THE EFFECTIVENESS OF GROUP GUIDANCE WITH THE ASSISTANCE OF GAMESDRAGON SNAKE TO REDUCE STUDENT AGRESIVITY

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Abstract

Adolescence is a period of transition from childhood to adulthood which includes biological changes, psychological changes, and social changes. At present, the condition of adolescents in Indonesia is very apprehensive. This can be seen from the condition of adolescents where adolescents tend to be more free so that adolescents often do not pay attention to ethics in every action they take and this can trigger aggressive behavior. Aggressiveness is a form of someone's behavior that is shown in the form of violence, threats, or actions that are harmful to others. In addition, aggressiveness in adolescents has many negative impacts, both for perpetrators and victims of this behavior. The impact on the pelau themselves is that they will be shunned, feared, insulted, emotional and mental health disorders, and can even be caught in the law. The impact on victims is physical injury, psychological disorders such as anxiety and trauma. While the impact on the surrounding environment is that the environment becomes unsafe and comfortable. Based on the problems above, this aggressiveness needs to be reduced. One of the efforts that can be made by the counseling teacher to reduce this aggressiveness is by providing group guidance services using games that contain artistic values such as dragon snake games. This study aims to prevent students from behaving aggressively.

Key Words: *Group Guidance, Aggressiveness, Dragon Snake*

1. Introduction

Adolescence is a period of transition from childhood to adulthood which includes biological changes, psychological changes, and social changes. At present, the condition of adolescents in Indonesia is very apprehensive. This can be seen from the condition of adolescents where adolescents tend to be more free so that adolescents often do not pay attention to ethics in every action they take and this can trigger aggressive behavior. Aggressiveness is an individual behavior or action that has the goal of attacking, harming by acting violently towards people or objects around them. These

actions can involve physical actions, harsh or threatening words, as well as behavior that harms and demeans others (Istiqomah, 2017).

Student aggressiveness is a serious problem in the context of education, because it can interfere with the safety, welfare and achievement of students who are victims. This can create a school environment that is not conducive to learning. Several studies in Indonesia show that there are still some students who behave aggressively. the results of the study showed that 1% of SMP DIY students were in the very high aggressiveness category and 13% were in the high aggressiveness category (Alhadi et al., 2018). Other research also shows that in the very high category, male students are aggressive by 15%, while in the category of female students, the aggressiveness is very high, by 5.1% (Aulya & Ilyas, 2016). Then from other studies it was stated that as many as 5.82% of Muhammadiyah Yogyakarta Vocational High School students still had very high aggressive behavior, 17.82% of students were in the high category (Sekar, 2021).

Based on the explanation above, it shows that the problem of aggressiveness is a problem that has not been resolved to date. The current situation of high levels of aggressiveness among Indonesian youth is very concerning. This can be seen from the condition of adolescents where adolescents tend to be more free so that adolescents often do not pay attention to ethics in every action they take and this can trigger aggressive behavior. The factors that can influence the emergence of aggressive behavior in adolescents, including internal factors, namely those that come from within the individual himself such as frustration, thinking disorders, and emotional disturbances, then there are external factors, namely factors that come from outside the individual such as family factors, peers, school, and neighborhood (Sekar, 2021).

Aggressiveness has a negative impact on perpetrators, victims, the school environment, and the general public. The impact on students who do it is decreased academic achievement, emotional disturbances and mental health, and makes interactions with peers less good (Salmiati, 2015). The impact on victims of aggressiveness is physical and emotional injuries such as anxiety, trauma, and decreased self-esteem, then the focus of learning becomes disturbed, and disruption of social relationships. The impact on the school environment is such as: disruption of the atmosphere in learning, an unsafe and comfortable learning environment for students

and school staff. Meanwhile, the impact on the community is an increase in the level of violence or crime.

From existing problems such as the problem of aggressiveness in students, therefore the attitude of a counselor or counseling teacher in dealing with the problem of student aggressiveness requires the provision of guidance services to all students to reduce or prevent aggressive behavior and provide counseling services for students who behave aggressively (Primary et al., 2016). In implementing group guidance services, counselors or counseling teachers can be assisted with games such as dragon snake games. Through this play activity it will make students more interested and happier to participate in group guidance sessions, as well as allow them to build social relationships with their friends (Utami et al., 2022).

In this study, researchers designed a traditional game of dragon snakes as a strategy to reduce aggressiveness. Dragon snake game is a traditional game that can be played in groups (Mulyana & Lengkana, 2019a). The reason the researcher chose the dragon snake game is because this game has many benefits that can help reduce aggressiveness. One of them can teach students to respect and tolerate other people's choices, give them pleasure while playing, build teamwork, and allow them to socialize with their friends (Achroni, 2012). It is hoped that by using the dragon snake game it can intervene regarding the problem of aggressiveness in students, so that by modifying the game students do not feel bored participating in guidance and counseling service activities.

2. Methods

In this study, the approach used is the method of literature review. The research method known as literature review involves analyzing data from various sources of literature related to the research topic. In addition, a literature review aims to gain an in-depth understanding of previous research, identify gaps, and build a strong theoretical basis for new research. An important step in making a research plan is a literature study which involves searching for and analyzing various existing sources of information such as scientific journals, articles, and books (Marzali, 2016). This study used a literature review in which data from scientific journals, articles, and books corresponded to the

research theme, namely "Effectiveness of Group Guidance with the Help of the Dragon Snake Game to Reduce Student Aggressiveness". Researchers also use internet access from https://scholar.google.co.id to get the data source.

3. Results and Discussion

Based on the literature review sought from scientific journals, articles, and books, there are at least five articles related to this research topic. The five articles can be described in the table below:

No	Title	Writer	Research result	Year
1	Peaceful Cranks: Group Guidance Techniques for Reducing Student Aggressiveness.	Elya Rukhana	The results of the research analysis show that peaceful crank: group guidance techniques can reduce student aggressiveness	2021
2	DakonPeace: Group Guidance Techniques for Reducing Student Aggressiveness	Minladunka Nisa in Russian	The results of the research analysis show that dakon peace: group guidance techniques can reduce student aggressiveness	2020
3	Reducing Children's Aggressive Behavior Through Group Guidance with Traditional Games in Coastal Areas	Sahrestia Kartika, Frandian Laluba, Sau Tjepa, Richard Laluba, Krisdayanti Halimongo, Yoksan Balitang	The results of the research analysis show that group guidance services with traditional games can reduce children's aggressive behavior	2020
4	Character Values Contained in Children's Toys at the Se-diy Children's Toy Festival 2013	Enis Niken Herawati	The results of the research analysis show that the character values contained in traditional games contain cooperation values, proactive values, responsive values, creative	2013

			values and anxiety values.	
5	Exploring character values in traditional games	Hadi Rianto, Yuliananingsih	The results of the analysis show that there are character values in each traditional game	2021

Aggressiveness is a person's behavior or actions by attacking, harming or acting violently towards people or objects around them. These actions can involve physical actions, harsh or threatening words, as well as behavior that can harm and demean others (Istiqomah, 2017). Aggressiveness can be interpreted as a desire to behave negatively by hurting, intimidating, and dominating others both verbally and non-verbally. Verbal aggressiveness includes using harsh words to express anger, threats, and intentions to belittle others. Meanwhile, non-verbal aggressiveness is shown in the form of physical violence such as kicks, punches, and even the use of sharp weapons to injure others (Saputra & Sawitri, 2015).

Another opinion states that aggressiveness is behavior or action in which a person intentionally hurts another person physically or mentally. This behavior can occur in various situations, such as individuals, groups, or the general public (Fauziah et al., n.t.). Based on the explanation above, the researcher can conclude that aggressiveness is someone's encouragement that is done intentionally to hurt and harm others in verbal or non-verbal forms. Non-verbal aggression consists of physical violence such as kicking, punching, or even using a sharp weapon to injure someone. whereas verbal aggressiveness consists of using harsh or dirty language that can hurt someone's feelings.

In aggressiveness there are six aspects which include: brawl aspects, physical violence aspects, bullying aspects, verbal form aspects, mocking aspects and media aspects (Arif et al., 2019). There is another opinion which states that aggressiveness consists of four aspects of behavior which include: physical aggressiveness, verbal aggression, anger, and hostility (Buss & Perry, 1992). These aspects of aggressive behavior come from within the individual itself which can injure someone both verbally and non-verbally. The following is the explanation: (a) Physical aspect The physical

aspect of aggressiveness refers to direct actions involving physical violence to hurt or harm others, such as kicking, hitting, and using sharp weapons, (b) Verbal aspect The verbal aspects of this aggressiveness include speaking harshly, swearing, arguing, showing displeasure or disapproval, and turning one against the other. (c) Anger, Anger is an emotion that arises as a response to a situation or event that is perceived as unfair or inappropriate and causes frustration. This often occurs when a person feels that their wishes are not compatible. Anger is also a major aspect in the emergence of aggressiveness. For example, a person will feel annoyed when he is accused of a crime that he never actually committed. (d) Enmity Hostility is an individual attitude or tendency to show unfriendliness or hatred towards other people. Hostility often reflects disapproval or dissatisfaction with someone and is usually shown through aggressive behavior, insults, or social exclusion.

Based on the explanation above, it can be concluded that the aspect of aggressiveness is formed from physical or verbal violence. Violence in speech includes mocking, saying harsh or dirty words, insulting, and so on. While physical violence includes hitting, kicking, pushing, and fighting with peers. Another aspect of aggressiveness is the emergence of anger caused by emotions that are turbulent.

Aggressiveness in adolescents, especially students, can have a negative impact on both perpetrators and victims of aggressive behavior. The impact of aggressive behavior itself is that in a society, adolescent behavior that can be said to be aggressive is something that is not liked and most will be avoided or ostracized. Because this can cause anxiety for the community and make people uncomfortable in interacting socially, that is the impact of social aggressiveness that can be caused when someone commits aggressive behavior in the community (Annisavitry, 2017).

Aggressiveness also has an impact on yourself, the victim and the environment around him. The impact of aggressiveness for yourself is to be shunned, feared, insulted and considered a bad child by the people around you, and can cause emotional and mental health problems, and can even be caught by the law. While the impact for victims of aggressive behavior is causing physical injury, psychological disorders such as anxiety and trauma. Then the impact on the surrounding environment is that the environment becomes unsafe and comfortable (Salmiati, 2015).

Another impact of aggressive behavior is that more and more actors are aggressive at school, so it can result in the condition of the school environment becoming not conducive so that it makes students uncomfortable and safe in learning. This can have an impact on student learning processes as well as academic and non-academic achievements (Nurani et al., 2020).

As explained above, aggressive behavior has many negative impacts that can harm oneself, others and the environment around them. Not only that, aggressiveness can also cause physical injury, mental and psychological disorders for both the perpetrators who commit aggressiveness and the victims of such aggressive behavior.

Various factors can trigger aggressive behavior in adolescents or students. These factors include frustration, thinking disorders, emotional disturbances, family factors, peers, and school factors (Sekar, 2021). The following is an explanation of these factors as follows: (a) Frustrated Frustration is dissatisfaction, disappointment, and sadness that arises when someone faces obstacles, failures, or the inability to achieve the desired goals. In addition, frustration can also affect a person's mood, energy level, motivation, and self-perception. When someone is feeling frustrated, they may feel angry, sad, anxious, or even hopeless. (b) Disturbed thinking, Thinking disorder is a condition that affects a person's ability to think, feel, respond and interpret the circumstances around him. This can disrupt normal thought patterns and cause changes in a person's perception, thinking, and understanding. In addition, thinking disorders can also encourage someone to speak harshly, ridicule or insult other people, even fights. (c) Emotional breakdown, Emotional disturbance factor is one of the factors that most often causes someone to do aggressiveness. Emotional disturbance is a condition when a person's emotional response or behavior is very different from the accepted norm (Yumpi, 2017). Under unpleasant conditions, a person may experience the emotion of anger which then leads to the desire to vent it in certain ways and objects. (d) Family The emergence of aggressiveness can be influenced by environmental factors. Family is the closest environment for everyone, therefore family has an important role in shaping one's personality. So that aggressive behavior can arise from the family caused by several factors. (a) Friends of the same age Peer is someone whose level of maturity is equal or not much different from the individual. Peers can have a negative impact as

well as a positive impact on the individual. (b) School There is a relationship between student aggressiveness and the environment at school. A better school environment can result in a lower level of violence (aggressiveness), and vice versa if the school environment is more aggressive it will have an impact on students causing the level of violence (aggressiveness) to increase.

Other factors that contributed to the emergence of aggressiveness included being overly pampered, the perpetrators came from victims of violence, from television shows or social media, as well as the treatment of parents such as comparing or favoritism towards one of the children, whether in the form of love or material things (Rinim , 2003).

According to several opinions about the aggressiveness factors that have been described, it can be concluded that the factors that greatly influence the emergence of aggressive behavior come from within the individual and outside the individual. Factors from within the individual include frustration, thinking disorders and emotional disturbances, while factors from outside the individual include family factors, peers, and television shows and social media.

The various explanations above show that problems arising from aggressive behavior can have a negative impact. Therefore, efforts must be made to reduce aggressiveness, one of which is Group Guidance with the Help of Dragon Snake Games. Group guidance can be defined as the process of providing assistance in the form of guidance and support to students to achieve common goals. Group guidance can also be defined as the process of providing assistance provided by the counseling teacher or counselor to students by utilizing group dynamics in achieving common goals. In group guidance activities, students are emphasized to interact with each other, be open to each other and want to express their problems, provide feedback or suggestions so that individuals can achieve optimal development (Damayanti, 2012).

In providing group guidance services can be assisted with the help of games. Through games students can develop their social interactions, because playing can create a relaxed and fun atmosphere so that students are attracted to take part in group guidance services (Utami et al., 2022). The essence of the game itself is the existence of an interaction between individuals and groups with the rules in the game (MZ, 2013).

Traditional games are traditions from generation to generation that have symbolic meanings in every movement, speech, and tools used. This symbolic meaning helps the child's cognitive, emotional and social development. In addition, there are benefits for learning about life in adulthood (Mulyana & Lengkana, 2019).

Dragon snake game is a game that has traditional elements that are played in groups. Dragon snake game is played by choosing two people as gatekeepers, the two children make a gate by standing and facing each other and holding hands above their heads. Furthermore, the child with the largest body will be chosen as the parent and the position is in the front row, while the other children are asked to line up backwards with their hands holding the shoulders of the child in front of them, then the line must walk through the gate while singing a special song. dragon snake game that is "*long dragon snake is not a head, always happily strolling here, delicious bait is what you are looking for, this is the one who is retarded* ". Later, when the song ends, the gate guard will catch one child and the child will be questioned by two gate guards after which they are asked to choose which gate guard to join. (Mulyana & Lengkana, 2019).

Based on the description above, the meaning of group guidance with the help of dragon games is a service of providing assistance from guidance and counseling teachers to students in groups through the help of dragon games. This dragon game will be played by a group of students who are led by a commando to lead the course of group guidance with the help of dragon games.

The purpose of group guidance itself is to reduce emotional tensions experienced by students, one of which is related to aggressiveness. So it can be said that group guidance services can help reduce student aggressiveness (Romlah, 2001). Another opinion states that the purpose of group guidance services is to be divided into two parts, namely specific goals and general goals (Prayitno, 2004): (a) General purpose The general aim of group tutoring is to help students get better at their social skills, especially in terms of communication and level of conduct. (b) Special purpose Specifically, the purpose of group guidance services aims to discuss topics that contain actual problems and attract students' interest. While the purpose of the dragon snake game itself is to improve social development, improve communication skills, control decisions, as well as a means of entertainment. The reason researchers use group

guidance services in implementing the dragon game is because it makes it easier to implement the dragon game which only requires 5-12 students in its implementation. Therefore the researcher tested the effectiveness of group guidance with the help of dragon games to reduce student aggressiveness.

4. Conclusion

Based on the results of the explanation above, it can be concluded that aggressiveness is a negative action that is done intentionally by someone with the aim of hurting or harming other people verbally or non-verbally. There are four aspects of aggressiveness which include: physical aspects, verbal aspects, anger, and hostility. In addition, aggressive behavior can have a negative impact on oneself, others, and the environment around them. The appearance of aggressive behavior is caused by internal factors and external factors. Internal factors include thinking disorders, emotional disturbances, and frustration. While external factors include family, peers, school, and also television shows or social media. One way to reduce aggressiveness is to provide group guidance services with the help of dragon games. Through this game students can develop their social interaction, because playing can create a relaxed and fun atmosphere so that students are attracted to take part in group guidance services.

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