



Group Counseling Self-Control Technique Based on Surat Al-Imran Verse 134 to Overcome Aggressive Behavior in Students: Is it Effective?

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ABSTRACT

The occurrence of violence and aggressive behavior in schools needs special attention and treatment. This study aimed to determine the effectiveness of behavioral group counseling self-control techniques based on Surah Al-Imran verse 134 to overcome aggressive behavior in students. The type of research is a quantitative pre-experiment using the One-Group Pretest-Posttest Design. Respondents in this study amounted to 12 students who were taken using a purposive sampling technique. The instrument used in this study was an adaptation of the aggressive scale from Buss & Perry (1992). The instrument consists of 30 items with a validity value of > 0.3 and a reliability of $.912$. The results of the paired t-test showed $p=.002$; $p < 0.05$. That is, group counseling of self-control techniques based on Surah Al-Imran Verse 134 is effective for overcoming students' aggressive behavior.

Keyword: Behavioral counseling; self-control technique; surah Al-Imran verse 134; aggressive behavior

ABSTRAK

Terjadinya kekerasan dan perilaku agresif di sekolah perlu mendapatkan perhatian dan penanganan khusus. Tujuan dari penelitian ini adalah mengetahui efektivitas konseling kelompok behavioral Teknik *self-control* berbasis surat Ali-Imran ayat 134 untuk mengatasi perilaku agresif pada siswa. Jenis penelitian yakni kuantitatif *pre-eksperimen* dengan menggunakan desain *One-Group Pretest-Posttest Design*. Responden pada penelitian ini berjumlah 12 siswa yang diambil menggunakan teknik *purposive sampling*. Instrumen yang digunakan dalam penelitian ini skala agresif adaptasi dari Buss& Perry (1992). Instrumen terdiri dari 30 item dan memiliki nilai validitas > 0.3 dan reliabilitas $.912$. Hasil uji paired t-test menunjukkan $p=.002$; $p < 0.05$. Artinya, konseling kelompok teknik *self-control* berbasis surat Ali-Imran Ayat 134 efektif untuk mengatasi perilaku agresif siswa.

Kata kunci: Konseling behavioral; teknik *self-control*; surat Ali-Imran ayat 134; perilaku agresif

INTRODUCTION

Adolescence is often identified as a period of searching and finding self-identity. Most students in Senior High School (SMA) are in the adolescent age range, where the

search for self-identity is often manifested through experimental and trial-and-error behavior. The failure of adolescents to find self-identity can result in an identity crisis, reflecting their actual state of being. The unstable emotions of adolescents and their inability to control their feelings can hurt their personal and social lives, making them vulnerable to pressure, becoming withdrawn, or even behaving aggressively (Sernila et al., 2018).

Aggressive behavior, which is generally defined as the intentional act of physically or verbally injuring or harming another person, is a focus of attention in adolescence. Forms of aggression can be verbal, hurtful words, or non-verbal, involving physical actions such as punches and kicks (Sernila et al., 2018). Khaira (2022) states that aggressive behavior is a conscious and deliberate act that can cause physical or psychological harm to the victim. Previous research, such as that conducted by Restu & Yusri (2013), shows that aggressive behavior includes actions deliberately carried out to harm others physically and verbally.

Aggressive behavior can be grouped into four primary characteristics: physical, verbal, anger, and hostility (Buss & Perry, 1992). Physical aggression involves hurtful physical actions, while verbal aggression involves using harmful words. Anger and hostility are negative emotional expressions that can harm oneself and others. Adolescents with aggressive behavior often face social consequences, such as being shunned by their peers, having difficulty maintaining friendships, and getting reprimanded by teachers (Musliana, 2020).

The impact of aggressive behavior is not only limited to the social environment but also impacts students' academic success. Learners who exhibit aggressive behavior tend to get frequent reprimands and can be expelled from class, hindering learning and contributing to low learning outcomes (Musliana, 2020).

Globally, rates of aggressive behavior remain high, including in the United States, which in the past has experienced severe violence problems, with homicide rates reaching 6.5 cases per 100,000 people. The Indonesian Child Protection Commission (KPAI) noted an increase in cases of adolescents involved in the law, including physical and psychological violence, which is a form of aggressive behavior (Arofa et al., 2018).

SMA N 1 Wonosegoro recognizes the importance of the problem of aggressive behavior in adolescents. Based on observations and interviews with the Guidance Counseling Teacher (BK), it was found that bullying between students is a common problem that can trigger physical and emotional conflicts. Triggering factors for aggressive behavior

include irritability, emotional instability, and a tendency to berate friends. By looking at the impact and dangers of aggressive behavior, efforts to reduce it become an urgent need.

Several previous studies have tried various approaches to overcome aggressive behavior in adolescents—individual counseling with TF approach to overcome aggressive behavior (Fauza & Chalidaziah, 2021). Damayanti and Aeni's research (2016) shows that group counseling services with behavioral approaches and modeling techniques can change students' aggressive behavior. Sa'diyah et al. (2016) suggested that self-management techniques can reduce adolescent aggressiveness. Sari et al. (2017) found a decrease in aggressive behavior after providing treatment with sociodrama techniques. Julianti and Tarmizi (2017) showed the positive effect of self-control training through group guidance services. Mariana (2021) used group guidance outbound techniques to reduce students' aggressive behavior.

The results of previous research can be drawn as an initial conclusion that the intervention used to change aggressive behavior leads to a form of habituation. In addition, changing is more likely to use group segments. Group segments will allow the counselee to get used to controlling behavior following group dynamics. In addition, group members will learn to socialize well to control behavior. So, in this research, explorations focus on changing behavior through habituation and techniques that can change behavior through self-control.

According to the Islamic view, behavior change through self-control must be applied daily. Quraisy Shihab explained that self-restraint could be interpreted as refraining from destructive passions, such as anger, or spiritual patience, which is the ability to withstand the will of passions that can cause wrong actions (Mahmudah & Zuhriah, 2021). Indeed, anger is an emotional turmoil everyone feels, and no one is free from this trait. When individuals are angry by the provisions of Shari'ah and according to the guidance of reason, anger can help individuals face difficulties and overcome obstacles that they are facing. However, if anger is not by the provisions of Shari'a and reason, it will result in cruel, unjust, and excessive behavior in treating others (Ihsanul, 2016). The Prophet Muhammad gave a brilliant theory that the strongest person is the one who can control himself from anger, and Allah will give a big bonus in the form of angels on the last day for humans who can control themselves from their anger (Julian, 2020). In addition, the concept of the importance of self-control is also reinforced in Surah Al-Imran verse 134, which reads, "those who give,

both in open and narrow times and those who restrain their anger and forgive the mistakes of others."

Based on the previous explanation, everyone needs to reduce aggressive behavior. Some strategies used to reduce aggressive behavior are habituation and self-control. This is reinforced by the view of Islam, which has taught that every human being needs to restrain themselves so that aggressive behavior does not occur. Thus, this research aims to prove the effectiveness of behavioral group counseling self-control techniques based on Surah Al-Imran verse 134 to overcome aggressive behavior in students.

METHODS

The type of research is quantitative pre-experiment using One-Group Pretest-Posttest Design. Experimental research is quantitative research that aims to determine whether a situation after being given treatment is different or the same as before treatment (Sugiyono, 2017). The population in this study amounted to 102 students, and the sample amounted to 12 students—sampling using a purposive sampling technique. The research instrument used an aggressiveness scale. The instrument used in this study is the aggressive scale adaptation of Buss & Perry (1992). Based on the validity test, the valid items amounted to 30 with a validity value > 0.3 and a reliability of .912. The aggressiveness scale measuring instrument was used to collect information and for data analysis techniques using the Wilcoxon t-test.

RESULTS AND DISCUSSION

This research used 12 respondents who were at the senior high school level. The students were given an aggressive behavior scale to measure the level of aggressive behavior. Students who have high aggressiveness are then given an intervention in the form of behavioral group counseling with self-control techniques based on Surah Al-Imran verse 134. Student demographic data according to filling out the aggressive behavior scale is described in table 1.

Hypothesis testing uses the Wilcoxon t-test because the data does not meet the classical assumption test. The classic assumption test results lead to abnormal data distribution, so a nonparametric test is used. The Wilcoxon signed rank test results showed hostile ranks totaling 12, meaning the 12 respondents had posttest scores that tended to be

lower than the pretest. This is also supported by the p-value = .002 ($p < .05$), which means that H_0 is rejected and H_1 is accepted. Thus, there is a difference between pretest and posttest scores before and after the intervention. In conclusion, behavioral group counseling with self-control techniques based on Surah Al-Imran verse 134 effectively reduces the aggressive behavior of grade XI students at SMA N 1 Wonosegoro. The effectiveness of the intervention is further explained in Table 2.

Based on the pretest results, class XI students' average level of aggressive behavior is in the very aggressive classification. This aligns with the results of initial observations that show students' aggressive behavior, such as making noise during learning hours, mocking their friends, and making trouble at school. This is because individuals have feelings of frustration, the desire to joke, habits, and the desire to vent their emotions.

Several factors have been identified as causes of aggressive behavior in students. These factors include individual, family, and school variables, violent behavior, personal factors, and societal influences. A study examining the role of individual, family, and school variables in school aggression in adolescence found that student and contextual factors predicted aggressive behavior towards peers and teachers (Jiménez & Estévez, 2017).

Table 1. Research Demographic Data

	N	Pretest		Posttest	
		N	Mean	N	Mean
Sex					
<i>Male</i>	6				
<i>Female</i>	6				
Level of Aggressive Behavior					
<i>Very High</i>		12		-	
<i>Medium</i>		-		6	
<i>Not Aggressive</i>		-		6	
Aggesive Behavior Score			114,6		54,1

Table 2. Effectiveness of The Intervention

	M	p	N
Pretest	114.6		12
Posttest	54.1		12
Pretest-Posttest		.002	12*

Note. Hypothesis testing using wilcoxon test. M = Mean. $p < .05$. * = Negative ranks (pretest>posttest)

Another study investigating the incidence and risk factors of aggressive behavior among public primary school students highlighted various factors that can lead to aggression, such as personal factors (Saboula et al., 2019). In addition, social issues, including violent juvenile crime and collective bullying, have been associated with aggression in high school students in South Korea (Park et al., 2014).

The impact of student aggressive behavior can be significant and has been linked to various adverse outcomes for the individuals involved and the school environment in general. Aggressive behavior in students has been associated with several consequences, including: 1) Reduced school adjustment and increased motivational problems (Hudley et al., 2007); 2) Development of aggressive behavior problems in children who witness or experience high levels of student aggression in the classroom (Thomas et al., 2006); 3) Negative impacts on social competence, efficiency, and interpersonal relationships; 4) Increased risk of rejection by peers, low academic achievement, alcohol abuse, drug abuse, delinquency, suicide, self-harm, and aggressive behavior; 5) Aggression can also lead to a negative image among peers and teachers, which can exacerbate the problem; 6) Consequences of aggressive behavior in students and found that changes in aggressive behavior can be predicted by the consequences of the behavior; & 7) Students' aggressive behavior can have a significant negative impact on their social, emotional, and academic well-being, as well as on the school environment as a whole.

The results of the posttest show that the percentage of aggressive behavior of class XI students has decreased in the level of student aggressiveness from initially very aggressive to moderately aggressive after being given behavioral group counseling services based on self-control techniques of surat Ali-Imran verse 134. The results of the hypothesis test show that the p-value of $.000 < .05$, so H_0 is rejected and H_1 is accepted, meaning that behavioral group counseling of self-control techniques based on surat Ali-Imran verse 134 can overcome the aggressive behavior of grade XI students at SMA N 1 Wonosegoro. This study strengthens previous research, which says that group counseling can reduce aggressive behavior. Guntara and Sulian (2020) used the group counseling behavior control technique to reduce aggressive behavior. Reality group counseling can also reduce students' aggressive behavior (Sari et al., 2013). Muiz et al. (2018) & Iswinarti and Hidayah (2020) confirmed that group counseling can reduce aggressive behavior because members experience group dynamics that can trigger the growth of empathy and self-control.

The results of this study also support previous research stating that behavioral counseling can reduce students' aggressive behavior. Efastri et al. (2015) proved that group counseling services with a behavioral approach effectively reduce bullying and aggressive behavior among students. Guntara and Sulian (2020) demonstrated a decrease in students' aggressive behavior levels after implementing group counseling services with a behavioral approach. Similar results were presented by Latifah (2023), stating that behavioral counseling, specifically aversion techniques, can reduce aggressive behavior. Through a behavioral approach, individuals learn to habituate themselves to change to more positive behavior. Aggressive behavior results from habits formed under the influence of external and internal factors (Jiménez & Estévez, 2017). Therefore, through habituation, such behavior can be minimized.

They support Maisaroh et al.'s (2016) research, which proves the influence of self-control training through group counseling on students' aggressive behavior. Self-control exercises are necessary in daily life, especially during adolescence. Julianti and Tarmizi (2017) significantly influenced students' aggressive behavior levels after conducting self-control exercises through group guidance services.

The general concept of intervention is reinforced from a religious perspective, particularly from an Islamic standpoint. Quraisy Shihab explained that self-restraint includes control over harmful desires, such as anger, known as spiritual patience. This refers to restraining oneself from desires that can lead to wrongdoing (Mahmudah & Zuhriah, 2021). Although anger is a common emotional reaction experienced by every individual, it is essential to manage it through religious teachings and reason. According to religious norms and reason, adequately expressed anger can help individuals overcome difficulties and face challenges.

Conversely, if anger exceeds religious and rational limits, it can lead to cruel behavior and crossing boundaries in how one treats others (Ihsanul, 2016). The Prophet conveyed an extraordinary theory that true strength lies in the ability to control oneself from anger, with the promise of a great reward in the form of heavenly maidens for those who can control their anger (Julian, 2020). The importance of self-control is also emphasized in Surah Ali-Imran verse 134, which emphasizes the importance of charity, both in abundance and scarcity, as well as restraining anger and forgiving others' mistakes.

The specific implications of this research indicate that the use of Group Counseling with Behavioral Self-Control Techniques Based on Surah Ali-Imran Verse 134 has a significant positive impact in addressing aggressive behavior in high school students. These findings encourage the comprehensive integration of this approach into school counseling services by strengthening the religious component as an integral part of the intervention. Improved counseling intervention success can be achieved by understanding how Surah Ali-Imran Verse 134 can be an adequate basis for building students' self-control. Therefore, additional training for counselors can outline more effective strategies for implementing this religion-based counseling technique. These results can also serve as a foundation for developing guidelines or models that can be adopted by other schools facing similar aggressive behavior challenges, creating standards of best practices that can be adopted at a broader educational level.

The limitations of this research lie in the limited number of respondents and the focus exclusively on Islam. With a limited number of respondents, the research results may only partially represent the diversity of the population. This limitation may constrain the generalization of the study's findings to a broader student population. Additionally, the focus on Islam may limit the applicability of the research results to students with different religious backgrounds. Thus, generalizing the research findings to a diverse student population becomes less adequate. To enhance external validity and representativeness of the results, future research should consider increasing the number of respondents and incorporating more acceptable strategies across various religious backgrounds.

CONCLUSIONS

Counseling Group with Behavioral Self-Control Techniques Based on Surah Ali-Imran Verse 134 effectively addresses aggressive behavior in high school students. This finding provides a strong basis that religious elements are integral to the intervention. Furthermore, to enhance the generalizability of the research findings, future studies should consider increasing the number of respondents and including interventions acceptable across various religious beliefs.

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