



School Counselors Intervention in Preventing Students Aggressive Behavior

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Abstract

Aggressive behavior in adolescents can occur in the school environment. The school counselor's efforts are very important in overcoming any student behavior problems, one of which is aggressive behavior. The purpose of this study is to describe the intervention of school counselors in preventing aggressive behavior of students at SMAN 1 Kutorejo. The method used in this research is descriptive qualitative with case study research. The research subjects taken were 7 school counselors and 3 students at SMAN 1 Kutorejo. Subjects were selected using a purposive sampling technique. Collecting research data using observation techniques, interviews and documentation. The validity of the data used in this study uses the source, method, and theory triangulation method. Data analysis techniques in this study used an interactive model consisting of data collection, data reduction, data presentation, and drawing conclusions. The results of the research are that it is known that the interventions carried out by BK teachers can be in the form of basic services which include classical guidance and group guidance, responsive services which include individual counseling, collaboration with parents, collaboration with GDS teachers (Student Discipline Movement) and collaboration with homeroom teachers. As well as other interventions by showing the personality of the counseling teacher who is friendly with students and care for all their students. The benefits of this research can assist schools in preventing student aggressive behavior and assist school counselors in conducting interventions related to services that can be provided to prevent student aggressive behavior.

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INTRODUCTION

In adolescence, children experience a transitional phase which includes physical, cognitive and psychosocial changes from childhood to adulthood (Wathaniyah et al., 2022). Adolescence is a phase where children are looking for their identity. During the self-search period, socio-emotional changes occur in adolescents, including independence, trying to recognize oneself, and trying to meet the demands of a rapidly changing environment (Indarjo, in Saliha et al., 2021). Apart from internal factors, adolescent changes are also heavily influenced by the surrounding environment (Natsir et al., 2020). Besides that, the current of globalization which is increasing rapidly not only has a positive impact, but also has a negative effect on adolescent behavior. Thomas Lickona (in Ilyas, 2016) categorizes ten symptoms to watch out for in the future, including: 1) Increased violence among adolescents 2) Use of bad language and words 3) The influence of peer-group in acts of violence strengthens. 4) Increased self-destructive behavior. 5) The moral guidelines of good and bad are getting blurry. 6) Decreased work ethic. 7) The lower the respect for parents and teachers. 8) Low sense of individual and group responsibility. 9) Dishonest habits 10) There is mutual suspicion and hatred between people. Based on Lickona's opinion, these symptoms lead to destructive behavior which will have a negative impact, considering that a teenager still has limited thinking to control his behavior so that it can endanger others and himself (Zunita, 2015). A behavior that can harm and hurt others can be referred to as aggressive behavior.

According to Moore and Fine, aggressive behavior is an individual behavior that causes physical or psychological suffering to others, either verbally or nonverbally (Restu et al., 2013). Buss & Perry (1992) further defines that aggressive behavior is an action that aims to hurt other individuals through verbal, physical, anger, and hostility. As for what is meant by verbal aggressiveness is the behavior of injuring or hurting other individuals verbally (words), such as mocking, cursing, saying dirty words to other people. Furthermore, physical aggression is an act that injures or physically hurts another person through behavior such as hitting, attacking, pinching, and pushing. Then angry aggression is an act that shows dislike as a physical and psychological response felt by an individual, such as being annoyed, not controlling anger, and losing patience. Then the last form of aggressive behavior, namely hostile aggression, is a representation of cognitive processes due to feeling hurt or injustice, such as envy, easily jealous, easily suspicious and vengeful. Aggressive behavior in adolescents can be caused by changes in the social, hormonal and psychological environment of a teenager so that it has an impact on the development of individual behavior in a negative direction. (Arfan, 2018).

Aggressive behavior in adolescents can be caused by changes in the social, hormonal and psychological environment of a child so that it has an impact on the development of individual behavior in a negative direction (Arfan, 2018). Then according to Andi Mapiere in Putri (2019) the factors that cause aggressive behavior in adolescents can be caused by a lack of affection from parents, personal conditions, the community environment, and the school environment. Lack of affection from parents can encourage adolescents to look for it in their peers. There are also those caused by a lack of communication between family members, low economic status, rejection from parents, and family disputes. The next factor is personal conditions which can be caused because the child has birth defects both physically and psychologically, lacks a religious basis and is unable to adapt to environmental influences due to weak self-control. Then an unhealthy community environment can also be a factor causing aggressive behavior, such as due to a lack of educational facilities, low supervision of adolescents when socializing, and the influence of new norms from outside. Then the next factor that causes aggressive behavior is from the school environment, such as the lack of educational facilities as a place to develop young talents and interests, lack of teacher attention, discipline that is too rigid or educational norms that are not applied.

The Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia - KPAI) recorded that there were 4,369 cases of juvenile delinquency that led to aggressive behavior of students in Indonesia in 2019 which then increased to 4,734 cases in 2020, starting from the high number of accidents caused by teenagers, brawls, bullying to murder cases initiated by bullying. Like the bullying case that occurred at MTs Negeri 1 Kotamabagu, North Sulawesi which occurred on June 8 2022 which ended in the death of one student because his fellow students bullied him (Michella, 2022).

Based on the data obtained, it illustrates that aggressive behavior is no longer just a phenomenon, but has become a real problem that needs immediate intervention so that more and more students do not have aggressive behavior. This needs to be addressed immediately so that it does not interfere with teaching and learning activities at school and does not become a bad habit for students (Parti, 2019). School-based mental health professions in America recognize that all types of bullying and aggressive behavior are forms of school violence that can harm the psychological and emotional well-being of children and adolescents, so this encourages psychologists and school counselors to take role in developing ways to reduce violence in schools (Elbedour et al., 2020). Therefore, efforts to deal with the problem of aggressive student behavior are the responsibility of the school counselor so that students understand behavior that is in accordance with ethical principles and moral values that exist in the community.

Similar to learning programs which are essentially answers to learning problems faced by individuals or groups of people (Hidayat, 2017; Shofwan, et. al., 2021), guidance and counseling service programs in schools also focus on solving individual problems as well as developing personal and social aspects (Sutoyo, 2013). These handling efforts also need to be accompanied by preventive efforts to prevent students from engaging in aggressive behavior. This is done by the school counselor at SMAN 1 Kutorejo, where apart from taking curative measures to deal with aggressive behavior, the counselor also focuses on prevention efforts. Efforts to deal with aggressive student behavior are the responsibility of school counselor (guidance and counseling teachers) in schools so that students understand behavior that is in accordance with ethical principles and moral values that exist in society. These handling efforts also need to be accompanied by preventive efforts to prevent students from engaging in aggressive behavior. This was done by the counselor at SMAN 1 Kutorejo, where apart from taking curative measures to deal with aggressive behavior, counselor also focused on preventive action.

Based on data from the school counselor, students at SMAN 1 Kutorejo used aggressive behavior in the form of dirty words and ridiculing friends in the context of joking, and disturbing their friends while doing assignments. The rest rarely found problems related to aggressive behavior of students. This cannot be separated from the role of the counselor who provides many preventive intervention services so that students have control over their own behavior. The efforts made by the counseling teacher are by providing comprehensive guidance and counseling services which can be in the form of basic services or responsive services.

Basic services are an assistance provided by BK teachers to all students so that they are able to develop skills, behaviors, and knowledge in the personal, social, learning, and career fields (Kurnianto, 2018). Then responsive services are assistance given to students who have obstacles so they are able to solve their problems and meet their needs to achieve developmental tasks (Adi, 2021).

Based on the results of a preliminary study that the researchers had conducted at SMAN 1 Kutorejo, it was found that the counseling teacher played an important role in preventing aggressive behavior by students. Therefore researchers are interested in conducting research entitled BK Teacher Intervention in Preventing Students' Aggressive Behavior at SMAN 1 Kutorejo. The formulation of the problem in this study is how to intervene the counseling teacher in preventing the aggressive behavior of students at SMA Negeri 1 Kutorejo. The purpose of this study is to describe the counseling teacher's intervention in preventing the aggressive behavior of students at SMAN 1 Kutorejo.

METHODS

This study used a qualitative approach, so data analysis used descriptive analysis to uncover and explain the counseling teacher's intervention in preventing aggressive behavior of students at SMAN 1 Kutorejo, Mojokerto Regency. The research method used is a case study which is used as an analytical tool and a method for integrating all data consisting of comprehensive notes. Case studies according to Sukmadinata (in Mukminin & Cahyani, 2017), are research that is focused on one phenomenon that is selected and wants to be understood in depth by ignoring other phenomena.

The research subjects taken were 7 counseling teachers and 3 students at SMAN 1 Kutorejo. The selection of subjects used a purposive sampling technique with consideration of subjects who had knowledge about guidance and counseling service activities and understood the conditions of students at the school.

Collecting research data using observation techniques, interviews and documentation. Observational data collection techniques were obtained by observing the role of the counseling teacher in providing services to prevent aggressive behavior. Data collection techniques through interviews were carried out with 7 counseling teachers by asking questions to reveal the counseling teacher's intervention in preventing aggressive behavior. While interviews with 3 students were conducted by asking questions to reveal the aggressive behavior of students at school. Then data collection techniques were also carried out through photo documentation of service delivery activities as well as archives and documents needed by researchers. The stages of data collection are carried out through: (1) orientation to obtain information about what is the focus of research, (2) exploration to determine focused research objectives, and (3) member check to check research findings according to procedures and obtain a final report (Nasution, in Hidayat, 2017)

The validity of the data used in this study uses the source, method, and theory triangulation method. Triangulation of sources in the form of 7 school counselors and 3 students of SMAN 1 Kutorejo. Then triangulation of data collection methods using observation, interviews, and documentation.

Data analysis techniques in this study used an interactive model from Miles & Huberman (in Azizah et al., 2021) which consisted of data collection, data reduction, data presentation, and drawing conclusions. Data collection is the process of collecting various information needed in research. Data reduction is the process of summarizing data to focus on the data needed for research. Furthermore, the presentation of data is carried out to facilitate understanding of what happened, and the last conclusion is the result of answers to the formulation of the problems and questions that have been mentioned by the researcher.

RESULT AND DISCUSSION

According to Buss & Perry (in Maghfiroh, 2020), aggressive behavior is an action that aims to damage or harm other parties, through verbal, physical, anger and hostility directed at other people. The aggressive behavior shown by students at school leads to verbal and physical aggressive behavior. The behavior shown in verbal actions is by speaking harshly to friends, calling friends with bad names, and mocking friends to get angry or offended. Factors that can influence verbal aggression behavior are internal factors that come from oneself or innate factors, then external factors include social, family, situational, cultural, and school (Aridhona & Setia, 2022).

Then the physical aggressive behavior carried out by students is shown through actions that hurt physically such as hitting, pinching, and disturbing friends when doing assignments. Saliha et al. (2021) states that the factors that become the basis for students to carry out physical aggression at school are because students have low emotional maturity. Students do not understand how to express feelings

naturally or appropriately and do not understand various expressions of personal feelings and those of others.

Based on the results of the study, it was shown that aggressive behavior can be caused because students think that their actions are only limited to jokes so that it is normal if they are done to their friends. They do not think about the impact that can be caused by this behavior. From this it can be understood that students normalize and justify an action that deviates ethically or morally.

If this aggressive behavior is allowed to have a negative impact on both the perpetrator and the victim. The impacts that arise as a result of aggressive behavior by adolescents as perpetrators include: often getting into fights, getting negative labels, and being shunned by others (Rahmawati, 2020), dependence on aggressive behavior, and being a bad example for their environment. While the negative impact for victims of aggressive behavior is feeling helpless, angry because they have been victims of aggressive behavior, loss of trust in others and interacting with others (Antasari, 2006). Other impacts include experiencing trauma, panic, depression, anxiety, and legal problems (Liu et al., 2013).

So that aggressive behavior does not have an increasingly negative impact, it is necessary to take preventive and alleviation measures by the school counselor. In this case, counselors need to take precautions against aggressive behavior, take steps to prevent it, and develop intervention strategies to deal with aggressive behavior (Uzunboylu et al., 2017). Interventions carried out by school counselors at SMAN 1 Kutorejo in dealing with aggressive student behavior are in the form of basic services, responsive services and showing the personality of school counselors who are friendly with students.

Basic services are services that focus on prevention efforts through assistance provided by counselors for all students to be able to develop skills, behaviors, and knowledge in the personal, social, learning, and career fields (Kurnianto, 2018). The strategies provided in basic services can be in the form of group guidance, classical guidance, and cross-class guidance (Setiowati & Dwiningrum, 2020)

The basic service strategy carried out by school counselors at SMAN 1 Kutorejo includes classical guidance services and group guidance. Classical guidance is an information service provided to all students in the class (Prayitno in Syafitri et al., 2021). The classical guidance material provided to prevent aggressive student behavior includes healthy teenage friendships, social ethics, speaking ethics, acquaintance ethics, and greeting ethics. The material provided aims to teach students to behave in accordance with the principles and values that exist in society. Students can apply the learning material that has been given to everyday life and are able to build good relationships with their peers and those around them so that aggressive behavior can be prevented.

Classical guidance can be applied to deal with aggressive behavior as shown in Amri's research which found that classical guidance services had a significant effect on reducing the aggressive behavior of students at SMPN 1 Sepanjang Gumanti (AMRI, 2018). Research from Puti also shows the results of research that classical guidance with sociodrama techniques can reduce aggressive behavior. This can be seen from the results of research that reached the criterion of 30% of students having a low category. Through sociodrama, students are cognitively, affectively and psychomotorically students are able to understand aggressive behavior, learn empathy, instill values from drama scripts and have a positive response model to reduce aggressive behavior. (Puti et al., 2022).

Basic services carried out by school counselors to prevent aggressive behavior can also be in the form of group guidance. Group guidance is the provision of information in group dynamics (Prayitno, in Hartati, 2022). The information provided is tailored to the needs of students. In relation to the prevention of aggressive behavior, the topics that can be discussed are adolescent association, ethics in a social environment and empathy. Through group guidance students can share experiences and information so that good relationships are established with fellow members and train students to be able to speak in public.

Group guidance can help reduce student aggressive behavior, as evidenced in Aziz's research which shows that group guidance services with problem solving techniques are effective for reducing

aggressive behavior in junior high school students in Krakah Village, Taman District, Pemalang Regency (Aziz, 2021). In line with this, Azizi's research also shows that problem solving techniques in group counseling settings are proven to reduce aggression ($p < 0.001$) (Azizi et al., 2019). Individuals who have aggressive behavior need to form new behaviors that are better than before. The formation of this new behavior can be done through modeling techniques in group guidance by observing someone else so that someone forms ideas and behavior, then explained as a guide to action. This is in line with Yulianto's research which shows that there is an effect of group counseling using modeling techniques on aggressive behavior in class VIII students of SMP Negeri 3 Weru Sukoharjo (Yulianto, 2017)

In addition to preventive actions through basic services, school counselors also intervene through responsive services as a form of curative action to deal with students who behave aggressively. This service is provided to students who face needs and problems that require immediate assistance (Rahmat, 2019). Responsive service strategies carried out by school counselors at SMAN 1 Kutorejo are individual counseling in collaboration with parents, collaboration with teacher who are members of student discipline movement (Gerakan Disiplin Siswa - GDS), and collaboration with homeroom teachers.

Individual counseling is the provision of individual assistance to solve problems experienced by students (Sri Nuraeni, 2018). Individual counseling is one of the activities that can answer individual needs to increase the effectiveness of everyday life. In the counseling process it is possible to make decisions and find the right solution to deal with student problems (W. Hartati & Karneli, 2020). In particular, in relation to the handling of aggressive behavior, the provision of individual counseling services aims to make students who are indicated to have aggressive behavior realize that their behavior is wrong and can have a negative impact on themselves and others. In the counseling process students are also taught to have skills in controlling emotions, empathy and establishing good relationships with friends so that it is expected that aggressive behavior of students can be reduced or students don't even do it anymore.

There are several approaches or individual counseling techniques that can be applied to reduce aggressive behavior, where these approaches can be adapted to the conditions or problems experienced by students. Individual counseling can be used as a way to reduce aggressive behavior. This is in line with Saputra's research which shows that aggressive behavior can decrease significantly after being given a PCA (Peace Counseling Approach) counseling intervention. Students are able to develop a peaceful mind which can minimize students' desire to behave aggressively (Saputra et al., 2020). The reframing counseling technique is also an effective individual counseling approach in dealing with adolescent aggressive behavior. This is evidenced by the results of Dharsana's research which showed that students' aggressive behavior decreased significantly after attending counseling with reframing techniques (Dharsana et al., 2019). Several research results have been found to prove that individual counseling is effective in reducing aggressive behavior by applying appropriate counseling techniques for dealing with aggressive behavior.

If after being given individual counseling, the student does not show a change in behavior, then the school counselor will collaborate with the parents by calling the parents to find solutions and follow-up on the problems faced by the students. Steps taken if parents do not comply with calls are school counselors to conduct home visits to obtain data or information more clearly and convey to parents about the problems students are experiencing, so as to build parental commitment to handling problems and changing student behavior to become better. Through collaboration with parents, it is hoped that parents can monitor when they are in the home environment and advise students on behavior.

In addition to collaborating with parents, school counselors also collaborate with Student Discipline Movement teachers (Gerakan Disiplin Siswa – GDS). GDS is a program formed by schools

as an effort so that students are always accustomed to carrying out every activity with discipline. In it, there are several teachers who are members of the GDS program to discipline students, including when there are students who engage in aggressive behavior both physically and verbally. The disciplinary strategy used is a system of giving points to students who are known to be violating, such as carrying out aggressive behavior. Through collaboration with the GDS, school counselors can monitor student behavior and provide interventions so they don't take aggressive actions.

Collaboration is also carried out with the homeroom teacher, where in this case the homeroom teacher is one of the parties that has a lot of contact with students, so that the collaboration between the homeroom teacher and the school counselor helps in understanding the characteristics of the students in the class. The homeroom teacher plays a role in monitoring students and can report student children who are known to have deviant behavior, such as aggressive behavior at school counselors to be given immediate intervention so that the deviant behavior does not get worse if left unchecked. This is very useful in handling efforts by school counselors so that students who are known to have aggressive behavior can be given immediate treatment.

School counselors have a role in the school in helping students direct important decisions through reciprocity. Therefore, it is necessary to build friendly personal relationships with students so as to create a positive perspective in terms of trust and comfort for students (Sackett et al., 2018). This is an important point in overcoming aggressive behavior, namely the school counselor forms a person who is friendly with students and have a great sense of care for all their students. Through caring, counselors can form a close relationship with students so they can identify their characters who may have aggressive behavior in order to get the right intervention right away. Besides that, counselor also has an objective attitude so that he does not directly judge every problem faced by students. In this way, it is hoped that students will be able to be more comfortable, open and not hesitate to tell the counselor to solve their problems.

CONCLUSION

The aggressive behavior shown by students leads to verbal and non-verbal actions. The verbal action is to say harshly to his friends, call friends with ugly names, and mock friends to get angry or offended. Then non-verbal aggressive behavior by students is shown through actions that hurt physically such as hitting, pinching, and disturbing friends when doing assignments. The aggressive behavior shown can be caused because students think that their actions are just jokes so it's normal if they do it to their friends. therefore, it can be understood that students normalize and justify an action that deviates ethically or morally.

In order for aggressive behavior not to cause major negative impacts, school counselors take preventive and alleviation measures. Interventions carried out by school counselors at SMAN 1 Kutorejo are in the form of basic services which include classical guidance and group guidance, responsive services which include individual counseling, collaboration with parents, collaboration with Student Discipline Movement teachers (Gerakan Disiplin Siswa - GDS) and collaboration with homeroom teachers. Then another intervention is by showing the personality of the school counselor who is friendly with students and have a great sense of care for all their students.

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