

The Effectiveness of Group Counseling Using Role Playing and Behavioral Rehearsal Techniques to Reduce Students' Aggressive Behavior

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Abstract

Aggressive behavior is a common problem found in students. Thus, the present study strived for examining the effectiveness of group counseling with role playing and behavioral rehearsal techniques to reduce students' aggressive behavior. It used randomized pretest-posttest comparison group design and involved 21 students divided into three groups. Those who participated in this study were the ones with high level of aggressive behavior. To collect the behavioral data, the researchers used Aggression Questionnaire scale that has been adapted to Indonesian and obtained alpha coefficient of 0.75. Based on Wilcoxon test, the group counseling which separately applied role playing, and behavioral rehearsal technique has effectively reduced aggressive behavior. Even, when those techniques were combined better results were obtained. These prove that this intervention can be implemented as an effort to reduce students' aggressive behavior.

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INTRODUCTION

Adolescence is a transition phase covering physical changes, cognition and psychosocial from childhood to adulthood (Hurlock, 2002). Here, individuals who are after their true identity often perform negative behavior, such as aggression. Aggressive behavior is a fault experience by adolescents in their development as a result of self-adjustment. Gezait, et al. (2013) in their study explain aggression often arises in adolescent.

Aggressive behavior covers any act that disadvantages or harms others verbally and non-verbally (Anderson & Bushman, 2002; Netrawati, et al. 2016). The examples of verbal abuse are mocking, threatening, and prosecuting, while non-verbal are such as punching and kicking (Taganing, & Fortuna, 2008).

Aggressive behavior can bring negative effects to students' mental health and academic achievement (Undeim & Sund, 2010). Walters, Ronen, and Rosenbaum (2010) mention anyone who acts aggressively will get rejection and isolation internally and externally from friends and even his own family.

Apart from academic achievement, safety, and disadvantage for others psychically and psychologically, Huesmann (2007), Berg, et al., (2018), & Malete (2007) argue aggressive behavior happen to adolescents become the predictor to do violence or destruction when they grow up. It is in line with several studies done in various countries that aggression during childhood increases the risk of negative development in form of delinquency, violence, and crime (Broidy, 2003; Farrington & Loeber, 2000; Huesmann, et al., 2002).

Knowing the above phenomenon, it is important to find strategies of intervention to reduce children's aggression so that in the future they can socialize and face challenges. One possible effort to do is through group counseling services because these aim at providing knowledge and skills to students for their development and new habits (Perusse, Goognough & Lee 2009). In group counseling

service activities, there are various approaches and counseling techniques that can be applied.

The present study examined the effectiveness of group counseling with role playing and behavioral rehearsal techniques to reduce aggressive behavior. Wahyuningsih and Sudrajat (2014) explain role playing has been proved effective to reduce students' aggressive behavior. Here, it is stated that the implementation of role playing can promote the group member's feeling, enrich insight about attitudes, values, perceptions, and develop problem solving skills, not to mention this technique has no side effect.

Erford (2015) describes behavioral rehearsal is able to develop students' confidence in showing up their personal rights. It also stops inappropriate behavior. Koh (2016) in his study revealed rehearsal technique is effective to reduce bullying and social anxiety. Bakhtiar and Rahmatia (2018) state behavioral rehearsal is effective to deal with social anxiety through group counseling model.

This study used role playing and behavioral rehearsal techniques in the practice of school counseling. Its novelty is regarding the use of this intervention to reduce students' aggressive behavior through group counseling and enrichment of literature about students' aggressive behavior issues. Apparently, aggressive behavior seems to be the main focus at any educational levels by educators and parents because it has been happening from time to time. Thus, the current study can be a reference for counselors in giving optimal services to reduce students' aggressive behavior. Meanwhile, the future researchers are expected to expand this topic in terms of population, sample, discussion, and expansion of variables.

METHODS

Purposive sampling technique was used to select 21 research subjects from 60 students at grade IX of MTs Negeri 2 Mataram. Those who became the sample were considered to have high aggressive behavior. Then, they were grouped into three experimental groups.

Students' data were collected using Aggression Questionnaire scale adapted from Buss & Perry (1992). In its adaptation, back translation was done to meet the appropriate language to use. Moreover, this scale has 29 items with 4 indicators and alpha coefficient of 0.75.

This study used quantitative approach with the design of randomized pretest-posttest comparison group design and involved three experimental groups. Several procedures were carried out during the investigation. First, the researchers performed pretest to measure the level of aggressive behavior of the students before receiving the treatment. Second, there was the provision of intervention with role playing and behavioral rehearsal techniques for six times with 2x45 minutes for each meeting. Third, posttest was given to determine any reduction of the behavior. Then, the collected data from pretest and posttest were analyzed using Wilcoxon Signed Rank Test to see the reduction and Kruskal-Wallis to see significant difference in all interventions.

RESULTS AND DISCUSSION

Based on the data description, the level of students' aggressive behavior before receiving the treatment of role playing and behavioral rehearsal tended to be at high level, namely role playing group of (M=109 ; SD=7.071), behavioral rehearsal group of (M=112 ; SD=7.071), and the combination of role playing and behavioral rehearsal group of (M=116 ; SD=9.899). These can be seen in the following table 1 :

Table 1. Data Description

		RP	BR	RP+BR
Pretest	M	109	112	116
	SD	7.071	7.071	9.899
Posttest	M	73.5	76.5	72.5
	SD	10.606	7.778	4.949

After the data were collected, the researchers performed analysis by using Wilcoxon Signed Rank Test. This technique was

employed to examine the effectiveness of role playing and behavioral rehearsal in reducing aggressive behavior in pretest and posttest (see table 2).

Table 2. Wilcoxon Test Rank

Technique	Pretest		Posttest		Z	P
	M	SD	M	SD		
RP	26.3	4.73	18.4	6.13	-2.371	<0.05
BR	26.7	4.97	18.9	5.70	-2.371	<0.05
RP+BR	28.4	4.99	17.4	5.63	-2.366	<0.05
X ²	9.89		7.29			
P	≥ 0.05		≤ 0.05			

Description:

Z : Wilcoxon Test

X² : Kruskal Wallis Test

RP : Role Playing

BR : Behavioral Rehearsal

Table 2 presents the condition of the three experimental groups based on Wilcoxon test. First, the role playing group during the pretest obtained (M=26.3 ; SD=4.73), while in the posttest got reduced by (M=18.4 ; SD=6.13 ; Z=-2.371 p≤0.05). Second, the behavioral rehearsal group condition during the pretest was (M=26.7 ; SD=4.97, while in the posttest experienced reduction of (M=18.9 ; SD=5.70 ; Z=-2.371 p≤0.05). Third, the combination of role playing and behavioral rehearsal group condition during the pretest was (M=28.4 ; SD=4.99), during the posttest it became (M=17.4 ; SD=5.63 ; Z=-2.366 p≤0.05).

In terms of Kruskal Wallis test, the researchers found different results coming from the three groups (X²=7.29 ; p≤0.05). By considering the mean and standard deviation of posttest, it was clear that the combination group achieved the greatest gap in the reduction of aggressive behavior.

The findings of this study confirm that there is an effect of role play on aggressive behavior. It is supported by a study by Gezait, et al. (2012) and Wahyuningsih, et al. (2014). In the same way, behavioral rehearsal has been proved effective to reduce aggressive behavior. Not to mention, this study also shows the effectiveness of the combination between role playing and behavioral rehearsal techniques. Interestingly, the combination of those techniques appeared to contribute the strongest effect in reducing aggressive behavior.

The implementation of group counseling with role playing and behavioral rehearsal techniques can collaborate to reduce students' aggressive behavior. Montola (2007) states role playing as a process of identification and re-identification based on power structure. This means that role playing is a socially nuanced activity that allows participants to identify various social skills through imaginary games performed in groups. Role playing is a great way to develop initiative, communication, problem solving, and practicing teamwork skills. It will help students to be better prepared to face the challenges of the times. Meanwhile, behavioral rehearsal is one of many techniques derived from behavioral therapy. This technique is a form in which the client learns a new type of behavior outside of counseling. It includes several key components, namely: imitating behavior, receiving feedback from counselors, and often practicing or practicing the desired behavior (Erford, 2015).

This study implies that the role playing technique is carried out to slightly portray a problem topic followed by the process of identifying various situations that occur in its process with the aim of reducing students' aggressive behavior. Meanwhile, behavior rehearsal provides a different experience, namely individuals train behaviors that were previously played to be done repeatedly by displaying behavior that is similar to the actual situation. It would be better if the two techniques were combined and made a useful contribution.

Unfortunately, this study has not found the effect of gender and only involved one

school. Therefore, it is expected that the future researchers can consider conducting further studies so that it can enrich and support what has been achieved previously and be able to involve more research samples.

CONCLUSION

According to the findings, it can be concluded that the implementation of group counseling with role playing, and behavioral rehearsal techniques is effective to reduce the aggressive behavior of grade IX of MTs Negeri 2 Mataram students both separately and jointly.

Along with the conclusion, several parties such as counselors need to use role playing and behavioral rehearsal techniques during the process of group counseling to reduce students' aggressive behavior and future researchers are recommended to conduct further studies using role playing and behavioral rehearsal to reduce the aggressive behavior of university students.

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