

EFFECTIVENESS OF MANAGING EMOTION TECHNIQUES IN GROUP COUNSELING TO PREVENT AGGRESSIVENESS OF HIGH SCHOOL STUDENTS

Veno Dwi Krisnanda

Program Studi Bimbingan dan Konseling, FIPPS
Universitas Indraprasta PGRI Jakarta
Email: veenwow@gmail.com

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ABSTRAK

Penelitian ini menggunakan penelitian eksperimen dengan rancangan *pretest-group control design*. Subjek penelitian ini sebanyak 14 siswa kelas XI yang memiliki agresifitas dalam kategori tinggi. Ada dua jenis instrumen yang digunakan pada penelitian ini yaitu instrument bahan perlakuan serta instrument pengumpul data. Berdasarkan hasil penelitian didasarkan pada analisis statistik Gain Score Independen Sampel t-test dengan nilai data Tingkat perilaku agresifitas kelompok eksperimen lebih rendah dari pada kelompok kontrol kesimpulannya adalah bahwa teknik manajemen marah dalam konseling kelompok berpengaruh terhadap perilaku agresifitas siswa.

Kata Kunci: Mengelola Emosi, Agresifitas

ABSTRACT

This study used experimental research with pretest-group control design. The subject of this study were 14 students of class XI who had aggressiveness in the high category. There are two types of instruments used in this study, namely the instruments for the treatment and instrument of data collection. Based on the results of the study based on the independent Gain Score statistical analysis of the sample t-test with the data value The level of aggressive behavior of the experimental group was lower than the control group Conclusion was that anger management techniques in group counseling had an effect on student aggressive behavior

Keywords: Managing Emotions, Aggressiveness

PRELIMINARY

Anger and emotion that often arises among teenagers or students leads them to excessive aggression. Behavior that unwittingly causes a negative impact on oneself and others, including students who are not able to manage emotions well. Many of them vent this anger to negative things. Often young people or teenagers say rude, swearing or inappropriate to say, mock, beat, not even hesitate to kill when they are angry. There is often a brawl between students or society triggered by anger from one of the parties involved.

Faupel (2011) states that emotion is one aspect of development that exists in humans. Thomas (2013) defines anger as an emotional response to real or imagined threats or a provocation. Lench (2004) states that students with high levels of anger tend to have destructive coping strategies, express anger by attacking people such as physically and verbally, more challenging and negative behavior, and more often conflict with others. Anger that cannot be controlled properly results in high aggression behavior where students are not reluctant to attack and hurt others, such behavior shows that students have very weak self-control when angry.

Barokah (2013) states that the behavior of aggression (likes to attack) emphasizes a behavior that aims to hurt or damage someone else's property. Whereas Currie (2004) said that someone who behaves aggressively has a low tolerance for frustration and tends to react quickly to the urge of aggression, and is less able to do self reflection. Sobur (2013) defines that the behavior of aggression is the use of one's own rights by violating the rights of others. Hanurawan (2011) states that aggression in school is all behavior that involves characteristics of interpersonal physical and verbal aggression and groups that can disrupt rights all children to study in school and the rights of all adults to do activities in the school environment. This means that the behavior of aggression that is carried out or arises from a person has more negative effects and losses to others.

Data from 5 high schools in Malang from 2014-2016 there were 60% of cases of student aggression with various types of violations committed such as carrying sharp weapons, brawls, ditching, beating friends when not given money, drinking alcohol, beatings and theft. While the results of a survey conducted in August 2016 in Malang more than 50% of adolescents who have high aggression behavior such as frequent brawls, drinking alcohol.

The research was conducted in high school because the high school period was a period of vulnerability with turbulent emotions, a very unstable period for adolescents, a period of self-seeking, where this period is a transition from adolescence to adulthood.

Giving punishment is often considered to be the most effective solution carried out by a school counselor in dealing with problems related to student aggression. For example the counselor uses the rules of points in the school for students who violate school rules and regulations. The higher points collected by students, the higher the penalties / sanctions given starting from calling parents, making statements, scoring even until finally returned to parents. Errors in giving punishments with a point system instead of causing students to deter but the maladaptive behavior of students actually increases

From the results of previous studies to deal with Al Baqi's aggressive behavior (2013) using CBGT (Cognitive Behavior Group Therapy) and Haidi (2015) treatment using AMT (Anger Management Training). Whereas Isrofin (2013) addresses the problem of student aggression behavior by providing training in managing anger with the cognitive behavioral modification (CBM) approach, it is a number of techniques used by previous researchers in handling students' aggression behavior. In this study researchers tried to apply anger management techniques in group counseling with a behavioral approach. Because the efforts obtained by researchers are curative or healing efforts, where students who are respondents are students who have aggression in the high category.

Guidance and Counseling are facilities available in schools to support school education programs, because Guidance and Counseling have assignments for individual development which include personal, social, study and career guidance. Dwivendi& Gupta (2000) states that a group's approach is used with the consideration that students 'aggression behavior is usually influenced by their peers' perceptions and behavior can be formed when there is support from the community. Group counseling is an effort to help individuals to be able to undergo their development better. Group counseling is a relief effort given to individuals in a preventive group atmosphere and improvement so that the individual concerned can undergo development more easily.

METHOD

The research method used in this study is the experimental research method. The experimental research design used was a quasi experiment. pretest and posttest design. This study used two subjects namely the experimental group and the control group. The experimental group received treatment using anger management techniques in group counseling while the control group did not get angry management techniques in group counseling. Both the experimental group and the control group received the pre-test and post-test.

The design of this study is the design of the control group pretest and posttest with one treatment, which is described as follows Arikunto (2010):

Tabel 1. Desain control group pretest dan posttest

To	O ₁	X	O ₂
CG	O ₁	-	O ₂

Information:

To : Experimental Group

Kk : Control Group

X : Treatment (anger management techniques in group counseling)

O₁ : Pretest (aggression behavior before treatment)

O₂ : Posttest (aggression behavior after treatment)

RESEARCH SUBJECT

The subjects of this study were Malang High School XI graders in the 2017-2018 school year who had high aggression behavior, a total of 14 students who had high aggression behavior were then divided into two groups, as many as 7 students entered the experimental group and 7 students entered the control group.

Tabel 2. skor Pretest Antar Kelompok

No	Name KE	Skor <i>Pre test</i>	Name KK	Skor <i>Pre test</i>
1	DK	150	FZ	146
2	OK	147	CK	145
3	OC	148	RP	144
4	JK	149	GG	149
5	PS	146	PO	145
6	MA	151	FA	149
7	SU	148	VD	148

Determination of the subject of this study was carried out based on random sampling techniques that were adjusted to the research objectives. to determine the characteristics of the subject of the study carried out carefully, therefore, students who were subjected were those who had high category aggression behavior in class XI high school students.

RESULTS AND DISCUSSION

Based on the pre-test results obtained 14 students who have high aggression behavior, aggression behavior in the high category with a score range of 143-176 and obtained 8 students who have moderate levels of aggression behavior with a range of scores 109-142 and obtained 5 students who have a level of behavior enough aggression with a score range of 75-108 and obtained by 3 students who have a low level of aggression behavior with a score range of 41-74. Next is the determination of research subjects in a randomized manner of students who have aggressive behavior in the high category. Where each group consists of 7 students. 7 students in the experimental group and 7 students in the control group.

Tabel 3. Experimental Group Pre-test and Post-test Results

No	Name	Skor <i>Pre test</i>	Klasifikasi	Skor <i>Post test</i>	Klasifikasi	Gain
1	DK	150	High	63	Low	87
2	FZ	147	High	62	Low	85
3	OK	148	High	64	Low	84
4	OC	149	High	60	Low	89
5	JK	146	High	62	Low	84
6	PS	151	High	51	Low	100
7	SU	148	High	63	Low	85
Average		148,43	High	60,71	Low	87,71

The process of analyzing the treatment carried out in the experimental group was described based on the development of the members before arriving after being given treatment. In this study researchers used gain score analysis independent of t-test samples. Statistical test results with gain score independent of the t-test sample show the following data:

Tabel 4. Data Average Results

	Group	N	Mean
Gain	Eksperimen	7	87,71
	Kontrol	7	18,57

From the results of the table above, the Expansion Group ($M = 87.71$) has a higher change compared to the Control group, namely ($M = 18.57$).

Tabel 5. Hypothesis test results

	F	Sig	T	df	Sig. (2-tailed)
Gain	0,113	0,742	22,833	12	0,000

The results of the analysis showed homogeneous data ($F = 0.113$; $p > 0.05$) meaning there was no variance between the experimental and control groups. In other words, the data variation in the two groups is the same. Because homogeneous data shows that there is a difference of 1 percent ($t = 22.833$; $p < 0.01$) means that the experimental group has significant changes

compared to the control group, it can be concluded that there is a significant effect of anger management techniques in group counseling on aggression students.

DISCUSSION

The influence of the use of anger management techniques on student aggression behavior is supported by the opinion of Siddiqah (2010) anger management programs are practically useful to help someone empower themselves in controlling their behavior. According to Wahyuningsih (2016) that the Angry Management Skills Training Technique is able to reduce verbal aggression behavior. Haidi (2015) states that when someone is angry it is actually a sign or reminder that flows to the brain that something is wrong and each person determines for himself how to express or vent his anger. Faupel (2011) says children sometimes have difficulties in how to display behavior that can be accepted by an environment when an anger arises and their needs are not met. Bhave& Saini (2009) say that anger can also arise as a reaction to feelings of frustration or disappointment when having unencumbered desires. Decreasing the level of aggression behavior in the experimental group is increasingly seen in verbal data analysis conducted by researchers. Verbal data analysis describes changes in the level of aggression behavior indicated by each member of the experimental group at each meeting. Analysis of verbal data in the experimental group proved to be able to explore and manage anger well. So that the aggression behavior that used to be high seemed to decrease. Anger experienced by group members is because many factors, for example, are not as desirable as those desired by parents, often disturbed by classmates, do not understand the explanation of the teacher and some are angry because they are decided unilaterally by a boyfriend. Anger is what causes an aggression behavior reaction when group members are unable to manage their anger well.

Based on the results of the pre-test conducted results obtained showed that some students tended to have aggressive behavior in the high category when angry. This means that students are still not able to manage their anger well and have not been able to know their anger well, so that when anger arises students tend to behave aggressively where the aggression behavior has a negative impact on himself, others and the environment.

In this study used construction and operant conditioning techniques in group counseling activities. According to Supriyo (2006) confrontation is a skill or technique used by counselors to show a gap, discrepancy or inconsistency in the client / student and then the counselor feeds back to the client / student. According to Kadek (2014) Operant Conditioning is a technique that uses unpleasant and unpleasant consequences in changing behavior.

Winkel (2006) states that group counseling as a form of counseling technique is seen as having advantages compared to individual counseling. These strengths are their ability to help deal with emerging problems more efficiently without ignoring their effectiveness. The side of effectiveness in question is group counseling can save time, costs, and counselor personnel in helping to overcome student problems that arise in their lives. Based on this, the implementation of group counseling is very important to note especially in the efforts of counselors to overcome the problems experienced by many students, which is feared to be able to hinder the learning process in school so that the time needed does not interfere with the teaching and learning process.

Involucra

Suggestions

This study examines the effect of angry management techniques in group counseling on aggression behavior of high school students of class XI. With the design of the control group pretest and posttest. These results are based on the Independent Gain Score analysis sample t-

test with a value ($F = 0.113$; $p > 0.05$) which means there is no variance between the experimental and control groups. In other words, the data variation in the two groups is the same. Because homogeneous data shows that there is a difference of 1 percent ($t = 22.833$; $p < 0.01$) the results of the analysis show that the seven members of the experimental group experienced a decrease in aggression compared to the control group that was not treated. It can be concluded that there is a significant effect of anger management techniques in group counseling on students' aggression behavior

Conclusions

Based on the results of the study it is suggested that (1) the counselor can utilize group counseling using anger management techniques as curative to students who tend to show students' aggression behavior in school. (2) For further researchers who are interested in the topic of anger management techniques, it is recommended to use an experimental design that is different from this study such as SSD or others

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