry and aggressive

adolescents often experience bias in attributions, especially perceiving social situations that encourage them to behave aggressively when faced with conflicts or unpleasant conditions (Didden et al. 2016); (Berkowitz 2017). Adolescence is the most vulnerable period for aggressive behavior (Berkowitz and Turner 2017).

Aggressive behavior, which is an action that is done intentionally on another individual, causing physical and psychological pain in other individuals. Aggressive behavior according to Moore and Fine (Hay et al. 2021; Morgan et al. 2013; Schick and Cierpka 2016), is a violent behavior physically or verbally against other individuals or against objects. Aggressive behavior can be caused by various factors, such as feelings of inattention, depression, bad associations and the influence of violent shows in the mass media (Gottman et al. 2017; Hasan et al. 2013; Mischkowski et al. 2012; Sato et al. 2013). The impact of aggressive behavior can be seen from the impact of the perpetrator and the victim. The impact of the perpetrator, for example, the perpetrator will be shunned and disliked by others (Frazier and Vela 2014; Ulrich et al. 2018). While the impact of the victim.

In schools the role of guidance and counseling teachers is very important to help reduce aggressiveness, through services available in guidance and counseling. Counseling guidance is an effort made by school counselors to help adolescents in overcoming disturbing things and develop their potential to realize effective daily adolescent life (Hanum et al. 2015). Counseling guidance in schools is expected to help students understand themselves so that they can determine attitudes and behavior responsibly in dealing with various situations. Guidance and counseling programs are an inseparable part of the school program to provide services according to student needs so that they can achieve developmental tasks optimally (Gladding 2017).

Guidance and counseling activities are carried out in schools with various services. Group guidance is one of the services that have been implemented. Group counseling can be done with a variety of approaches to help reduce adolescent aggressiveness. The implementation of group counseling has been considered ineffective because it only uses a conventional approach, even though there is an appropriate approach in reducing adolescent aggressiveness, one of which is the gestalt counseling approach.

The Gestalt approach discusses the past by bringing relevant aspects from the past to the present, the relevant past problems can be a problem alleviation for the present (Hamlyn 2017). Furthermore, Gestalt pays attention to nonverbal messages and body messages. By focusing on this, it will be easier to understand the problems and efforts to overcome the problems that are being experienced. One of the aggressive behaviors of adolescents occurs due to the wrong interpretation of the wrong non-verbal messages and the use of inappropriate non-verbal messages (Olson 2015).

The gestalt approach is expected to form students/clients to achieve awareness of what they feel and do and learn to be responsible for their own feelings, thoughts, and actions (LESTARI 2015). In the Gestalt view, humans experience personality or behavior disorders because humans refuse to recognize one or more aspects that exist in themselves (deny some things in themselves), or allow themselves to be divided, polarized/fragmented or separated into several parts. Whereas every human being can successfully handle problems in his life if they know who he is and organize (integrate) all his abilities into a series of effective actions (Li 2016).

Counselors need to help individuals develop awareness (awareness), integrate individual parts that are polarized within the individual into a whole and meaningful whole, make individuals seek support from within themselves (inner support), and develop feelings of ability (self-sufficiency), so that they realize that the real ability they need to solve problems lies in themselves and not in others (Hamlyn 2017). Starting from this description, it is interesting to study further through this article how the effectiveness of group coaching using the Gestalt approach in reducing youth aggressiveness. Problem disclosure is useful for reducing youth aggressiveness. Group guidance as one of the basic services in guidance and counseling is often not used by counseling teachers as a service that is able to improve or alleviate student problems in its function (Wulandari et al. 2020). This is motivated by many things, both in terms of the ability of counseling teachers, implementation time, and the effectiveness of the results to be achieved. Researchers believe that this research can obtain knowledge that is very useful for teachers about the results of group guidance services. Based on facts in the field, researchers tried to use group guidance services to help reduce student aggressiveness. This is the core of the problem examined in this study, so the researcher took the title “The effectiveness of group guidance services with the Gestalt approach in reducing the aggressiveness of students of SMA Kartika 1–5 Padang.

2 Methods

This study uses a quantitative approach with quasi-experimental research methods, namely experimental research methods that allow researchers to control as many variables as possible from the situation. This method does not control the variables completely as in the actual experiment, but the researcher can calculate what variables are impossible to control, which sources of error may exist in interpreting the research results. One of the designs classified as quasi-experimental is “The Non Equivalent Control Group” (Yusuf 2016). This design is an experimental design that is carried out by pre-test before being given treatment and post-test after being given treatment, and there are also experimental and control groups, but the sample determination is not done randomly (Yusuf 2016). The data needed in this study is about students who have high aggressiveness. The data was collected by distributing questionnaires using a rating scale format to senior high school Kartika 1–5 students.

The technique of taking the subject used in this study is a non-random sampling technique, namely the purposive sampling method. Purposive sampling is the selection of a group of subjects based on certain characteristics that are considered to have a close relationship with previously known characteristics or characteristics of the population. This technique is used to achieve certain goals (Yusuf 2016).

Subjects are also determined based on a quota, based on a specified amount. The number in question is the number of group members, namely 12 (twelve) students in one group, this is supported by Prayitno who stated that the number of members in group guidance activities must be between 5 and 15 people so that the discussion is wider and includes (Wulandari et al. 2020).

To answer the research hypothesis, nonparametric statistical analysis techniques were used. This is based on the assumption that data below 30 are not normally distributed.

The non-parametric statistical analysis techniques used for testing in this study were the Wilcoxon signed level test (signed rank test) and the Kolmogorof-Smirnov method for several sample groups.

3 Result and Discussion

This research was conducted with the number of subjects 24 students who have a high level of aggressiveness. Specifically, this study is to determine the effectiveness of group guidance services using the Gestalt approach to reduce student aggressiveness. The data obtained are the results of the pretest and posttest related to aggressiveness. Aggressiveness instruments are used to determine the aggressiveness of students developed by the researchers themselves. The questionnaire uses a rating scale format to express aggressiveness based on a scale developed by Bandura (2006: 307), which is a guideline for compiling a self-efficacy scale with alternative responses to subjects on a scale of ten (10). To see changes in the level of aggressiveness of students in the experimental group from the pretest and posttest results, it can be explained as shown in Table 1.

Based on Table 1, it can be seen that there are differences in the aggressiveness of the experimental group students after receiving group guidance treatment using the Gestalt approach. Students who at the pretest mean 138.16 after the average treatment is 112.41. A decrease in student aggressiveness after being given treatment. To see the condition of the aggressiveness of each student in the experimental group, the results of the pretest and posttest can be explained in the Fig. 1.

Table 1. PRETEST AND POSTTESTAGGRESSIVENESSIN THE EXPERIMENTS GROUP CROSSING

Pre-Test eksperimen		Post-Test eksperimen	
Student Code	score	Student Code	score
ASM	165	ASM	130
ADW	153	ADW	120
ABZ	149	ABZ	128
ZZA	144	ZZA	122
WHD	142	WHD	119
SAF	141	SAF	111
FSF	138	FSF	115
FSA	138	FSA	110
DFD	130	DFD	106
FSA	127	FSA	102
GRR	117	GRR	96
NSD	114	NSD	90
Total	138,16	Total	112,41

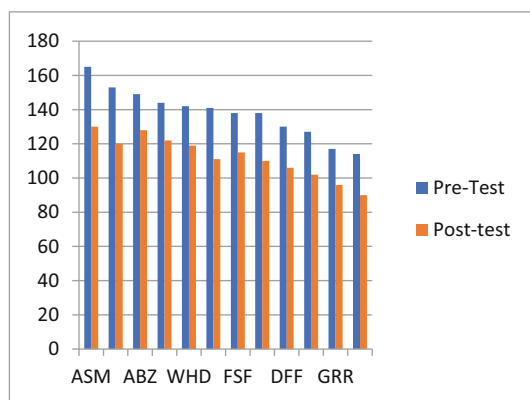


Fig. 1. Pretest and Posttest Self Efficacy Experimental Group Bar Chart

Table 2. PRETEST AND POSTTEST RESULTS OF AGGRESSIVENESS IN THE CROSS-CONTROL GROUP

Pre-Test kontrol		Post Test kontrol	
Pre-Test Control	Post Test Control	Pre-Test Control	Post Test Control
SSD	156	SSD	150
FEG	143	FEG	140
DDD	142	DDD	139
THE	139	THE	130
DGF	138	DGF	137
GDG	138	GDG	136
THT	130	THT	128
WGR	127	WGR	122
RRG	116	RRG	110
GRG	116	GRG	116
GRA	115	GRA	113
HHR	114	HHR	113
Total	131,16	Total	127,83

From Fig. 1, it can be seen that there are differences in the level of aggressiveness of students before and after being given the treatment of group guidance services using the Gestalt approach. Of the 12 students who received the overall treatment experienced a decrease in aggressiveness. From the data obtained, it is known that there is no significant change in the level of self-efficacy of the control group students at the pretest and posttest which can be explained as shown in Table 1.

Table 3. Test the effectiveness of the Experiment group

Ranks		N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	12 ^a	6.50	78.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	12		

- a. post test < pre test
- b. post test > pre test
- c. post test = pre test

Table 4. Test Statistics^a

	post test - pre test
Z	-3.063 ^b
Asymp. Sig. (2-tailed)	.002

- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks.

Based on Table 1, it can be seen that there was a significant decrease in the aggressiveness of the experimental group students using group guidance with the Gestalt approach. Students who in the pretest averaged 138.16 before treatment to an average of 112.41. This can be interpreted as group guidance using a gestalt counseling approach that is effective in reducing aggressiveness (Table 2).

Based on Table 2, it can be seen that there is no significant difference in the aggressiveness of the control group students without group guidance using the Gestalt approach. Students who at the pretest average were 131.16 after treatment to an average of 127.83.

In Table 3 it can be seen that the value of the negative ranks is 12, this means that 12 students have a high level of aggression. Furthermore, the positive rank value is 0, this means that the research subject has decreased aggression. Then the ties value is 0, this indicates that all research subjects experienced a decrease in aggression.

Based on the previous Table 4, it is known that asymp.sig is worth 0.002 and less than 0.05, it can be concluded that there is a change in the condition of student aggression after being given group guidance services.

4 Discussion

Group guidance services are one of the guidance and counseling services that have been proven to be effective in helping reduce aggressiveness. From the available data, the pretest (before treatment) results show that there is no significant mean difference

between the experimental group and the control group. The average level of aggressiveness in the experimental group was 138.16 while in the control group the average level of aggressiveness was 112.41. After being given group guidance services to the experimental group, the level of student aggressiveness increased, students who at the pretest averaged 131.16 after treatment became an average of 127.83.

5 Conclusion

Based on the research results, it can be concluded that group guidance services are effective in reducing student aggressiveness. The results of research conducted in the experimental group and the control group regarding student aggressiveness showed a significant decrease in student aggressiveness in the experimental group. In the experimental group and the control group before the treatment had the same aggressiveness. This is evidenced by looking at the pretest results in both groups. After being given treatment in the form of group guidance services, the aggressiveness and experimental group conditions significantly changed for the better or decreased the aggressiveness.

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