

Whether there effect of the used video on group guidance services to aggressive behavior?

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Abstract

This research analyzed the effectiveness of Group Guidance with Video (G2-V) services in reducing aggressive behavior of junior high school students. The approach of this research is Pre-Experiment with the design of one group pretest-posttest design. Subjects in this study were ten students (five male and five female) junior high schools in North Sumatra, used purposive sampling. The instrument used was aggressive behavior scale. Analyzed data using nonparametric statistical techniques used the Wilcoxon Signed-Ranks Test and stacking Rasch models. The results of the analysis show that there is an influence of G2-V in reducing the aggressive behavior of junior high school students in North Sumatra. Based on the findings can be used by counselors to reduce the aggressive behavior of students in junior high school I discuss further the implications of guidance and counseling services.

Keywords: Aggressive behaviour, group guidance with video (G2-V)

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Introduction

Aggressive behavior that has happened lately in the world of education is very alarming. The experts define aggressive behavior is any form of action that intends to hurt or hurt others both physically and mentally (Berkowitz, 2005; A. H. Buss & Perry, 1992; Sears, Peplau, & Taylor, 2009). Furthermore, aggressive behavior is physical or verbal behavior that is intended to damage, destroy property, and hurt others (Atkinson, 2010; Myers, 2012). Several studies have shown that many things cause individuals to behave aggressively, namely excessive drinking of alcohol (Denson et al., 2011; Miller et al., 2017). Cognitive development, education levels, and degrees of exposure should be conducted. Provocation, pain, stress, and heat (Groves & Anderson, 2018). Video games with the most blood activated Personal condition of adolescents, family environment, community environment, and school environment (Willis Sofyan, 2010). Anger, biological (genes, brain systems, and blood chemistry), generation gap, environment (poverty, anonymity, and hot temperatures), frustration, and erroneous disciplinary processes (Arifin, 2005).

Aggressive behavior is often carried out by individuals and groups in the form of the brawl, insulting, beating, family violence, and emotional that causes violence and criminal acts (Afdal, Alizamar, Ifdil, Erlamsyah, & Taufik, 2017; A. H. Buss & Perry, 1992; Krahe, 2005; Myers, 2012; Statistik, 2016), and psychological aggression that is most often done is to shout with harsh words (96.2%) (Kwok, Gu, & Cheung, 2017). As a result of aggressive behavior, the results of the study found 69% of adolescent respondents had fights dominated by male teenage students (Su'ud, 2011), men were more likely to behave aggressively than women (Alizamar, Syahputra, Afdal, Ardi, & Trizeta, 2018). Similarly, 56% of male students have attended graduation (Siagian, 2013). In addition, (Chory-Assad, 2004) revealed that exposure to comedy shows on television affected verbally aggressive behavior, as long as participant comedy shows produced statistically significant amounts of aggressive cognitive responses, with the preferred character being the example followed in verbally aggressive behavior. While the National

Television Violence Study (NTVS) revealed that children's programs have more violent incidents (69%) than adult programs (57%) which pose a high risk for children to learn and imitate violent behavior (Lan, Abdullah, & Roslan, 2010). This condition was confirmed by (Krahé & Möller, 2004) who stated that if someone observes violence in the media, then that person will imitate what he sees in the media.

To reduce aggressive behavior students need the role of a school counselor for the provision of guidance and counseling services. One service that can provide to reduce aggressive behavior is group guidance services (Simanjuntak, 2012; Sukatno, 2016). Group guidance is one type of service that is available in counseling by utilizing group dynamics to discuss problems that occur in the environment around individuals, from the discussion obtained an individual's understanding of the problems discussed so that individuals act according to their understanding (Amalianita & Firman, 2019; Tohirin, 2013). To overcome the aggressive behavior of students, it is necessary to do group guidance services. (Harnes Prima Aidha, 2013) explains that guidance and counseling services that enable students to get the opportunity for discussion and alleviation of problems experienced through group dynamics. The purpose of group guidance for students who have aggressive behavior is to learn to trust themselves and others (Newman-Carlson & Horne, 2004). Next is developing knowledge and the development of good identity, developing self-acceptance, self-confidence, self-esteem to achieve his self-image, and finding alternative solutions to problems and making the right decisions and conflicts they experience (Bacioglu & Kocabiyik, 2019).

The media that will be used in assisting implementing group guidance services will be video media, because the video can be repeat or dismiss, so school counselor can invite students to discuss the contents/messages of the video being viewed, and questions and answers about the video which aired (Anam, 2019; R. H. Anderson, 1987). Based on the above explanation, aggressive students need to get appropriate educational services. Both from teachers in the study (through learning strategies) and by counselors (through guidance and counseling services that are independent). So the purpose of this study was to test the effectiveness of group guidance services coupled with video (G2-V) in reducing the aggressive behavior of junior high school students in North Sumatra.

Method

This study used experiment research with quasi-experiment design used one-group pretest-posttest design. The subjects in this study were ten students (five male and five female) junior high school in North Sumatra. This study used purposive sampling. Who students had aggressive behavior with the following considerations: making fun of, hitting, kicking, snapping pocket money by threatening, getting angry for no reason, and hitting using a tie (Bleidorn et al., 2019; Bouclaous et al., 2019; Reyna, 2011). The data collected used aggressive behavior scale and the analysis technique used are nonparametric statistics; Wilcoxon Signed-Ranks Test combined with the Rasch Stacking Model. Regarding the data before and after the G2-V treatment on the decline in aggressive behavior of students using the Wilcoxon Signed Rank Test and the Stacking Rasch Model (Abd-El-Fattah, 2007; A. H. Buss, & Perry, M., 1992; Sumintono, 2015).

Results and Discussion

Discussion of the results of this study about testing the effects of the G2-V treatment to reduce the aggressive behavior of junior high school students in North Sumatra. Furthermore, the results of the Wilcoxon signed rank test analysis are presented in the following Table 2

Table 1. Aggressive Students in Terms of G2-V Treatment

| Value | Wilcoxon Signed Rank Test |
|------------------------------------|---------------------------|
| Pretest and Posttets Perlakuan G2V | Sig. (2-tailed) .000 |

Table 1, shows the value of aggressive behavior (sig = 0.000), this states the p-value <0.05, which indicates that there are significant differences in aggressive behavior before and after G2-V treatment is given. This can be stated G2-V effect in reducing the aggressive behavior of students. The implementation of G2-V makes students active, especially at the stage of video shows, this is because the video stimulates students in giving opinions about aggressive behavior. The implementation of guidance and counseling has a lot to use video to improve services provided to students such as: prosocial video shows reduce aggressive

behavior (Sugiyono, 2000), video media to improve social skills (Bakhtiar, 2015), video media for understanding the dangers of drugs (Rahayu, 2013), some have even developed a video-based ethical guidance media (Anisah, 2016). Next, the researcher makes clear with a picture about the effectiveness of G2-V in reducing the aggressive behavior of students.



Figure 1. Differences in Aggressive Behavior Before and After the G2-V Treatment

Figure 1 shows the differences in aggressive behavior of students after being given G2-V treatment, where the tendency of the red line (posttest) is lower than the blue line (pretest) which indicates the effect of G2-V affects aggressive behavior. The effect of structured positive behavior shows given by G2-V makes the student's aggressiveness decrease. However, different from some previous researchers (C. A. Anderson & Dill, 2000) prove that the subject shows an increase in cognitive and affective aggressiveness, after exposure to violent media that contain violence. (Krahé & Möller, 2004) explain the mechanism behind (C. A. Anderson & Dill, 2000) findings, in his study it was proven that the more often the subject was exposed to violence, the more cognitively the subject looked at aggression as a normative matter. Based on the above explanation that the use of video media can also affect cognitive, affective, and psychomotor (R. H. Anderson, 1987). So that from some of the concepts and findings above the researchers changed the media violence shows with structured positive video shows to reduce the aggressive behavior of students.

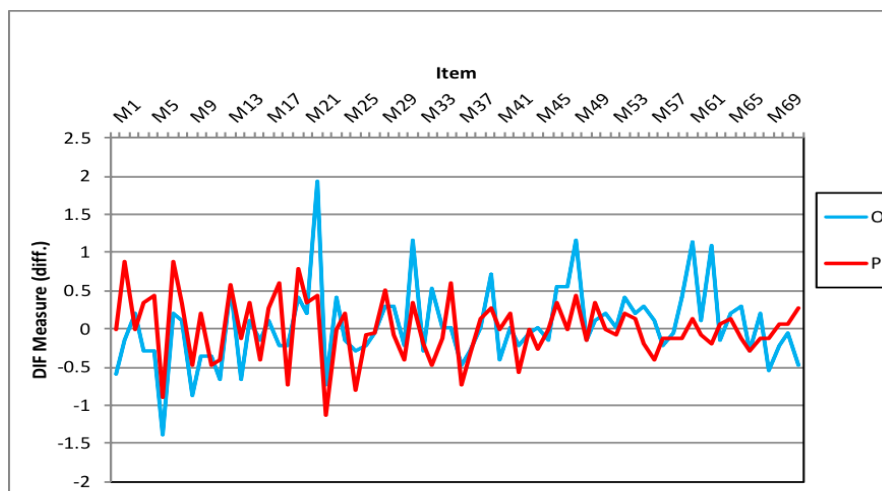


Figure 2. Effects of G2V Before and After Treatment

While figure 2 shows the ability of students' aggressive behavior before and after the G2-V treatment. Before being given G2-V treatment the ability of students to respond to the instrument is still very low, this is due to high aggressive behavior and low aggressive understanding. However, different after being given G2-V treatment to students who behave aggressively, it is marked from the blue line (posttest) which starts to increase than the red line (pretest). Based on the above research results, the implementation of group guidance services using video can maximize treatment results in reducing aggressive behavior. The implementation of group guidance services with the addition of a positive video display provides a stimulus

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(Barone et al., 2005; Long, Angera, & Hakoyama, 2006) to all group members to discuss the positive behavior in the video, when it is done when the aggressive behavior occurs ?, With the stimulus provided by the leader makes the participants think, feel, and behave about the positive behavior. This research starts from the findings (C. A. Anderson & Dill, 2000) and (Krahé & Möller, 2004) who found an aggressive increase after being exposed to media violence, so when tested with positive video exposure, can it reduce students' aggressive behavior? The findings of the study indicate that the effects of positive video exposure on aggressive behavior of students, if repeated video exposure is done to form students' understanding of positive behavior, this is because the use of video media can also affect cognitive, affective, and psychomotor (R. H. Anderson, 1987). Based on the above results, it is stated that the effects caused by G2-V affect the aggressive behavior of junior high school students in North Sumatra. Video group guidance services influence students to rearrange wrong learning experiences as a result of the experience of being a victim or observer of aggressive behavior.

Conclusion

The findings show the influence of G2-V in reducing the aggressive behavior of junior high school students in North Sumatra, before being given G2-V treatment to students, the ability of students to respond to pretest is still very low, which results in pretest results are still high. However, different after being given G2-V treatment, students' ability to respond to answers at posttest was high, which resulted in low results. Based on the findings can be used by counselors to reduce the aggressive behavior of students in junior high school. However, it is not only with a group guidance service program with videos to reduce aggressive behavior, but with cooperation between counselors and subject teachers, school principals, and all school personnel. These findings can be input for school counselor is to include group guidance services with additional video display with assertive material, empathy, tolerance, prosocial into the school counseling program. Limitations in these study subjects tested with G2-V were still in one group only.

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