

BIBLIOCOUNSELING TECHNIQUE OF RONGGOLawe FOLKLORE CONTENT TO REDUCE STUDENTS AGRESIF BEHAVIOR

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Abstract

The purpose of this paper is to find out whether bibliocounseling with folklore content can be used to reduce students' aggressive behavior. The method used is a literature review by integrating the concept of folklore in bibliocounseling techniques. The data used in writing this article were obtained from various literature including books, seminar papers, and journals both on a national and international scale. The types of data used include quantitative and qualitative data selected in accordance with the topic of the article raised, namely the bibliocounseling technique of Ronggolawe folklore content. The main finding in this article is that local wisdom in the form of Ronggolawe folklore can be implemented by school counselors by implementing it in bibliocounseling techniques that seek to reduce students' aggressive behavior. This finding should be a study material for further research to empirically test the benefits of bibliocounseling techniques containing Ronggolawe folklore in reducing students' aggressive behavior.

Kata Kunci: *Bibliocounseling, Ronggolawe Folklore, Aggressive Behavior*

1. Introduction

Self compassion is a compassionate attitude or behavior towards oneself when facing difficulties, accepting all suffering, shortcomings, and every failure as part of life. (Karinda, 2020). "Self compassion" is needed as a positive character trait to strengthen individuals so that they do not sink into unwanted situations, (Hidayati et al., 2018). However, the aggressive behavior of students that has occurred in Indonesia in recent years has increased, the results of studies conducted by several previous researchers found that student aggressive behavior in the form of physical aggression 29%, verbal aggression 18%, anger 24%, and hostility 29%, (Alhadi, 2019). The results obtained by these researchers indicate that aggressive behavior in students is still relatively high in several forms, such as physical aggression, anger, and hostility.

The causes of students behaving aggressively are due to a broken home / disharmonious family environment, lack of attention from both parents, poor modeling and the expectation of retaliation or revenge motivation which causes the subject to behave aggressively both in the family, community and school environment, (Yanizon & Sesriani, 2019). This condition shows that there is still a gap between the expected conditions and reality. That the compassionate behavior that is expected to exist in students is still inversely proportional to the problems that occur in students at school who are still behaving aggressively.

Several efforts can reduce aggressive behavior, one of which is using bibliocounseling techniques. This technique is considered interesting because it utilizes the use of reading materials, videos, and films in the counseling process. Bibliocounseling allows individuals to identify and analyze their behavior. The use of this technique is intended so that individuals are able to learn to modify their way of thinking, thus allowing for changes in behavior and a healthier social life, (Pertiwi et al., 2018). One of the biblio-counseling techniques that can be used in an effort to reduce aggressive behavior is folklore. Folklore, which is part of literary works, is a picture of community authenticity that reflects local behavior and culture. Stories or fairy tales are an effective medium for instilling various values (what values) and ethics to children, even to foster a sense of empathy, (Hariyadi et al., 2014).

In this study, bibliocounseling content of folklore is prepared based on the needs of students in accordance with the characteristics of the material and students which is useful to facilitate counselors or guidance and counseling teachers in conducting services. In the folklore of Ronggolawe, it is told of a son of Raden Arya Wiraraja, a Sumenep Regent in the 1200s, namely Ken Kara, who later changed his name to Ronggolawe by Raden Wijaya, King of Majapahit. During his lifetime, Ronggolawe had contributed to the establishment of the Majapahit kingdom. Thanks to his services, Ronggolawe was given power in the form of a territory in Tuban. The values that can be taken from the story of Ronggolawe the duke of Tuban are religious values, honesty values, ambitious values, courage values, hard work values, unyielding values, courtesy values and national spirit values.

Based on the above conditions and background, the researcher was encouraged to raise this issue as research on "Bibliocounseling with Ronggolawe Folklore Content to Reduce Student Aggressive Behavior". The purpose of this writing is to find out that bibliocounseling containing folklore of Ronggolawe can be used to reduce students' aggressive behavior.

2. Methodhs

This article is written using a literature study. The data used in writing this article were obtained from various literature including books, seminar papers, and journals both on a national and international scale. The types of data used include quantitative and qualitative data selected in accordance with the topic of the article raised, namely bibliocounseling techniques. The preparation of this article is based on data that has been prepared in a logical, structured and systematic manner. The data analysis technique is descriptive argumentative. The writing is done by looking at the interrelationships and relationships between one data and other data in accordance with the topic of the article, namely bibliocounseling techniques. The conclusion in this article is made by referring to the formulation of the problem, the purpose of writing the article, the results, and the discussion in the article. The conclusions drawn represent the subject matter of this paper and are supported by practical suggestions for further recommendations..

3. Results and discussion

Aggressive behavior is negative behavior that intends to hurt others, which is typically defined as a form of behavior that is intended to hurt or harm someone against their will (Mynhardt et al., 2009). (Mynhardt et al., 2009).. Forms of behavior that fall under this definition of aggression include kicking and slapping, threatening and insulting, and even gossiping or insinuating (Myers & Twenge, 2013). (Myers & Twenge, 2013). Based on Buss-Perry's theory in (Gallagher & Ashford, 2016)(Gallagher & Ashford, 2016), the characteristics of aggressive behavior consist of physical aggression, verbal aggression, anger, and hostility.

Aggressive behavior must be handled properly, because it will have a negative impact on both the victim and the perpetrator. Victims who experience aggressive actions from the perpetrator will experience deep trauma, and as a result the victim cannot grow optimally because of the trauma. Aggressive behavior that has excessive intensity can cause the teenager to be involved in physical violence such as fights, brawls, and cause serious injuries or injuries that can affect the condition or physical health of the teenager. Other impacts felt by the perpetrator will experience problems in managing emotions so that they are less able to carry out social interactions well, and tend to be avoided or ostracized by their friends. Another negative impact seen in society is the increase in crime accompanied by acts of violence, juvenile delinquency, drug abuse, and so on.

Biblio-counseling is reading and discussing books about situations similar to what the children are going through. (Hariyadi et al., 2014). The Bibliocounseling technique utilizes information or knowledge from literature in the form of books that can be an alternative learning method, the results of Bibliocounseling can be in the form of storybooks, articles, newspapers, poems, magazines, novels, motivational videos, etc. This Bibliocounseling technique is considered suitable for students who find it difficult to read books. This Bibliocounseling technique is considered suitable for students who find it difficult to express their problems verbally. (Sari, 2019) One of the bibliocounseling media that can be used in character education efforts is folklore. Folklore is a story that originated from the community and developed in the community in the past which is characteristic of every nation that has a diverse cultural culture that includes the cultural and historical wealth of each nation. (Fujiastuti & Suyatmi, 2019).

In this bibliocounseling technique, it has the aim of teaching constructive and positive thinking, encouraging to express problems freely, assisting the counselee in analyzing his attitudes and behavior, assisting in the search for alternative solutions to the counselee's problem, and enabling the counselee to find that his problem is similar to the problems of others and the counselee feels not alone. (Erford, 2015). According to other research (Sclabassi, 2016) there are four goal areas of bibliocounseling, namely, intellectual, social, behavioral, and emotional.

First, intellectual aims to stimulate the counselee to think and analyze attitudes and behaviors between sessions and let the counselee realize that there are options in how to deal with the problems being addressed. Second, social is used to expand the counselee's understanding of awareness beyond his/her own frame of reference and to increase the sensitivity of imagination in the place of others. Thirdly behavioral, it gives the counselee the opportunity to experiment imaginatively with different modes of behavior and imagine possible effects. Lastly emotional, it can provide a vicarious experience without initially exposing the person to the risk of actual experience, it can activate the reader to bring submerged feelings and experiences into consciousness. Therefore, we can conclude that bibliocounseling aims to: (a) to provide new information and insights, (b) to stimulate discussion about problems between counselees, (c) to create awareness that others have the same problems, (d) to provide realistic solutions to the problems being faced.

Bibliocounseling has four stages that it goes through, first identifying the needs of the counselee to determine which storybooks are suitable for the counselee. Second, the selection is made to choose which books are suitable for the counselee's situation, such as language that is easy to understand, characters in familiar stories, and books that have been read by the counselor. Third, presentation here means activities that discuss important aspects in the book with the counselor, after the counselee reads the book independently outside the counseling session or after reading together when in the counseling side. Finally, the follow-up here is again discussing what the counselee has learned and what has been achieved from identifying with the story character, in this stage the counselee can also express his experience through discussion, role playing, or in various other creative ways.

In this bibliocounseling technique, we will use the folklore of Ronggolawe. He was a hero during the Majapahit kingdom, and was the regent of Tuban at his time. The values that can be taken from the story of Ronggolawe are religious values, honesty values, ambitious values, courage values, hard work values, unyielding values, politeness values, and national spirit values. The description of these values is as follows: a) Religious values. Ronggolawe was a person who was obedient and devoted to his beliefs, even though at that time Islam had not yet entered Indonesia, especially

Tuban. It is said that the duke of Tuban submitted all his affairs to Sang Hyang Widhi (god in Hinduism) and surrendered to the will of his god. b. The value of honesty. Ronggolawe was called an honest person because he could express his disappointment directly towards King Wijaya's decision to appoint Nambi as Patih Majapahit. Ronggolawe felt that the one who deserved to be Patih Majapahit was Lembu Sura, his own uncle. The reason given by Ronggolawe was because Lembu Sura had sacrificed a lot in the war for Majapahit rather than Nambi who never intervened in the war. (Mulyono, 2022). c. The value of never giving up. Never giving up is an attitude that does not give up easily when facing challenges. Someone who never gives up can rise from adversity and will not surrender to the situation. d. Courtesy Value. Politeness comes from society and encompasses what is appropriate and inappropriate as well as polite and impolite in everyday life.

In the story of Ronggolawe, he is a person who is obedient and obedient to his beliefs, honest in speech and behavior, not easily discouraged when facing challenges, and polite in speaking to his elders even in a state of anger, it shows the values contained in the story of Ronggolawe.

Based on the results of the literature study by paying attention to various existing data, the bibliocounseling technique is one of the techniques that can be implemented in the guidance and counseling setting which is packaged into a storybook which in this study contains Ronggolawe folklore. The concept of bibliocounseling techniques containing Ronggolawe folklore seeks to reduce students' aggressive behavior while introducing local culture, namely Ronggolawe folklore, which is starting to fade with the times.

4. Conclusion

Students' aggressive behavior is one of the problems that can disrupt the comfort of the surrounding environment. One of the efforts that school counselors can make is to implement bibliocounseling techniques with folklore in the setting of guidance and counseling services. School counselors by implementing bibliocounseling techniques with folklore content attempt to reduce students' aggressive behavior. The findings in this article should be a study material for school counselors to implement

bibliocounseling techniques with folklore to reduce students' aggressive behavior. In addition, it should be a study for further researchers to identify the influence or effectiveness of bibliocounseling techniques containing folklore of Ronggolawe on student behavior empirically.

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