

# The Influence of Individual Counseling Service with Operant Conditioning Techniques in Overcoming Student Aggressive Behavior at MTs Negeri 1 Deli Serdang

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## ABSTRACT

This study's aim was to ascertain the impact of individual counselling services using operant conditioning techniques to reduce students' aggressive behaviour at MTs Negeri 1 Deli Serdang. The approach adopted for this study is quasi-experimental quantitative research with a one-group pre-test and post-test design model. The population in this study was 36 students at MTs Negeri 1 Deli Serdang, and the sample selection used a purposive sampling method, and 10 people were selected with aggressive behaviour criteria. Simple linear regression analysis was utilized to analyze the data for this investigation. The findings of this investigation suggest that individual counselling services using operant conditioning techniques have a significant effect on reducing the aggressive behaviour of students at MTs Negeri 1 Deli Serdang. The findings of this investigation suggest simple linear regression analysis, which, with a correlation coefficient of -0.685 and a significance level of  $0.047 < 0.05$ , demonstrates that individual counseling services utilizing the operant conditioning technique had a substantial negative effect on lowering student aggressive behavior.

**KEYWORDS** – Individual Counseling, Operant Conditioning Tehchniques, Aggressive Behavior.

## 1. INTRODUCTION

Education is one of the assistance or guidance provided by an expert, mature and understands the knowledge of the development of other people to the maturity phase so that the person who is guided independently carries out his life needs (Husamah et al., 2019) [1]. Education is one important thing that must be owned by everyone, including teenagers. Adolescence is a transitional phase from children to adults (Dwiyono, 2021) [2]. During this period, individuals experience many challenges in their development. Many activities that occur in the youth group. Often these activities are aggressive and criminal. These activities are not uncommon in the school environment and in the learning process.

Aggressive behaviour is a form of negative behaviour that exists in a person with the intention of hurting others, both physically and psychologically (Guntara & Sulian, 2020) [3]. Aggressive behaviour is often used by someone to communicate feelings and resolve issues they face by harming other people (Damayanti & Aeni, 2016) [4]. Students who have aggressive behaviour can hinder personality formation and self-actualization in life, especially in achieving achievements at school, and are feared to cause other, more complex problems (Damayanti & Aeni, 2016).

Aggressive behaviour generally arises due to the failure of individuals to get something they want, so emotions appear that are expressed in verbal and non-verbal forms. Aggressive behaviour is attacking behaviour both physically (non-verbally) and verbally (verbally). This behaviour is a form of individual disappointment because their desires are not fulfilled (Zulaiha et al., 2019) [5]. Numerous things, such as feeling unappreciated, stress, unfavorable associations, or the effects of violence in the media, can lead to aggressive behavior. Both the aggressor and the victim can observe the effects of violent behavior. The impact of the perpetrator, for example, being shunned and disliked by others, while the impact of the victim, as in the emergence of losses and bodily and mental suffering brought on by aggressive behavior (Restu & Yusri, 2013) [6].

According to (Geandra & Neviyarni, 2020) Both internal and environmental variables can affect aggressive behavior [7]. Internal factors are biological and psychological factors of the individual while external factors are the individual's environment.

The forms of aggressive behavior are physically aggressive, verbally aggressive, angry behavior and hostility behavior that can intentionally harm and hurt others. Bandura's social learning theory also reveals how aggressiveness is a learned social behavior. One of the basics is that hostile conduct is a complicated form of behavior that requires learning, meaning that aggressiveness is not natural (Meinarno & Sarwono, 2018) [8].

Aggressive behavior not only has an impact on children's functioning in emotional and behavioral development, but also has an impact on academic achievement, their social interactions with peers and teachers (Setiawan, 2010) [9]. Aggressive behavior that occurs at school such as hitting, speaking harshly, insulting and damaging objects belonging to the school and belonging to their friends resulting in physical pain, hurt for victims of aggressive behavior and damage to objects belonging to the school and belonging to their friends (Fitrianisa, 2018) [10].

The aggression that occurs in students continues to increase. This can be seen from the occurrence of hostile behaviour in the world and in society. Hidayat's research results revealed that aggressive actions were seen from physically hurting people with a percentage of 35.32%, while verbal actions were 41.30% and actions by damaging objects were 30.42% (Arif et al., 2019) [11].

Considering the outcomes of the interviews and field observations that the researchers conducted with school counselors at MTs Negeri 1 Deli Serdang, there were several students at MTs Negeri 1 Deli Serdang who acted aggressively at school such as making fun of, kicking, hitting, and speaking harshly. These problems indicate that there are still many students who act aggressively at school. This condition must be resolved immediately by the school because if it is not resolved immediately it is feared that more complex problems will arise.

Broadly speaking, the factors of aggressive behavior committed by students are grouped into two, namely internal factors and external factors, such as anger, frustration, environment, wrong disciplinary processes. These factors result in delays in the emotional and social development of students. Delays in the development of emotional and social development result in aggressive behavior (Salmiati, 2015) [12].

In guidance and counselling, there are several services and techniques that school counsellors can use in schools to reduce aggressive behaviour in students, one of which is individual counselling services using operant conditioning techniques. Sofyan Willis (Zulamri & Juki, 2019) states that individual counselling is a meeting between the counsellor and the counselee that takes place in a nuanced rapport, and the counsellor tries to provide assistance for the counselee's personal development so that the counselee can anticipate the problems he is facing [13]. According to Prayitno (Alvian & Sinthia, 2020), it is a counselling service performed by a counsellor for the counselee in order to solve the counselee's personal problems, which is carried out face-to-face [14].

In individual counselling, there are several techniques that can be used to help counsees overcome the problems they face. One such technique is operant conditioning. Operant conditioning is a process of operant behaviour (positive or negative reinforcement) that can cause the behaviour to be repeated or disappear according to what is desired (Widyaswari et al., 2014) [15]. According to Corey (Nurzulian et al., 2020), operant conditioning techniques are one of the main streams of a behavioristic approach based on learning theory, which involves rewarding individuals for the appearance of expected behaviour [16]. In operant conditioning, giving positive reinforcement can strengthen behaviour, and giving negative reinforcement can weaken it. Based on these problems, this study aims to help students reduce their aggressive behaviour through operant conditioning techniques used in individual counselling services.

## 2. METHOD

This study employed a quantitative research methodology and a pre-experimental design with a one-group pre-test and post-test.

**TABLE 1. ONE-GROUP PRE-TEST AND POS-TEST DESIGN**

<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
Pre-test	Treatment	Post-test

A pretest is an initial test that is carried out before being given treatment. The pretest was carried out using a valid and reliable questionnaire. The treatment is the treatment given to the sample. In this study, the treatment provided was individual counselling services with operant conditioning techniques. Posttest is the final test that is carried out after giving treatment.

The posttest was carried out using the same questionnaire as the posttest. The questionnaire was used to measure the level of aggressive behaviour of students after being given individual counselling services using operant conditioning techniques.

### 3. RESULT AND DISCUSSION

In this study, the samples taken were from 10 students who indicated aggressive behaviour. The sample underwent a pretest before receiving treatment. The following table displays the results of the pretest questionnaire calculation.

**TABLE 2. PRE-TEST FREQUENCY OF STUDENTS' AGGRESSIVE BEHAVIOR LEVELS**

Class	Value Range	Frequency	Percentage	Cumulative Percentage
1	122 – 123	7	70%	70%
2	124 – 125	1	10%	80%
3	126 – 127	1	10%	90%
4	128 – 129	1	10%	100%
<b>Amount</b>		10	100%	

Using table 2, it is possible to conclude that prior to receiving therapy (individual counselling services with operant conditioning techniques), 10 students at MTs Negeri 1 Deli Serdang had aggressive behaviour having a high percentage in the top category of 70.1%. The 10 students were then given treatment in the form of individual counselling services with operant conditioning techniques. After giving the treatment, a posttest was carried out, which was carried out by giving the same aggressive behaviour questionnaire at the time of the pretest to 10 samples.

**TABLE 3. POST-TEST FREQUENCY OF STUDENTS' AGGRESSIVE BEHAVIOR LEVELS**

Class	Value Range	Frequency	Percentage	Cumulative Percentage
<b>1</b>	75 – 78	3	30%	30%
<b>2</b>	79 – 82	2	20%	50%
<b>3</b>	83 – 86	0	0%	50%
<b>4</b>	87 – 90	5	50%	100%
<b>Amount</b>		10	100%	

According to Table 3, there were 2 children with scores of 75, 1 child with a score of 76, and one child received an 80, one child received an 82, One child received a score of 87, another received 88, two received 89, and one received a score of 90. Therefore, it was concluded that after being given treatment (individual counselling services with operant conditioning techniques), 10 students at MTs Negeri 1 Deli Serdang had aggressive behaviour in the low category with an average percentage of 47.5%, so it was concluded that after being given treatment, the aggressive behaviour of students has decreased.

Furthermore, these data were analysed using simple linear regression analysis to see whether individual counselling services with operant conditioning techniques had an effect on reducing the aggressive behaviour of students at MTs Negeri 1 Deli Serdang. In this study, data analysis used the SPSS20 application. The images below show the findings of the analysis.

**TABLE 4. MODEL SUMMARY**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 <sup>a</sup>	.407	.332	5.08694

a. Predictors: (Constant), konseling individu

The above table shows that the correlation value is 0.638. Considering the image, we can also know the determination coefficient (R Square) of 0.407 It explains how the influence of the variable X (individual counseling with operant conditioning techniques) works on the variant Y (aggressive behavior) is 4,07%.

**TABLE 5. ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.884	1	141.884	5.483	.047 <sup>b</sup>
	Residual	207.016	8	25.877		
	Total	348.900	9			

a. Dependent Variable: perilaku agresif

b. Predictors: (Constant), konseling individu

From the table, it is clear the magnitude of the F value counting 5,483 with the significance level of 0,047 < 0,05, the regression model can then be utilised to forecast the aggressive behavior variable (Y) or, to put it another way, the influence of individual counseling variables with the operant conditioning technique (X) against aggressive conduct. (Y).

**TABLE 6. COEFFICIENT REGRESSION OF SIMPLE LINEAR REGRESSION ANALYSIS**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	119.428	15.597		7.657	.000
	konseling individu	-.685	.293	-.638	-2.342	.047

a. Dependent Variable: perilaku agresif

Based on the table above, a beta value of -0,685 indicates that there is a negative variable relationship X with Y. The significance of the correlation value seen from the sig. of 0,047 (<0,05) is less than 5%, the significance level, so it can be understood that the correspondence value between individual counseling with operant conditioning technique (X) and aggressive behavior (Y) is significant.

Based on the previous justification, it was concluded that individual counseling with operant conditioning (X) technique has a negative and significant influence on aggressive behavior (Y), meaning that an increase in the value of individual advice with operating conditioning technique will be followed by a decrease in the values of aggressive conduct. The regression equation between variable X and variable Y is as follows.

$$Y = a + bX$$

$$Y = 119,428 + (-0,685)X$$

The equation showed that the constant value (a) was 119,428 and the coefficient value (b) of individual counseling was -0,685, which means that when individual counselling with operant conditioning techniques (X) increased by one-point, aggressive behavior (Y) would decrease by 0,685 points. In other words, Ha is accepted, that is, Individual counselling services using operant conditioning techniques had a negative impact on class VIII students' ability to manage their aggressive behaviour in the State MTs 1 Deli Serdang.

#### 4. CONCLUSION

According to the findings of the study, personalised counselling services using operant conditioning techniques can reduce aggressive behaviour in students. This is illustrated by the result of the straight-line regression equation, which illustrates that when operant conditioning technique is used in individual counselling (X) increases one point then aggressive behavior (Y) will decrease 0.685 points. Thus Ha is accepted, that is, There is a factor at play of individual counseling services with operant conditioning techniques against the control of aggressive behavior of students of class VIII in the State MTs 1 Deli Serdang.

Further in this study, the researchers suggested that school counselors or school advisors be able should keep an eye on how pupils act in the classroom. Not only aggressive behavior, but also other behaviors that can hinder the student development process and the learning prose at school. The researchers suggested that school counselors make this research a reference in mitigating student aggressive behavior.

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