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**IMPLEMENTATION OF GROUP GUIDANCE TO REDUCE AGGRESSIVE
BEHAVIOR**

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ABSTRACT

Group guidance at school is one type of service that can reduce aggressive behaviour in students. Through group guidance activities, students will obtain various information through group dynamics, which directly provide them with personal experiences. Aggressive behaviour in adolescents correlates with low emotional regulation and social problem-solving skills. The purpose of this study is to determine the effectiveness of group guidance in reducing aggressive behaviour. The method used is a literature review. The results of the review show that through group guidance, students can learn to control their emotions, develop social skills, and find more positive ways to express themselves. This article discusses the results of research on the effectiveness of group guidance in reducing aggressive behaviour.

Keywords: aggressive, group guidance, guidance counsellor, counselling

INTRODUCTION

In the teaching and learning process, there are some students who exhibit negative behaviour, namely aggressive children. According to Prabowo (in Yulianto, 2015: 123), aggressive behaviour is the behaviour of individuals with the aim of hurting or harming other people or certain objects, with or without a specific purpose, either physically or verbally. Meanwhile, according to Prayitno (1992: 88), aggressive behaviour in children is behaviour in which children are only able to focus their attention for a very short period of time, are easily distracted, are unable to control themselves to calm down, talk a lot, perform aimless actions, and lack social control. According to (Endriani, 2016) Many students still exhibit aggressive behavior such as physical assault (hitting, damaging, pushing), verbal assault, defying orders, trespassing on other people's property, disobeying orders, and showing off—cheering, shouting, and speaking loudly at inappropriate times.

According to Siahhaan et al., (2020), aggressive behavior can be divided into several types. First, physical aggressive behavior, which is a form of emotional expression such as anger and revenge that is manifested through physical attacks on others. Second, it refers to the use of inappropriate language, such as teasing, false accusations, or statements intended to hurt others' feelings. Third, anger, a behavior that arises from psychological factors where someone has difficulty controlling their emotions, this can lead to behavior that has the potential to harm both themselves and others. Fourth, hostility, which arises from feelings of injustice and hurt, then develops into hatred and suspicion of others. Physical aggression can manifest in violent acts, such as pushing, fighting, punching, slapping, kicking, pinching, biting, and other similar behaviors (Anggraini et al., 2023). Nonverbal aggression, on the other hand, can manifest in actions such as bullying, using harsh language, taunting, slander, and similar actions. This aggressive behavior has negative impacts, both on the individual and on those around them.

Group guidance is intended to prevent problems or difficulties from developing in counselees (students). Group guidance activities consist of providing information related to educational, occupational, personal and social issues that are not presented in the form of lessons (Nurihsan, 2012: 17). According to Sukardi (2008: 64), group guidance is a counselling service that enables a number of students to jointly obtain various materials from specific sources (mainly from counsellors) that are useful for supporting their daily lives, both as individuals and as students, family members and members of the community, as well as for consideration in decision-making. Through group guidance activities, students will obtain various information through group dynamics, which directly provide them with experiences about how to behave in a group, such as how to speak, respect others when speaking, respect others' opinions, express their ideas and opinions, and automatically be able to position themselves in these activities and get used to behaving in the same way in group activities outside of school.

Group guidance services can reduce aggressive behaviour in students, enabling them to behave positively. Through group activities, they will learn to behave well, be caring, accept other people's opinions, form good cooperation within the group, and at the same time feel like members of a group. With group dynamics, they will understand the turmoil and changes in atmosphere within a group. Through group activities, students gain experience in discussing issues together while considering the opinions of each member. Group counselling can reduce aggressive behaviour by forming positive attitudes or behaviours.

Positive attitudes formed within students will also lead to positive behaviour. Both of these things can be created if students have a positive outlook, response and assessment of other people or certain objects around them, as well as the events they experience.

Research conducted by Wardani et al. (2019) there were 8 students as samples, the results of the pre-test of aggressive behavior before treatment were results with categories of 6 students with high aggressive behavior categories and 2 students with low aggressive behavior categories. After being given group guidance services with sociodrama techniques, the results were found in the categories of students with moderate, low and very low aggressive behavior. It was seen that the changes that were initially low experienced an increase in scores. Student initial II obtained a pre-test result of 318 in the Moderate category then after treatment obtained a post-test result of 261 which means an increase in score of -57 (15%). Student initial LAS obtained a pre-test result of 324 then after treatment the post-test result of 243 means an increase of -81 (21%). Student initial AT pre-test result of 316 then after treatment the post-test result of 249 means an increase of -67 (19%). Student MYR pre-test result of 311 then after treatment the post-test result of 286 means an increase in score of -25 (7%). The student with the initials MRN had a pre-test score of 309 then after treatment it was 235, meaning there was an increase of -76 (20%). The student with the initials H had a pre-test score of 307 then after treatment the post-test score of 269 meant there was an increase of -38 (10%). The student with the initials MAH had a pre-test score of 232 then after treatment the post-test score of 157 meant there was an increase in the score of -75 (20%). The student with the initials SNK had a pre-test score of 227 then after treatment the post-test score of 143 meant there was an increase in the score of -83 (19%).

Research conducted by Nafiah & Handayani (2015) before the group guidance service with the homeroom technique, the average score of student aggressive behavior was 98.03, while after the group guidance service with the homeroom technique, the average score of student aggressive behavior decreased by 87.8. Based on the results of the scale calculation on the posttest, the scores of student aggressive behavior after being given group guidance service treatment with the homeroom technique, namely students who obtained the level of aggressive behavior in the "very low" category were 0 students or 0%, students who obtained aggressive behavior in the "low" category were 1 student or 3.33% and students who obtained the "medium" category were 26 students or 86.67%. Meanwhile, students who were included in the "high" category of aggressive behavior were 3 students or 10% and students who were included in the very high category reached 0 students or 0%. The highest score obtained after receiving treatment was: 103 while the lowest score was: 76. The average posttest result was 87.8. Based on these data, it can be seen that after receiving treatment in the form of group guidance services with the homeroom technique, it can be seen that there is a difference in the average of 10.23.

The research conducted (Wulandari et al., 2018) Based on testing the research hypothesis, the results showed that there was a difference in students' prosocial behavior before and after being given treatment with a z value = -3063 and a significance (2-tailed) of 0.002 ($p < 0.05$) which means H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence of group guidance services on the prosocial behavior of class VII students at SMP Negeri 22 Bengkulu City.

This research is important to highlight because aggressive behavior is still prevalent among students and can disrupt their learning process and social-emotional development. Students often struggle to effectively control their emotions and resolve social issues, necessitating effective and relevant interventions tailored to their needs. Group guidance offers both a preventative and curative strategy to help students reduce aggressive behavior through interactive group dynamics. This research contributes to the literature on the effectiveness of group counseling in reducing aggressive behavior and increasing students' prosocial attitudes. The results provide a theoretical foundation for developing school counseling services and practical guidelines for guidance and counseling teachers in designing more creative interventions. More broadly, this research contributes to creating a conducive school climate and shaping a generation of young people capable of managing emotions, respecting differences, and resolving conflicts positively.

METHOD

This research is a literature review. A literature review is a search and research of the literature by reading and reviewing various journals, books, and other published manuscripts related to the research topic to produce a written work on a specific topic or issue (Marzali, 2016). This literature study used SPIDER, which, according to Methley (2014), can be used for qualitative research, other methods, or a combination of both. SPIDER stands for Sample, Phenomenon of Interest, Design, Evaluation, and Research Type. The SPIDER used by the researchers includes the Sample (S) category, which consists of high school students; the Phenomenon of Interest (PI) category, which consists of behavior (D) using a questionnaire; Evaluation (E) using aggressive behavior; and Research (R) using quantitative and qualitative research.

RESULT AND DISCUSSION

The results of a literature review indicate that group guidance services have been proven effective in reducing aggressive behavior in students. Several previous studies support this finding. Research by Wardani et al. (2019) showed a significant decrease in aggressiveness scores after receiving group guidance services using sociodrama techniques. Students who were initially in the high category experienced a decrease to the medium, low, and even very low categories. Research by Nafiah & Handayani (2015) also found a decrease in the average aggressiveness score of students from 98.03 to 87.8 after receiving group guidance services using the homeroom technique. This indicates a difference in scores of 10.23 points. Research by Wulandari et al. (2018) confirms that group guidance not only reduces aggressive behavior, but also increases students' prosocial behavior.

A rigid and authoritarian parenting style is also a contributing factor to aggressive behavior in students. This statement aligns with findings from previous research, which found that authoritarian parents produce children who tend to be accustomed to conflict, violence, and a lack of love and affection (Fajriah et al., 2024; Fitrianti et al., 2022). Conversely, Rohman et al., (2021) in their research stated that children who grow up in an environment with a democratic parenting style tend to have a strong enthusiasm for learning, thereby suppressing aggressive behavior in children. Furthermore, research conducted by Pandri & Netrawati (2022) shows that parental attention is an important factor influencing the level of aggressive behavior in students. Students who receive sufficient love and attention from both parents tend to show

lower levels of aggressiveness. Conversely, a lack of attention from parents can contribute to increased aggressive behavior in students.

From these research results, it can be understood that group guidance provides a space for students to learn to control their emotions, practice social skills, respect the opinions of others, and express themselves positively. The resulting group dynamics help students understand the consequences of their actions and find healthier ways to deal with conflict and social pressure. Through group dynamics, students have the opportunity to learn to control their emotions, listen, respect the opinions of others, and practice empathy. The techniques used (e.g., sociodrama or homeroom) also contribute to the success of the intervention, as they provide direct experiences relevant to students' lives. This finding is important for the public to know because it conveys the message that education is not just about academics, but also character building. With creative group guidance, guidance counselors can create a conducive learning environment, parents can support democratic parenting, and schools can suppress aggressive behavior while fostering prosocial behavior in students.

CONCLUSION

Based on the results of the literature review, it can be concluded that implementing group guidance is an effective strategy for reducing aggressive behavior in students. Through group interactions, students can develop emotional regulation, communication skills, and prosocial attitudes. Therefore, group guidance services are worthy of continued development by guidance and counseling teachers in schools as a preventive and curative effort to address aggressive behavior in students. This research contributes to the literature on the effectiveness of group counseling in reducing aggressive behavior and increasing students' prosocial attitudes. The results provide a theoretical foundation for developing school counseling services and practical guidelines for guidance and counseling teachers in designing more creative interventions. More broadly, this research contributes to creating a conducive school climate and shaping a generation of young people capable of managing emotions, respecting differences, and resolving conflicts positively.

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