



The Effect of Group Counseling Services with Reframing Techniques on the Reduction of Physical Aggressive Behavior in Adolescents

Rizka Aulia Yanda¹, Alfin Siregar²

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia^{1*}

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia²

*Corresponding Author. E-mail: rizka0303203069@uinsu.ac.id

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Abstract

This research aims to see whether the reframing method combined with group counseling services can have an effect on reducing physically aggressive behavior in adolescents. This research uses a quantitative approach with a pre-experimental research design. The samples taken in this research were 10 students in class VIII of SMP Negeri 1 Serbajadi using purposive sampling technique. Data collection used in this research was through observation, interviews and questionnaires. The data analysis used in this research is the paired sample t-test, where this test shows the difference in the average before and after treatment is given. Based on research findings, Group Counseling Services have a significant effect on adolescents; The t-count result of 3.691 exceeds the t-table value by 5%, namely 1.812. Before the existence of group counseling services, findings on the development of aggressive behavior showed that 30% of 3 children had very good aggressive behavior and 70% of 7 teenagers had moderate violent behavior. After the group counseling session, research findings revealed developments that showed that 10 children showed 100% good aggressive behavior. So group counseling services with this reframing technique can be used by future researchers to help reduce physically aggressive behavior in teenagers.

Keywords: *Adolescence, Counseling Services, Physically Aggressive Behavior*

Introduction

Adolescence is one of the periods in the span of human life, where individuals leave their childhood and begin to enter adulthood. Therefore, the adolescent period can be said to be a transition period from childhood to adulthood. During this period, adolescents will face various obstacles in their development (Pradana & Ningsih, 2020). It can be concluded that adolescence is a time when changes are experienced and adolescence also many adolescents follow friends or are influenced by the environment around them, therefore children who in adolescence should be guided and we consider as friends in order to be directed. A challenge that is good from within or from outside himself. If the teenager can face the challenge well, it will give birth to a good teenager personality. On the other hand, if teenagers cannot deal with it well, it will give birth to a bad personality (Nopriyansah & Jannati, 2023).

Aggressive behavior is any form of behavior that is intended to hurt or injure other living beings that is driven to avoid that behavior. Aggressive behavior is behavior that aims to hurt or hurt a person or thing, either verbally or non-verbally, that causes hostility (Ardhitya Dwi Yulianto, 2021). Aggressive behavior that is common among students at school is fighting, conducting convoys on the highway so that they interfere with traffic, skipping, and throwing disrespectful words such as cursing, insulting, and mocking. This type of aggressive behavior is manifested through various forms of behavior such as attacking others (hitting, slapping, kicking, biting), physically or verbally threatening, harassing others (mocking, yelling, speaking abusively), being disrespectful and forcing others to have things that do not belong to them (Salmiati, 2021).

So, it can be concluded that aggressive behavior is not only influenced by the media, but there are still many factors that cause the emergence of this behavior. It is very important

to make efforts to reduce this aggressive behavior to be carried out. Because if there is no effort to provide special treatment, the effect is not only in a small scope but can cause losses in a large scope. This behavior can be detrimental to both yourself, others and the surrounding environment. Aggressive behavior is an overflow of emotions as a reaction to individual failure that is manifested in the destruction of people or objects with elements of intentionality expressed in words (verbal) and behavior.

The above behaviors fall into the category of physically aggressive. Physical aggression is behavior that involves violence or physical actions that directly attack or threaten others. This can include punching, kicking, pushing, or using other physical force with the intent to injure or intimidate others. Physical aggression is often an unacceptable form of behavior in many social contexts and can cause physical injury or emotional trauma to the victim involved (Khaira, 2022)

Physical aggressive aspects can include a variety of things depending on the context, but in general, they include several main points: Expression, physical violence, the purpose of attack, the social context, and behavioral patterns

Based on a study conducted by (Nopriyansah & Jannati, 2023), with the title "Conformity relationship and aggressive behavior in adolescents", it can be understood that aggressive behavior can be influenced by peers. The results of the study show that the higher the conformity or social influence of peers in a group, the higher the level of aggressive behavior of adolescents. Likewise, the lower the level of conformity or social influence of peers in a group, the lower the level of aggressive behavior carried out by adolescents. From this study, it can be seen that the influence of peers has a great impact on adolescent behavior. However, there are many other factors that can cause adolescents to behave aggressively. These factors such as parenting in the family, namely a lack of affection and attention from both parents, social influences and the environment where they hang out, and the encouragement from oneself to carry out aggressive behavior.

Not only that, based on the phenomenon in the field that the author sees that aggressive behavior is often carried out or shown by teenagers, especially in junior high or high school students in the school environment and outside

the school environment in the author's area, where the aggressive behavior is very diverse such as mocking each other, yelling, insulting and others. Therefore, to help reduce aggressive behavior carried out by adolescents who in this case are client "A", the researcher uses group counseling services. Group counseling is a process of providing assistance carried out by counselors to assist clients or counselors in solving the problems they are facing. (Aminah et al., 2021) Group counseling is the provision of assistance by utilizing group dynamics to find out the self-concept of each member (Yuni Dwi Kartika & Alfin Siregar, 2023).

The steps that can be taken in group counseling are: first, pre-counseling is the initial stage of group formation; second, the beginning, is marked by the formation of a group structure, exploring the expectations of members, as well as realizing the goals of the group; third, transition is a transitional stage where counselors are expected to be able to open the problems of each member so that the problems can be solved together; fourth, the work stage is the stage of activities this stage is carried out after the cause of the group member's misconduct is known, so that the counselor can prepare the next plan, namely the Action plan; Fifth, the last is the closing stage, where at this stage the group members begin to practice the new behavior that they have planned beforehand; and sixth, post-counseling, namely after the counseling process ends, the counselor should implement an evaluation as a form of follow-up to group counseling (Lubis Hasnida, 2017).

In this case, the reframing technique can be applied using three simple steps. First, professional counselors must use a cycle of non-judgmental listening to achieve a complete understanding of the client's problem. Second, once the counselor understands the problem, the professional counselor can then build a bridge from the client's point of view with a new perspective to see the problem. Third, professional counselors must uphold bridges until a change in perspective develops. In the use of the reframing technique, it is hoped that the client can build new thoughts and be able to motivate himself. Thus, reframing technique group counseling is expected to reduce aggressive behavior among students. Therefore, the researcher conducted a study with the theme "The effect of group counseling services with

No	Range Value	Frequency	Percentage	Cumulative Percentage
1	66 – 70	4	40 %	40 %
2	71 – 75	3	30%	70%
3	76 – 80	2	20%	90%
4	81 – 85	1	10%	100%
Sum		10	100%	

reframing techniques on the reduction of physical aggressive behavior in adolescents".

Method

This study uses a quantitative approach with a pre-experimental research design. The population taken in this study was 59 students in grade VIII of SMP Negeri 1 Serbajadi and a sample of 10 students using the purposive sampling technique. The data collected in this study was through observation, interviews, and questionnaires (questionnaires). The data analysis used in this study is a paired sample t-test where this test is a difference with the average before and after the treatment. After conducting a test or analysis, the researcher made an interpretation and conclusion: the results of the analysis were used to interpret the effectiveness of the intervention in reducing physical aggressive behavior in adolescents. Conclusions were reached based on the findings of the study and its implications for adolescent counseling practices. The data measurement in this study was carried out twice before the treatment to the students (pretest) and after the treatment was given to the students (posttest).

Result and Discussion

This research was conducted in early April with a data collection process carried out by giving a questionnaire as many as 15 items of statements taken through adoption that had obtained permission to take the questionnaire and related to aggressive behavior in adolescents which was disseminated to 59 students in grades VIII1 and VIII2 at SMP Negeri 1 Serbajadi.

Table 1. Distribution of Frequency of Adolescent Aggressive Behavior Pre-test Data Before Being Given Treatment

Part 1 has a value range of 66-70, and has the highest frequency with 4 teenagers which means there are 40% of the total sample. Furthermore, part 2 has a value range of 71-75, and has the second highest frequency with 3 teenagers which means there are 30% of the total sample. Furthermore, for part 3 has a score range of 76-80, and has 2 teenagers which means there are 20% of the total sample. Finally, section 4 has a score range of 81-85, and has 1 teenager which means 10% of the total sample. The total sample analyzed was 10 adolescents, which covered 100% of the population. Thus, this frequency distribution provides an overview of the level of aggressive behavior of adolescents before being given treatment. This can help researchers assess the severity of the problem, plan appropriate interventions, and monitor behavioral changes during and after treatment is given.

Furthermore, the data is interpreted into four levels. According to Suhasimi Arikunto, the four levels are as follows: Class 1, Less (aggressive behavior is very high). Has a percentage range: 25% - 44%. It has criteria, namely: Adolescents with a percentage of aggressive behavior in this range are considered to have very high aggressive behavior. Description: Needs intensive intervention and attention because his aggressive behavior is very high and has the potential to negatively impact himself and others.

Grade 2: Moderate (aggressive behavior is quite high). Has a percentage range: 45% - 64%. It has criteria, namely: Adolescents with a percentage of aggressive behavior in this range are considered to have quite high aggressive behavior. Description: Attention and intervention are needed to reduce his aggressive behavior so that it does not develop into more dangerous.

Grade 3: Good (Aggressive behavior is reduced). Has a Percentage Range: 65% - 84%/, and has Criteria, namely: Adolescents with a percentage of aggressive behavior in this range are considered to have a significant decrease in aggressive behavior. Description: Adolescents in this category have shown a good decrease in aggressive behavior after being given treatment or intervention.

Grade 4: Very good (aggressive behavior greatly reduced). Has a Percentage Range: 85% - 100%, and has Criteria, namely: Adolescents with a percentage of aggressive behavior in this range are considered to have a very significant decrease in aggressive behavior. Remarks: Adolescents in this category showed very good changes in their aggressive behavior, and their aggressive behavior was greatly reduced after being given treatment or intervention.

These categories help in assessing the severity of adolescent aggressive behavior and planning interventions that are tailored to the needs of each adolescent. In addition, this category also helps in monitoring behavior changes over time and evaluating the effectiveness of the interventions provided.

Table 2. Categories of Adolescent Aggressive Behavior Assessment

Class	Percentage	Criteria	Information
1	25% - 44%	Less	Very High Aggressive Behavior
2	45% - 64	Enough	Aggressive Behavior Is Quite High
3	65% - 84%	Good	Reduced aggressive behavior
4	85% - 100%	Excellent	Aggressive behavior greatly reduced

Description of Aggressive Behavior Post-Test Results

Based on the data obtained from the results of the post-test of aggressive behavior in adolescents after being given treatment in appendix 5, it can be described as follows: the average value of the X count is 90.9; maximum value = 101; minimum value = 79 with a range value range = 22.

Table 3. Distribution of Frequency of Post-test Data on Adolescent Aggressive Behavior After Being Given Treatment

Class	Value Range	Frequency	Percentage	Percentage Cumulative
1	79 - 84	2	20%	20%

2	85 - 90	1	10%	30%
3	91 - 96	6	60%	90%
4	97 - 102	1	10%	100%

The above results can be seen from the average obtained in adolescents is Grade 1 with a score range of 79-84 and has a frequency of 2 adolescents (20% of the total sample). Furthermore, Grade 2 with a score range of 85-90 and has a frequency of 1 teenager (10% of the total sample). Then Grade 3 with a score range of 91-96 and has a frequency of 6 teenagers (60% of the total sample). Furthermore, Grade 4 with a score range of 97-102 and has a frequency of 1 teenager (10% of the total sample). The total sample analyzed was 10 adolescents, which covered 100% of the population.

Thus, this frequency distribution provides an overview of the change in the level of aggressive behavior of adolescents after being given treatment. It can be seen that most adolescents experience a decrease in aggressive behavior after treatment, especially adolescents who are initially in the category of high aggressive behavior. This suggests that the treatment given may be effective in reducing aggressive behavior in adolescents.

Furthermore, the data is interpreted into four levels. According to Suhasimi Arikunto, the four levels are as follows: The categories of assessment of adolescent aggressive behavior are as follows: Part 1 is less (aggressive behavior is very high), has a Percentage Range: 25% - 44% and has criteria: Adolescents with a percentage of aggressive behavior in this range are considered to have very high aggressive behavior. Next Statement: It needs intensive intervention and attention because his aggressive behavior is very high and has the potential to have a negative impact on himself and others.

Part 2: Enough (aggressive behavior is quite high). Have a percentage range: 45% - 64%, and have Criteria: Adolescents with a percentage of aggressive behavior in this range are considered to have fairly high aggressive behavior. Further information: Attention and intervention are needed to reduce aggressive behavior so that it does not develop into more dangerous.

Part 3: Good (aggressive behavior is reduced). Have a percentage range: 65% - 84%,

and have Criteria: Adolescents with a percentage of aggressive behavior in this range are considered to have a significant decrease in aggressive behavior. Next Description: Adolescents in this category have shown a good decrease in aggressive behavior after being given treatment or intervention.

Part 4: Very Good (aggressive behavior is greatly reduced). Have a percentage range: 85% - 100%, and have Criteria: Adolescents with a percentage of aggressive behavior in this range are considered to have a very significant decrease in aggressive behavior. Further information: Adolescents in this category show very good changes in their aggressive behavior, and their aggressive behavior has been greatly reduced after being given treatment or intervention.

These categories help in assessing the severity of adolescent aggressive behavior and planning interventions that are tailored to the needs of each adolescent. In addition, this category also helps in monitoring behavior changes over time and evaluating the effectiveness of the interventions provided.

Development of aggressive behavior before and after group counseling services. Based on data on the development of aggressive behavior before and after group counseling services were given to each respondent, a significant increase was obtained. Based on the criteria that have been described, the following are the processes and results obtained from the research sample for aggressive behavior scores. Based on the results of the study using the Adolescent Aggressive Behavior assessment instrument, Aggressive behavior before and after being given group counseling services showed good progress, This can be seen in the pre-test score obtained at 74.1, and is categorized as good aggressive behavior with the meaning of a fairly high level of aggressive behavior, after being given group counseling services there is a change in the score increased by 16.8% to 90.9, and it is categorized as very good and the level of aggressive behavior is low, the meaning is reduced in a very good direction.

Based on the results of the development of aggressive behavior before being given group counseling services, it was found that as many as 7 adolescents, 70% had sufficient aggressive behavior, and 3 children, 30% had good aggressive behavior. The results of the study showed that there was a development after being

given group counseling services which showed that as many as 10 children 100% had good aggressive behavior. Based on the results of the assessment of aggressive behavior before being given group counseling services, the average aggressive behavior of children was 74 and was categorized as less aggressive behavior. Of the 10 respondents studied, there were 6 respondents who had good aggressive behavior, 4 respondents who had sufficient aggressive behavior.

The results of the pre-test on the aggressive behavior questionnaire that did not show aggressive behavior carried out by adolescents were not good. In accordance with the answers to the aggressive behavior questionnaire which stated that respondents often engaged in aggressive behavior in the form of yelling, gossiping, insulting/berating, disturbing friends and making noise. Furthermore, based on the results of the assessment of aggressive behavior after being given group counseling services, the average increase was 90.9 and categorized as good. Of the 10 respondents studied, there were 10 respondents who had good aggressive behavior. So with the results of the post-test that has been tested, the level of aggressive behavior decreases and goes in a good direction.

The results of the pre-test on the aggressive behavior questionnaire showed that the adolescents in the study sample had poor aggressive behavior. The answers in the questionnaire showed that respondents often engaged in aggressive behavior such as yelling, visiting, insulting/berating, harassing friends, and making noise. This suggests that adolescents in the sample have a high tendency to aggressive behavior, which can negatively impact their social relationships and the surrounding environment. However, after being provided with group counseling services, there was a significant increase in the assessment of aggressive behavior. The average assessment score increased to 90.9 and was categorized as good aggressive behavior. Of the 10 respondents studied, all showed improvement in their aggressive behavior and had switched to better behavior. This increase can be explained by the effectiveness of the group counseling services used as interventions. Group counseling techniques, along with reframing techniques that may be used, help teens to better understand and manage their emotions. In addition, group counseling sessions also provide opportunities

for adolescents to share experiences and strategies in dealing with conflicts without having to use aggressive behavior. These changes suggest that group counseling interventions have been successful in reducing adolescents' aggressive behavior and guiding them towards more positive behaviors. It emphasizes the importance of group counseling services as a means to prevent and address aggressive behavior in adolescents, as well as providing them with the skills and support necessary to deal with conflict constructively.

The results of the aggressive behavior answer after receiving group counseling services as a whole had good aggressive behavior with an average of 90.9. In accordance with the results of the answers to the aggressive behavior questionnaire filled out by the respondents after receiving group counseling services, it can be interpreted that the respondents' aggressive behavior has decreased. Based on the results of the study using an aggressive behavior assessment instrument, that aggressive behavior before and after being given group counseling services shows good progress, this can be seen in the pre-test the average score obtained is 74 and is categorized as less aggressive behavior, after being given group counseling services there is a change in the score increasing by 16.9 to 90.9, and categorized as a good level or in other words aggressive behavior diminished in a good direction.

The results of the aggressive behavior answers after receiving group counseling services showed that overall, the adolescents in the study sample had achieved good aggressive behavior with an average score of 90.9. These results indicate that group counseling services have succeeded in significantly reducing the level of aggressive behavior of respondents. Some of the results that the researcher found are;

Behavioral changes, the average aggressive behavior score increased from 74 to 90.9 indicating a positive change in adolescent behavior after receiving group counseling services. This shows that the intervention is effective in reducing aggressive behavior of adolescents. From the results of the assessment, it can be seen that most of the respondents have switched from the category of less aggressive behavior to the good category after receiving group counseling services. This shows that the

intervention has been successful in directing adolescents towards more positive behaviors.

Interpretation of questionnaire answers, aggressive behavior questionnaire answers that show a decrease in aggressive behavior after receiving group counseling services are consistent with the results of the assessment using aggressive behavior assessment instruments. This indicates a match between quantitative and qualitative data, which reinforces the validity of the results. Good progress, comparison of the average scores of aggressive behavior before and after the intervention showed significant progress. Adolescents have experienced positive changes in their behavior, which has a positive impact on their social relationships and the environment around them. Based on the results of the study, it can be concluded that group counseling services are effective in reducing aggressive behavior in adolescents. The changes that have occurred indicate that group counseling interventions have a significant positive impact in guiding adolescents towards more adaptive and positive behavior.

Based on the results of data analysis, it was obtained that the t-count of 3.691 exceeded the t-table price by 5%, namely 1.812, which means that the H_a research hypothesis was accepted. With the acceptance of the research hypothesis, it means that there is a significant influence. These results prove that group counseling services can have an influence both in overcoming or reducing aggressive behavior in adolescents. This is in accordance with the opinion said in the researcher's background, that this group counseling can make each individual able to know their potential, find alternative problem solving and make decisions more appropriately and can reduce problematic behaviors including aggressive behavior. If aggressive behavior has decreased in a good direction, then students will be able to develop well and socialize well.

The results of data analysis show that the t-count value of 3.691 exceeds the 5% t-table value of 1.812. This suggests that the alternative hypothesis (H_a) is accepted, which means that there is a significant influence of group counseling services on the prevention or reduction of aggressive behavior in adolescents. The researcher concluded that some of the hypothesis acceptances are;

With the acceptance of the research hypothesis, it shows that there is a significant relationship between the provision of group counseling services and the decrease in aggressive behavior in adolescents. This confirms that group counseling services have a positive impact in dealing with aggressive behavior problems in adolescents. The effectiveness of group counseling services, the results prove that group counseling services are effective in providing a positive influence in overcoming adolescent aggressive behavior. This suggests that adolescents who participated in group counseling were more likely to reduce their aggressive behavior compared to those who did not receive the intervention. These results are consistent with the background of research that states that group counseling can help individuals to know their potential, find alternative problem solving, and make more informed decisions. This is in line with the findings that group counseling services can reduce adolescents' aggressive behavior by guiding them in overcoming conflict constructively.

Positive impact on adolescent development, reducing aggressive behavior for the better has positive implications for adolescent development. By reducing aggressive behavior, adolescents have a better chance of developing positively and socializing well in their social environment. Overall, the acceptance of the research hypothesis suggests that group counseling services have a significant influence on dealing with aggressive behavior in adolescents. It provides empirical support for the effectiveness of group counseling interventions as a strategy to help adolescents cope with aggressive behavior problems and develop positively.

Previous researchers by Muhammad Daffa Aizar (2024) produced findings with the theme "Counseling Guidance Services on Juvenile Delinquency at SMK Negeri 7 Bandar Lampung City", as for this type of research, field research with the nature of qualitative descriptive research. Primary data sources were obtained from school principals, counselors and students (teenagers) of SMKN 7 Bandar Lampung city. Data collection techniques with documentation, interviews and observations. The data is analyzed by qualitative methods with inductive deductive thinking methods. The findings of the study show that counseling services for adolescents at SMKN

7 Bandar Lampung City are good, able to reduce the rate of juvenile delinquency. With guidance and services provided by counselors with attention, advice, guidance and motivation can reduce student delinquency (teenagers) at SMKN 7 Bandar Lampung City.

Nurjelita, et al (2013) with the theme "The influence of group guidance services on the achievement of early adolescent developmental tasks in the aspect of emotional independence", the results of research from previous researchers are that adolescents have developmental tasks, one of which is the aspect of emotional independence. If the task is not completed, it will cause individual unhappiness and difficulties in completing the next developmental task. Adolescents who do not have emotional independence will always depend on their parents or other adults so that when adolescents grow up they will have difficulty completing developmental tasks. This study is a pre-experimental research with the one group pretest-posttest design. The subjects in this study are 10 grade VIII students of Frater Padang Junior High School. The number of samples was determined using the purposive random sampling technique. The technical data analysis uses the Wilcoxon Signed Rank Test. The findings of this study are that there is a significant difference between the pretest and posttest conditions of achievement of early adolescent development tasks on the emotional aspect of student independence. Based on the above findings, it can be concluded that the achievement of group guidance can affect the developmental tasks of early adolescents on the emotional aspect of independence.

In contrast to the current research methods and findings that researchers use and find, the methods used by researchers are quantitative and carried out using experimental designs. The experimental group received group counseling services with the reframing technique, while the control group may not receive the intervention or receive other types of interventions that are not related to reframing. Data on physical aggressive behavior were measured before and after the intervention to assess change. The participants in this study are likely to be adolescents with a history of physically aggressive behavior. They may come from high school or neighborhoods that are prone to aggressive behavior. Furthermore, group counseling services that use reframing techniques are used as the main

intervention. This technique involves managing emotions, restructuring negative thoughts, and developing a more positive and adaptive mindset to conflict. Then physical aggressive behavior is measured using valid and reliable measuring tools, such as questionnaires or behavioral scales. Data were measured before and after the intervention to see changes in physically aggressive behavior after the provision of group counseling services. The findings from this study can show that group counseling services with reframing techniques are effective in reducing physical aggressive behavior in adolescents. The practical implication is that the use of reframing techniques in the context of group counseling can be a beneficial strategy in dealing with physically aggressive behavior in adolescents.

The limitations of research on the effect of group counseling services with reframing techniques on the reduction of physical aggressive behavior in adolescents can include several things that need to be considered. The following are some limitations that researchers can explain occur in the study, namely that a small sample size can be a limitation in this study. Small samples may not be statistically representative enough and may limit the generalization of research results. Age limitations in the sample can also be a limitation. Research that only includes adolescents in a specific age range may not be representative of the overall adolescent population. Variability in the context and environment in which adolescents are located can also influence the results of the study. Factors such as socio-economic, cultural, and geographical background can affect the effectiveness of group counseling services.

The study may only measure the effects of interventions over a period of time. The long-term effects of group counseling services with reframing techniques on physically aggressive behavior in adolescents may not be fully

captured. The use of invalid or unreliable physical aggressive behavior measurement instruments can result in inaccurate data. In addition, subjectivity factors in measuring and assessing aggressive behavior also need to be considered. The possibility of a placebo effect or a hopeful effect in the intervention group also needs to be taken into account. Adolescents in the intervention group may feel that they are expected to reduce their aggressive behavior, which may affect the results of the study. Uncontrolled control of external variables, such as environmental factors beyond the researcher's control, can also be a limitation. This can affect the internal validity of the research. Identifying and acknowledging the limitations of the study is an important step in correctly interpreting the results of the study and providing the right context for the findings. Taking these limitations into account, further research may be designed to address weaknesses and strengthen strengths in understanding the effect of group counseling services with reframing techniques on physically aggressive behavior in adolescents.

Conclusion

Adolescents' aggressive behavior before being given group counseling services is in the poor category. The results of the student questionnaire before being given Group Counseling Services found that as many as 4 children 40% were categorized as adequate, 6 children 60% were categorized as good. There was a significant influence of Group Counseling Services on adolescents, where the t-count result of 3.691 exceeded the t-table price by 5%, which was 1.812. This influence was obtained from the development of aggressive behavior before being given group counseling services with an average score of 7 and categorized as less improved after being given group counseling services with an average score of 90.9 and categorized as good.

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