
**EFFECTIVENESS OF GROUP COUNSELING SERVICES USING ASSERTIVE
TECHNIQUES TO REDUCE THE PHYSICAL AGGRESSIVE BEHAVIOR
OF ADOLESCENTS AT THE MEDAN HIGH SCHOOL**

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Abstract

This research aims to analyze the effect of group counseling services using an assertive technical approach to reduce aggressive physical behavior among teenagers at Medan High School. This research uses quantitative research methods. This research uses a quasi-experimental pretest-posttest design. The sampling technique uses purposive sampling. The research location is Medan High School, which has a population of 70 class XI students. The samples were eight people from class XI IPS-1 and 8 XI IPS-2 students in the control group. The data collection technique uses a questionnaire; the data used in this research is a Likert scale with the data analysis technique using the T-test. This result is proven by data analysis, which obtained a percentage value for the experimental group from 84.7% to 72.8%, while for experimental group students, the percentage value obtained was 84.7% to 84.1%. The results of the independent samples t-test analysis also obtained a sig value equal to $0.029 < 0.05$; it can be concluded that H_0 is rejected and H_a is accepted in this research. These results can be interpreted as the influence of group counseling services using assertive techniques in reducing aggressive physical behavior among teenagers at Medan High School.

Keywords

Assertive Techniques, Group Counseling Services, and Physically Aggressive Behavior.



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INTRODUCTION

A teenager is someone whose age range is between 12 and 24 years. At this age, people experience major physical, intellectual, psychological, social, and emotional changes. Unconsciously, this will show that the behavior of a teenager is experiencing a phase where they have difficulty controlling their emotions and thoughts, which triggers the emergence of physically aggressive behavior in a teenager (Siregar, 2019). In this phase, teenagers show unique behavior where at this stage, various psychosocial problems will arise, such as being rude, poor performance, disruptive behavior, antisocial, depressed, and hostile (Hardoni et al., 2019). Of the various problems experienced by teenagers, one of them is physically aggressive behavior problems (M, 2017).

Physically aggressive behavior was stated by (Myers, 2012) Aggressive behavior is intentional behavior to hurt other people or attack people both physically and psychologically. Physically aggressive behavior can occur as a result of violence against other people. Furthermore (Fitrianisa, 2018; Hayati, 2016) States that feelings of anger continue with the emergence of emotions so that they want to take action to hurt other people physically or mentally through verbal or non-verbal communication. In line with this, it can be understood that the occurrence of physically aggressive behavior is an act of violence in the form of attacking, fighting, or injuring, giving the impression of bullying, which can become an act of crime that creates a bad impression and thus triggers serious problems for teenagers at school (Kumara, 2018).

According to Myers, the aspect of physical aggression (aggressive behavior) is the individual's tendency to carry out direct physical attacks, where a person expresses anger with the aim of physically or verbally injuring them, namely in the form of kicking, pinching, vandalizing, carrying out sadistic acts, cursing, ridiculing. Threatening, Insulting an individual or group. Furthermore, Buss (Syarif, 2017) divides physical aggression into several forms, namely: (1) Physical aggressive-active-direct, namely aggressive behavior or actions carried out physically actively and directly, for example, hitting, pinching, kicking other people, and so on; (2) Physical-active-indirect aggressiveness, namely aggressive behavior that is carried out physically actively but indirectly, for example making traps to harm other people, ordering other people to do harm to someone, and so on; (3) Physical-passive-direct aggressiveness, namely passive aggressive behavior and carried out directly, for example not giving way to other people, jealousy; (4) Physical aggressive-passive-indirect, namely aggression carried out physically passively, and indirectly, for example refusing to do something, remaining silent and not doing anything and so on. The triggering factors for

physically aggressive behavior consist of two factors, namely internal and external. The negative impact that will arise from the form of physically aggressive behavior will not only harm other people but also indirectly harm yourself, such as low achievement, poor learning, poor social interaction with peers, etc. teenagers at school, anxiety, and even depression (Salmiati et al., 2018).

Looking at the above phenomenon, it is important to find intervention strategies to reduce adolescent aggression so that teenagers can socialize and face challenges in the future. One possible effort is through group counseling services where, this service aims to provide knowledge and skills to students in overcoming their problems and new habits (Khodakarami, 2018; Ristianti et al., 2019). Therefore, the strategies carried out can prevent physically aggressive behavior in adolescents.

The facts in the field are that there are several students who experience physically aggressive behavior in this context, especially at Medan High School. Behavior that looks like attacking, fighting, pinching, kicking, throwing, hitting. Angry and aggressive students often experience high emotions, especially in perceiving social situations, and this encourages them to behave aggressively when faced with conflict or unpleasant conditions (Gunawan et al., 2020; Siregar, 2016). This will later cause fear and worry for the surrounding environment (Kartika & Siregar, 2023; Noviadi et al., 2018). Therefore, it is necessary to carry out appropriate and effective treatment to overcome physically aggressive behavior in adolescents by providing group counseling services (Gallagher & Ashford, 2016; Nita L & Yosie, 2016).

Group counseling is assistance provided by counselors to individuals in order to facilitate their development and growth and is also a preventive (Harahap et al., 2022; Kurnanto, 2013; Putri Evita Sari Nasution & Alfin Siregar, 2023). To support group counseling services to reduce physically aggressive behavior, an assertive technique approach is used (Albina et al., 2022; Ursula, 2021; Zawati et al., 2020). Assertive training techniques are techniques designed to change bad behavior into better ones, as well as train individual courage in expressing behaviors that are in line with expectations (Lesmana et al., 2024; Nasution & Siregar, 2024; Ristia, 2021; Salsabila et al., 2024), so that they can train assertiveness so that individuals can develop ways of relating better directly in interpersonal situations (Ratnasari & Arifin, 2021).

This research aims to directly prove the effect of group counseling services using an Assertive Technique approach to reduce aggressive physical behavior in teenagers at Medan High School. Through this research, it may be possible to produce an alternative to reduce aggressive physical behavior in the school.

METHOD

This research uses quantitative research methods. It is said to be quantitative research because it uses a lot of numbers and emphasizes numerical analysis, which is then analyzed using appropriate statistical methods. Quantitative research is a systematic scientific research (Hardani et al., 2020). The type that the researcher took in the method used was a Quasi-Experimental pretest-posttest design research design (Sugiyono, 2017). The experimental design used in this research was a nonequivalent control group design. Both pre-tests and post-tests were carried out in the two groups. However, only the experimental group was given service treatment (treatment). Meanwhile, the control group was not given treatment so that it could be known accurately because it could compare whether there are differences in what teenagers get before and after being given services by the research subjects (Hardani et al., 2020).

The sampling technique uses purposive sampling, namely a sampling technique based on the level of aggressiveness of teenagers. The research location is Medan High School, which has a student population of 70 class XI students. In the experimental research, there were two groups, namely the experimental group. The samples were eight people from class XI IPS-1 and 8 XI IPS-2 students in the control group; before and after the treatment, the subject measurements were carried out. Group counseling was used in 4 meetings. Data collection used in this research used a Likert scale instrument and a questionnaire which was questionnaire adopted from the research (Diron et al., 2023) Which was then adopted by researchers. With a validity level of 0.273 and a reliability level of 0.884 for data collection using the help of the SPSS program, analysis was carried out, and an independent T-test was conducted.

The tool used by researchers is a scale instrument, namely the Likert scale measurement. The primary source of questionnaires or questionnaires distributes questionnaires to students who have participated in group counseling services to measure adolescents' physically aggressive behavior before and after receiving these services. Secondary sources look for relevant scientific publications, journal articles, or books that discuss adolescent physically aggressive behavior. Data analysis techniques that can be used to determine the effectiveness of group counseling services to reduce adolescent physically aggressive behavior, namely quasi-experimental pretest-posttest using this technique, can compare data on adolescent physically aggressive behavior before and after receiving group counseling services. Statistical analysis, such as the t-test, can be used to propagate significant differences between pre- and post-service scores.

FINDINGS AND DISCUSSION

Findings

This research aims to analyze the physically aggressive behavior of teenagers who are students at Medan High School by using group counseling services with assertive techniques. The subjects of this research were students in class XI IPS1 and IPS2 who were divided into two groups or classes, namely the experimental class and the control class. The analysis results obtained through pretest and posttest in each class can be seen in the following table:

Table 2. Pretest and Posttest Analysis Results

Class Type	Mean	%	Category
Pre-Test Experiment	3,39	84,79	High
Pre-Test Control	3,34	83,35	High
Pos-Test Experiment	2,91	72,83	Medium
Pos-Test Control	3,37	84,18	High i

Source: Primary data of 2024

Based on the table above, it is known that in the experimental pre-test class, the mean value was 3.39, with a percentage of 84.79% in the high category. The control pre-test class obtained a mean value of 3.34 with a percentage of 83.35% in the high category. The experimental post-test class obtained a mean value of 2.91 with a percentage of 72.83% in the medium category. Meanwhile, for the control post-test, the mean value was 3.37, with a percentage of 84.18% in the high category. These results show that group counseling services using assertive techniques are able to reduce or reduce the physically aggressive behavior of students at Medan High School. This is proven by the results of the analysis of students in the experimental class, which is the class that was given treatment, with pretest and posttest scores ranging from 3.39-2.91 and 84.79%-72.83%, and from the high to medium category.

Table 3. Normality Test Results

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	df	Sig.	
Student learning outcomes	Pretest	.225	8	.200*	.843	8	.181
	Experiment						
	Posttest	.206	8	.200*	.942	8	.629
	Experiment						
	Pretest Control	.294	8	.141	.880	8	.188
	Posttest Control	.322	8	.114	.784	8	.119

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Source: Primary data of 2024

Based on the results of the analysis of the Kolmogorov-Smirnova normality test in the experimental pretest class, a sig value was obtained at $0.200 > 0.05$. In the experimental posttest, a sig value was obtained $0.200 > 0.05$; in the control pretest, a sig value was obtained $0.141 > 0.05$; in the control posttest, a sig value was obtained. Amounting to $0.114 > 0.05$. These results prove that the data in this study is normally distributed.

Table 4. Homogeneity of Variance Test Results

		Levene Statistic	df1	df2	Sig.
Student	Based on Mean	.259	1	14	.619
learning	Based on Median	.467	1	14	.505
outcomes	Based on the Median and with Adjusted df	.467	1	13.752	.506
	Based on Trimmed Mean	.302	1	14	.591

Source: Primary data of 2024

Based on the table, the results of the homogeneity test show that the significance value in the pretest and posttest classes is 0.619, which shows that when the probability value exceeds 0.05, this indicates that there is the same variance in the population. Therefore, based on these significant results, it can be concluded that the populations in the experimental class and control class have comparable or homogeneous variants.

Table 5. Independent Samples T-Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference Lower Upper	
Student	Equal	.259	.619	-2.435	14	.029	-13.625	5.596	-25.628	-1.622
learning	variances									
outcome	assumed									
s	Equal			-2.435	13.17	.030	-13.625	5.596	-25.699	-1.551
	variances				9					
	are not									
	assumed.									

Source: Primary data of 2024

Discussion

Based on the output above, the sig value is known. Levene's test for equality of variances is $0.619 > 0.05$, which means that the data variance between the experimental group and the control

group is homogeneous or the same. So, the interpretation of the independent samples t-test output table above is guided by the values contained in the equal variances assumed values.

Based on the independent samples t-test output table on equal variances assumed, the sig value is obtained. Amounting to $0.029 < 0.05$, then as the basis for decision making in the independent samples t-test, it can be concluded that H_0 is rejected and H_a is accepted. This is supported by research conducted by (Folastri & Rangka, 2016), Prayitno explained that group counseling is an effort to provide assistance provided by counselors to people who need to alleviate the problems they are facing in a group atmosphere (Prayitno, 2017). Thus, it can be concluded that there is a significant difference between group counseling services with assertive techniques in the experimental class and group counseling services with conventional methods in the control class in reducing physically aggressive behavior in students of Medan High School.

Furthermore, from the output table above, it is known that the mean difference value is -13,625. This value shows the difference between the average student learning outcome scores in the experimental group and the average student learning outcome scores in the control group, -25,628 to -1,622 (95% confidence interval of the difference).

In line with research conducted by Abdulkarim, Zainul, and Maryani, which states that juvenile delinquency is related to aggressive behavior, Teenagers with a low level of assertiveness will be easily influenced by negative behavior so that they tend to engage in aggressive behavior (Sriyanto et al., 2014). This research was conducted at Medan High School. This study used pretest and posttest as tools to obtain data. The test was distributed to groups of students, which were divided into two parts, namely, the experimental class and the control class. The experimental class is a group of students who are given group counseling services using assertive techniques, while the control class is students who are given group counseling services using conventional methods so as to obtain differences in results between pretest and posttest groups (Konseling, 2019) The results of the analysis showed that the pre-test score (before treatment was given) in the experimental class was 3.39, with a percentage of 84.7%, which was in the high category. In the control class, the pre-test score (before being given treatment) was also obtained in the control class of 3.34 with a percentage of 83.3%, also in the high category.

After four meetings were held in each class, the results of the analysis showed that the post-test score for the experimental class was 2.91, with a percentage of 72.8% in the medium category. The results of the analysis on the control class posttest showed that the value was 3.37 with a

percentage of 84.1, including the high category. These results prove that group counseling services using assertive techniques are considered effective in reducing aggressive physical behavior in students at Medan High School.

This result was also proven in the independent samples t-test, which obtained a sig value. Amounting to $0.029 < 0.05$, then as the basis for decision making in the independent samples t-test, it can be concluded that H_0 is rejected and H_a is accepted. These results show that there is a significant difference between group counseling services using assertive techniques in the experimental class and group counseling services in the control class using conventional methods in reducing physically aggressive behavior in students at Medan High School. In line with Wahyuningsih, Keliat, and Hastono's research, it shows the effect of Assertiveness Training on social response (Wahyuningsih et al., 2011). This means that assertive techniques are appropriate and effective techniques to overcome or reduce physically aggressive behavior in adolescents by providing group counseling services to students of Medan High School.

This shows the initial conditions after the service was provided. The researcher realized that changes occurred when students in the group began to be active in discussions, provide suggestions to other group members, and volunteer to take part in these activities, so the group dynamics went well. (Alfin, 2016) In his research, he said that group counseling is assistance provided by counselors to individuals in order to facilitate their development and growth, and it is also preventative. Furthermore, to support group counseling services to reduce physically aggressive behavior, an assertive technique approach is used. Assertive training techniques are techniques designed to change bad behavior for the better, as well as train individual courage in expressing behavior that is in line with what is expected so that assertiveness can be trained so that individuals can develop better ways of relating directly. In interpersonal situations (Yosie, 2016).

These results are in line with (Maharani & Kurniawan, 2023), who concluded in their research that group counseling through assertive training techniques was able to overcome the apathy experienced by students. Research that is relevant to this research is related to assertive training techniques, namely research conducted (Rohmawati & Christiana, 2015), which revealed that behavior skills training techniques can increase assertive behavior. In this case, assertive behavior is a behavior that increases compatibility in dealing with fellow humans, which allows humans to show their best interests, stand alone without having to feel anxious, express feelings honestly and comfortably, train their true personality without rejecting the truth from others (Ratnasari, 2021).

Changing poor behavior to better, as well as training individual courage in expressing behavior that is in accordance with what is expected, so as to train assertiveness so that individuals can develop better ways of dealing with others directly in interpersonal situations

Some of these opinions can be concluded that assertive techniques are appropriate and effective techniques for dealing with physically aggressive behavior in adolescents by providing group counseling services. In this case, the results of this research directly prove the influence of group counseling services with an Assertive Technique approach in reducing aggressive physical behavior in teenagers at Medan High School.

CONCLUSION

Based on the results of the analysis, it can be concluded that there was a difference between the experimental group students (who were given counseling group services using assertive techniques) and the control group students (who were given counseling group services using conventional techniques). This result is proven by the results of data analysis, which obtained a percentage value for the experimental group from 84.7% to 72.8%, while for the experimental group students, the percentage value obtained was 84.7% to 84.1%. The results of the paired sample t-test analysis for the experimental class showed $0.008 < 0.05$, which rejected hypothesis H_0 , so group counseling services using assertive techniques were effective in reducing the physically aggressive behavior of students at Medan High School. Meanwhile, in the control group, $0.629 > 0.005$, which means the hypothesis H_0 is accepted. These results prove that the experimental class, which is a group of students who are given group counseling services using assertive techniques, is considered effective in reducing aggressive physical behavior in students at Medan High School. The results of the independent samples t-test analysis also obtained a sig value. Equal to $0.029 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted in this research. These results can be interpreted as the influence of group counseling services using assertive techniques in reducing aggressive physical behavior in teenagers at Medan High School.

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