SELF-MANAGEMENT TECHNIQUES FOR REDUCING AGGRESSIVENESS IN STUDENTS

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ABSTRACT

Self-management is a behavior change handled by the individual himself in order to change behavior with self-awareness. The use of self-management skills in group counseling activities has been shown to be useful in lowering student aggression. The goal of this study was to see how successful group counseling self-management approaches were at reducing student aggression. The approach employed in this research is a literature review, which involves gathering material from reliable sources such as journals, conferences, and e-books on the subject of this research. The findings revealed that group counselling self-management approaches were successful in lowering students' verbal and physical aggression.

Keywords: Aggressiveness, Self-Management, Group Counselling

INTRODUCTION

Adolescents' aggressive behavior is influenced by their educational environment and classmates, and it manifests as easily injuring others, being easily irritated, attempting to control their social environment, and physically and verbally hurting others. According to the study's findings, school is an important context for moral development; thus, it is critical to examine student wellbeing at school because it may be utilized as a tool for gauging student welfare in school life. The better pupils' well-being at school, the lower the aggressive behavior at school, which may result in a desire to harm others (Asmuliadi & Karneli, 2019).

Regardless of the form of disturbance, the student environment at school requires protection and a sense of security. Moral development must be prioritized in order to provide pupils with a sense of security at school. Moral growth encompasses adaptable thoughts, feelings, and behaviors in the classroom. Today's classroom climate is characterized by hostile behavior by high school students.

Previous research suggests strategies and prevention of verbally aggressive behavior and increasing disciplinary practices (McMahon et al., 2020). This type of verbal aggression is most common in the school environment and varies at each level of development, causing students to be easily expelled from school. Aggressive behavior in the school setting necessitates intervention to reduce it. Previous research has shown that aggressive conduct can be reduced in children in the context of social-emotional learning programs (Portnow et al., 2018). Treatment and weather circumstances can have an Previous research provides ways for verbally aggressive behavior prevention and increased disciplinary practices (McMahon et al., 2020). This sort of verbal aggression is most widespread in schools and varies with each phase of growth, making kids easily expelled. Intervention is required to reduce aggressive conduct in the educational context. Previous study has demonstrated that aggressive behavior in children can be reduced by social-emotional learning programs (Portnow et al., 2018). Treatment and weather conditions can have an impact on aggressive behavior reduction. The commonalities between the studies are that both reduce aggressive behavior.

impact on aggressive behavior decrease. The study's similarities are that both lessen aggressive behavior.

Based on prior research findings, researchers used self-management approaches in group counseling to minimize student aggression at school. The phenomenon of problems that exist in schools, as well as the results of previous research, highlight the importance of research in the field of Guidance and Counseling. This research seeks to learn about and test the effectiveness of group counseling with self-management techniques.

METHODOLOGY

This is a qualitative descriptive study using a literature review research method. Qualitative research is also known as natural research or natural research because it focuses on processes and meanings that cannot be evaluated or measured accurately but can be expressed in phrases. The scope of this study item is a natural object or natural context, which is one of the criteria of qualitative research. The research object is one that cannot be altered in such a way that the conditions before and after the data object being

investigated remain or do not change (Alwasilah, 2009). The goal of this study is to talk about self-management approaches for reducing aggressiveness in students. This study will go through self-management approaches, student aggression, and the effectiveness of self-management techniques in reducing student aggression. As a result, the data for this study will be gathered in the form of a literature review. The data used originates from secondary sources, specifically primary books, journals, and papers published and indexed by SINTA or Scopus. This study was carried out utilizing a qualitative approach model and a type of library research.

RESULT AND DISCUSSION

The effectiveness of self-management systems is predicated on students developing the necessary skills and managing their own lives effectively (Corey, 2012). Previous research has demonstrated that the traumatic case therapy technique can help students reduce PTSD symptoms (Nursalim & Pratiwi, 2020). The research differs in that group counseling activities with self-management strategies are used to minimize student aggressive behavior, and group counseling activities can be used to reduce student aggressive behavior in this study.

Self-management skills are taught to students with high aggressiveness through group counseling, provided that the students are aware of the problems they are experiencing and have a strong desire to change them. The researchers' initial efforts in conducting research were to help students become self-aware of aggressiveness problems that were being experienced until students emerged awareness and had a sense of the need to organize themselves in problematic situations, which was done in the group counseling process at an early stage.

Aggression can be seen in students' desire and intention to damage or injure others. Student hostility includes both physical and verbal aggression. The four categories of hostility are passive verbal aggressiveness, active verbal aggressiveness, passive physical aggressiveness, and active physical aggressiveness (Baron, 1998). Identifying goals to be fulfilled, making self-monitoring plans using data sheets, collecting data from self-monitoring, and analyzing targeted behavior changes in the desired direction are all stages of self-management approaches for lowering student aggression.

Group counseling activities using self-management approaches can provide each group member with experience, advice, support, and input in minimizing passive verbal aggression. The employment of group counseling self-management strategies, such as threatening, insulting, and teasing with one another, can lessen verbal aggression both actively and passively. Students can be deemed to have less aggressive conduct if they are seen to be skilled at talking to their classmates and can direct and moderate their behavioral behaviors appropriately. By exercising alternative behavior skills and developing self-control and self-regulation abilities, self-management strategies are thought to actively reduce verbal aggressive conduct.

The application of self-management skills in group counseling can both passively and actively minimize physical aggression. Passive and active physical antagonistic behavior, such as not assisting a friend in difficulties or dismissing what their friend wants, does not occur. When the problem of student

aggression is severe, it is believed that self-management approaches can minimize passive and active physical aggressive behavior by practicing alternative behavior skills and developing self-control and self-regulation abilities.

According to the results of calculations and observations, there was a drop in the aggressiveness of pupils at school after being treated with group counseling self-management strategies. Students obeyed the teacher's commands to speak to friends in good language, present factual information, allow opportunities for friends to express their thoughts, cease breaking friends' things, beating friends, and destroying friends' belongings, resulting in a decrease in student hostility. Friendship is being pushed. Students' changes are the result of their own efforts in participating in group counseling using self-management techniques, so that this self-management technique is beneficial in reducing the aggression of students who were previously high.

CONCLUSION

The goal of this study was to see how successful group counseling self-management approaches were at reducing student aggression. Based on the results of the self-management technique group counseling treatment, which was ineffective against student aggression, this indicated that students could reduce hitting behavior on their friends, gossiping behavior, provide opportunities for other students to express their opinions, be able to manage language, and organize their emotions towards the interlocutor. As a result, group counseling self-management approaches can be inferred to be successful in lowering verbal and physical aggression in pupils.

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