



## Effectiveness of Group Counseling Services with a Behavioristic Approach to Reduce Aggressive Behavior of High School Students in Bengkulu City

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### Abstract

In this study, students' aggressive behavior was demonstrated verbally and nonverbally. The purpose of this study was to determine the level of aggressive behavior of students at SMA 4 Bengkulu City before and after receiving group counseling services. Is group counseling services effective in reducing the level of aggressive behavior of students at SMA 4 Bengkulu City? This study used a quantitative method, utilizing the guidance and counseling action research (PTBK) approach. Data collection tools used questionnaires and were analyzed using quantitative descriptive techniques, with a sample size of 11 students. The results of this study are: (1) Students' aggressive behavior before receiving group counseling services with a behavioristic approach was 64% very high and 36% high. (2) Students' aggressive behavior after receiving group counseling services with a behavioristic approach. At the end of the second cycle, the results were 9% moderate, 55% low, and 36% very low. (3) Based on the results of cycles I and II, it can be concluded that group counseling services with a behavioristic approach can reduce students' aggressive behavior.

**Keywords:** Effectiveness, Group Counseling Services, Aggressive Behavior

### Introduction

Education is not only about students or university students, but also about educators, infrastructure, education systems, and education policies themselves, which will impact the quality of human development in Indonesia (Muzakki, 2023). The role of education is very important in human life, the results of this role can produce quality human resources, so education is very important to be cultivated and developed in human groups now and in the future. This opinion is proven by the existence of Law No. 20 of 2003 concerning the objectives of National Education Chapter II Article 3 which reads: National education aims to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Everyone has the same right to receive a sufficient and adequate education. Therefore, education is crucial for improving the intelligence of the Indonesian nation, especially the younger generation, who are the hope for the future. For example, students often exhibit aggressive behavior during their

learning process. Aggressive behavior is considered undesirable because it can harm themselves and those around them. Aggression is demonstrated by hitting, kicking, and pulling the hair of others. Physical and verbal threats, such as teasing, shouting, being rude, and forcibly taking other people's belongings, are also common (Anggraini, A, Dalimunthe, R.Z, & Nurmala, M.D, 2022).

This phenomenon can be observed at State Senior High School 4 in Bengkulu City, where nearly 40% of students still exhibit verbal and physical aggressive behavior. This includes using inappropriate language, hitting friends, feeling powerful, hiding friends' belongings, disobeying school rules, teasing friends, and disrespecting others. Students often rebel and even engage in inappropriate behavior toward teachers or friends they perceive as weak. This situation creates unfavorable conditions in the surrounding environment, but the students perceive this as normal. This often leads to problems such as being sent to the guidance counseling room and receiving calls from their parents for repeatedly making the same, or even fatal, mistakes. Aggressive behavior among adolescents, especially students, is increasing, both in terms of the number and diversity of aggressive behaviors they exhibit. This phenomenon can illustrate that these students still have weak self-control and engage in negative relationships with their social environment. Aggressive behavior is not only caused by events in a person's environment but also arises from how those events are received and cognitively processed. Aggressive behavior in adolescents is due to many factors. The following are the influences and triggers of aggressive behavior in adolescents, including biological factors, temperamental attitudes, negative social interactions, parental parenting styles, the influence of violent television, and others (Gunawan et al., 2020).

One effort to address this aggressive behavior in students requires teachers to incorporate educational elements into every learning material presented, so that students gain not only knowledge but also an understanding of social and religious life. According to (Evi, 2020), guidance and counseling is a support service provided by a counselor to clients or students, enabling them to understand themselves, make decisions, understand their potential, learn how to develop their potential, and always be responsible for every decision they make.

Researchers have determined that a service will be used, namely group counseling. According to (Smith, 2011), group counseling services are considered very suitable for helping eliminate or minimize aggressive attitudes and behaviors in students because through group counseling, students can combine all their strengths and abilities to overcome the problems they face. Group counseling services themselves are an effort to provide assistance to students in a group setting that is both preventative and curative, facilitating individual growth and development. In the sense that group counseling provides encouragement and motivation for individuals to make changes or act by maximizing their potential (Malikah, 2016).

One approach used in group counseling to address aggressive student behavior is the behaviorist approach. This approach is a behavioral/behaviorism theoretical perspective that assumes

that psychological problems are behavior, without linking concepts of consciousness and mentality. The behavioral approach emphasizes the individual's cognitive dimension and offers various action-oriented methods to help take clear steps to change behavior (Efastru et al., 2015).

Based on the problems described above regarding aggressive behavior in students, the researcher felt motivated to help students reduce their levels of aggressive behavior by using group counseling services. Therefore, the researcher conducted an action research study entitled "The Effectiveness of Group Counseling Services with a Behaviorist Approach to Reduce Aggressive Behavior in Students of SMA N 4, Bengkulu City."

### **Research Methodology**

This study uses a quantitative method using the guidance and counseling action research (PTBK) approach. The sampling technique used in this study uses the Purposive Sampling Technique, this is a sampling technique with certain criteria or considerations (Deriyanto et al., 2018). The population is 34 students so the sample in this study is 11 students. To collect data used research instruments. The collected data is then analyzed quantitatively using descriptive or inferential statistics so that it can be concluded whether the formulated hypothesis is proven or not. This PTBK is implemented through two cycles, each cycle is carried out following the procedures of planning (Planning), action (Acting), observation (Observing), and reflection (Reflecting).

### **Findings and Discussion,**

#### **Findings**

The research results presented in this chapter consist of initial observations and the results of the guidance and counseling action research program. This research aimed to examine students' aggressive behavior before and after receiving group counseling services using a behavioristic approach to reduce aggressive behavior.

#### **1. Student Aggressive Behavior Before Receiving Group Counseling Services Using a Behavioristic Approach**

Before conducting the research and providing group counseling services using a behavioristic approach, the researcher identified the problem to be studied using a questionnaire instrument, which aimed to determine the level of aggressive behavior exhibited by students. The frequency distribution of the sample before receiving group counseling services is as follows:

**Table 1.** Percentage Before Providing Group Counseling Services

<b>Data Interval</b>	<b>Category</b>	<b>Frequency</b>	<b>percentage</b>
>131	Very High	7	20%
106 – 131	High	4	12%
81 – 105	Moderate	14	41%
56 – 80	Low	6	18%

31- 55	Very Low	3	9%
<b>Total</b>		<b>34</b>	<b>100%</b>

Table shows that there were 7 students in the very high category (20%), 4 students in the high category (12%), 14 students in the medium category (41%), 6 students in the low category (18%), and 3 students in the very low category (9%). From these results, the researcher obtained 11 students who will be used as samples in this study: 7 students in the very high category and 4 students in the high category.

## 2. Student Aggressive Behavior After Group Counseling Services Using a Behaviorist Approach

Based on the results obtained, students' aggressive behavior after receiving group counseling services using a behaviorist approach showed changes compared to before the services were provided. After receiving group counseling services using a behaviorist approach, the results obtained from Cycles I and II will be more accurately described by describing the stages of Cycles I through II as follows:

**Table 2.** Frequency Distribution of Percentages in Cycle I

<b>Data Interval</b>	<b>Category</b>	<b>Frequency</b>	<b>percentage</b>
>131	Very High	0	0%
106– 130	High	3	27%
81 – 105	Moderate	2	18%
56 – 80	Low	5	46%
31 – 55	Very Low	1	9%
<b>Total</b>		<b>11</b>	<b>100%</b>

As seen in Table 2, of the 11 students, 1 student falls into the very low category (9%), 5 into the low category (46%), 2 into the medium category (18%), and 3 into the high category (27%). Therefore, the service will continue to the next cycle.

**Table 3.** Frequency Distribution Percentage Cycle II

<b>Data Interval</b>	<b>Category</b>	<b>Frequency</b>	<b>percentage</b>
>131	Very High	0	0%
106– 130	High	0	0%
81 – 105	Moderate	1	9%
56 – 80	Low	6	55%
31 – 55	Very Low	4	36%
<b>Total</b>		<b>11</b>	<b>100%</b>

In this second cycle, there were 3 students in the very low category with a percentage of 36%, 6 students in the low category with a percentage of 55%, 1 student in the medium category with a percentage of 9%.

### 3. Group Counseling Services with a Behaviorist Approach to Reduce Aggressive Behavior in Students

In Cycles I and II, after providing group counseling services with a behaviorist approach, the group counseling activities continued into Cycle II and achieved very significant results, with 4 students in the very low category (36%), 6 students in the low category (55%), and 1 student in the moderate category (9%). This concludes that Cycle II achieved the expected target and met the criteria for success. This study will not be continued to the next cycle because Cycle II already confirmed that group counseling services with a behaviorist approach can reduce aggressive behavior in students. For a more accurate comparison of the results before and after the provision of services in Cycles I and II, see Table 4.11 below.

**Table 4.** Comparison of Results Before and After Group Counseling Services

Category	Data Interval	Before		After	
		Frequency	Percent (%)	Frequency	Percent (%)
Very High	>131	7	64%	0	0%
High	106 – 130	4	36%	0	0%
Moderate	81– 105	0	0%	1	9%
Low	56 – 80	0	0%	6	55%
Very Low	31 – 55	0	0%	4	36%
<b>Total</b>		<b>11</b>	<b>100%</b>	<b>11</b>	<b>100%</b>

The comparison in Table 4 above shows changes between before and after group counseling. It explains that student aggressive behavior can be reduced by providing group counseling services with a behaviorist approach.

## Discussion

This study addresses the problem of aggressive behavior in students. Aggressive behavior is an emotional outburst as a reaction to individual failure that is shown in the destruction of humans or objects with deliberate elements expressed through words (verbal) and behavior (non-verbal) (Yanizon & Sesriani, 2019). The study was conducted at SMAN 4 Bengkulu City and has been implemented in 2 cycles. Cycle I consisted of one meeting, and cycle II consisted of one meeting, each cycle consisting of several stages, namely the planning stage, action implementation, observation, and reflection. In this study, the problem solved was student aggressive behavior, from 34 students, 11 students were sampled, taken from the very high category of 7 students and high category of 4 students.

### 1. Aggressive Behavior in Students Before Being Provided with Group Counseling Services Using a Behaviorist Approach

Before being provided with group counseling services using a behaviorist approach, the results of the aggressive behavior questionnaire instrument were distributed to 34 students in

class XI IPS 1 of SMAN 4 Kota Bengkulu. Afterwards, the questionnaire was calculated, and the results were used to categorize each respondent. The results of this analysis revealed that 7 students were in the very high category (64%) and 4 students were in the high category (36%). The results of the aggressive behavior questionnaire administered to the students revealed that they still lacked understanding and understanding of what aggressive behavior is and its impact. Consequently, students continued to engage in aggressive behavior. The researcher hoped that by providing group counseling services using a behaviorist approach, the level of aggressive behavior in students could be reduced.

Aggressive behavior is an act that causes suffering to others, resulting in both physical and psychological distress (Karneli, 2019). However, many students still don't understand that this is a problem that must be avoided. The results of the respondent questionnaire analysis revealed that some students still fall into the very high and high categories, indicating that students still lack awareness of their actions, despite various reasons. Many students consider aggressive behavior to be normal, leading them to continue engaging in it without guilt. To reduce the level of aggressive behavior in students, researchers implemented group counseling services using a behavioristic approach. According to Fahmi & Slamet (2016), group counseling services provide assistance to solve student problems by utilizing group dynamics. Group counseling services allow students to collectively have the opportunity to discuss and resolve them through group dynamics within the group counseling service.

The appropriate approach to providing group counseling services is behavioristic. This approach is based on the assumption that all behavior can be learned by each human being. The human personality structure consists of the self-system, self-regulation, and collective efficacy. The behavioral approach goes through four stages, namely assessment, goal setting, technique implementation, and evaluation termination (Lestari, 2019).

## **2. Aggressive Behavior in Students After Group Counseling Services with a Behaviorist Approach**

This study was conducted over two cycles. The researchers provided group counseling services with a behaviorist approach to reduce aggressive behavior in students. Aggressive behavior in students is behavior exhibited with the intent to injure, harm, or harm others, whether physically, verbally, or through property damage, which can cause physical or psychological harm to others (Putri, 2019). In this case, changes were observed after group counseling services compared to before group counseling services. In cycle 1 there was a significant change, there were 3 students in the high category with a percentage of 27%, 2 students in the medium category with a percentage of 18%, 5 students in the low category with a percentage of 46%, and 1 student in the very low category with a percentage of 9%, from a sample of 11 students. In cycle II there was 1 student in the medium category with a percentage of 9%, 6 students in the

low category with a percentage of 55%, and 4 students in the very low category with a percentage of 36%, from a sample of 11 students.

After being given action in the form of group counseling services with a behavioristic approach, a significant decrease in results was obtained from the implementation of cycles I and II. According to (Dartina et al., 2024) The success of group counseling services is a dynamic interpersonal process, centered on conscious thoughts and behaviors, fostered, in a small group expressing themselves to fellow members and counselors, where interpersonal communication can be used to increase understanding and self-acceptance of life values and all life goals and to learn certain behaviors in a better direction.

### **3. Group Counseling Services Using a Behaviorist Approach to Reduce Aggressive Behavior in Students**

Group counseling is a service provided to a group of individuals to address relatively similar issues, so they don't experience obstacles in developing their full potential (Ryan et al., 2019). Through group counseling, factors that can hinder or disrupt students' socialization and communication are revealed and addressed through various techniques, allowing students' socialization and communication skills to develop optimally (Smith, 2011).

To reduce aggressive behavior in students today, a behaviorist approach must be utilized in group counseling services. This approach is widely used to facilitate group counseling activities and achieve goals. For example, in this case, reducing aggressive behavior in students, there are many other problems that can be resolved using this approach during group counseling services. In general, the function of counselors is to create warm and empathetic relationships with their clients. The function of counseling in behavioral counseling is to guide clients in determining the form of targets they want to achieve and the steps to achieve them and analyze the client's behavior, both those they want to change and those they want to learn.

Based on the results of research on student aggressive behavior, conducted by Sri Muryani in the 2015/2016 academic year, the Islamic Education Study Program, Islamic Guidance and Counseling, UIN Sunan Kalijaga Yogyakarta, entitled "The Effectiveness of Islamic-Based Group Counseling Services in Reducing Student Aggressive Behavior (Experimental Research on Students of MTs Negeri Bantul, Yogyakarta City, in the 2015/2016 Academic Year)" (Figure 1). The results were demonstrated by a Wilcoxon signed rank test score of 0.011 with a p-value of  $<0.05$ ). Furthermore, the decrease in subjects' aggressive behavior was evident from the decrease in the mean score between the pretest and posttest, from 127.13 to 73.63. This study aligns with and shares the same objectives as this study, which used group counseling to reduce aggressive behavior. The difference is that Sri Muryani used an experimental research method, while this study utilized action research in counseling and guidance.

A similar study was also conducted by Arnold Zalshavira Diron in 2023 (Diron, 2023). Guidance and Counseling Study Program, Ganesha University of Education. The study, titled "The Influence of Behavioral Counseling with Self-Control Techniques on Minimizing Aggressive Behavior in Grade XI Mathematics and Natural Sciences Students at SMA Negeri 4 Singaraja," is similar to this study, using a behaviorist approach to reduce or minimize aggressive behavior. The results concluded that the behaviorist approach was effective in reducing or minimizing aggressive behavior.

Based on the analysis of cycles 1 and 2, there were changes and differences in questionnaire scores between before and after group counseling services were provided. Therefore, it can be concluded that group counseling services with a behaviorist approach can reduce aggressive behavior in students and are considered successful because they meet the criteria for success.

### **Conclusion and Suggestion**

Based on the research and data analysis conducted by the researcher on students at SMAN 4 Bengkulu City to help them reduce aggressive behavior through group counseling services, the following conclusions were obtained:

1. Students' aggressive behavior before receiving group counseling services using a behavioristic approach was 64% very high and 36% high.
2. Students' aggressive behavior after receiving group counseling services using a behavioristic approach. At the end of the second cycle, the results showed that 9% were moderate, 55% were low, and 36% were very low.
3. Group counseling services using a behavioristic approach provided to students resulted in very significant changes in line with the researcher's expectations. Based on the results of cycles I and II, it can be concluded that group counseling services using a behavioristic approach can reduce student aggressive behavior.

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