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Guidelines for implementing group counseling using a gestalt counseling approach to reduce student aggressivity

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ABSTRACT

Aggressiveness among adolescents in Vocational High Schools has increased significantly. Group counseling services in schools are rarely used to prevent drug abuse. Most group counseling is used to solve several problems, such as learning, personal, social, and career problems. This study aims to produce simple, valid, and effective guidelines for guidance and counseling teachers / counselors to reduce student aggressiveness. This research is a development (Research and Development) with the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The subjects of this study were students and supervisors at the Vocational High School in the city of Padang. The validity of this study was carried out by six experts associated with this study and the appearance of guidelines. The usability test was carried out by three supervisors. Data analysis is descriptive and inferential analysis with the Kendalls coefficient statistical test. The results showed that: (1) The level of material suitability was very acceptable with a percentage of 93 percent and the appearance of the guidelines was also in the proper category with a percentage of 90.4 percent, (2) The use of group guidance guides using the gestalt counseling approach to reduce student aggressiveness was included in the category. The best with a percentage of 87. It can be concluded that this guideline is appropriate for use by supervisors / counselors as an effort to reduce student aggressiveness in vocational high schools in Padang city.



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Introduction

Nowadays aggressiveness among teenagers is increasing, especially among Middle School students. Violence is an act carried out by an individual with the aim of attacking, injuring and endangering others (Bushman, B. J., Gollwitzer, M., & Cruz, C, 2015). Aggressiveness by students such as brawls, fights, murders, rape and robbery. There is an increase in aggressiveness each year (Bransfield, R. C, 2018). In 2015 it increased to 126 cases, then in 2016 and 2017 cases of brawl began to decline to 100 cases, but in 2018 cases of brawl increased dramatically to 144 cases of student aggressiveness.

Aggressive behavior is not only triggered by events in the environment outside the individual, but also arises from how these events are received and processed cognitively or what is called attribution (Stiensmeier-Pelster, J., & Heckhausen, H, 2018), (Pappa, I., St Pourcain, B., Benke, K., Cavadino, A., Hakulinen, C., Nivard, M. G., ... & Evans, D. M, 2016). Teens who are angry and aggressive often experience bias in attributions, especially in perceiving social situations, and this encourages them to behave aggressively when

facing conflicts or unpleasant conditions (Santone, E., Crothers, L. M., Kolbert, J. B., & Miravalle, J, 2020), (Hiemstra, W., De Castro, B. O., & Thomaes, S, 2019).

Efforts to prevent aggressiveness can be carried out with various types of guidance and counseling services (Farrington, D. P., Gaffney, H., Lösel, F., & Ttofi, M. M, 2017). Guidance and counseling are integral parts in schools that are able to provide appropriate services for the circumstances and needs of students so that they can achieve developmental tasks optimally (Peterson, J. S, 2015), (20. Caraka, P. B., Nindiya, E. S., & Fuad, A. R, 2016). The role of counselors or counselors as educators in schools in providing counseling is important to increase the potential and talents of students (Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C, 2015), (Simons, J. D., Brian, H., & Bahr, M. W, 2017).

Counseling guidance in schools is expected to help students understand themselves so that they can decide the attitudes and behaviors to be taken in a situation and students are expected to be responsible for their own decisions (Bobga, T. N. J, 2016). There are several services that can be provided by counseling teachers for cases of aggressiveness, one of which is group guidance (Splett, J. D., Maras, M. A., & Brooks, C. M, 2015). The implementation of group guidance services at schools has not been going well and the reality is that the implementation of group guidance is not effective (Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S, 2015). Even though there are many approaches and techniques that can be collaborated with group guidance such as group guidance using the gestalt counseling approach (Siahaan, D. N. A., & Zunidar, Z, 2020). In the implementation of group guidance the gestalt counseling approach is more attractive so that counseling teachers can use various approaches or techniques (Putri, R. D, 2019). In this study, researchers offered a gestalt counseling approach for the prevention of student aggressiveness. The gestalt counseling approach is expected to be able to shape students / clients to reach awareness of what they feel and do and learn to be responsible for their own feelings, thoughts, and actions (Copley, L., & Carney, J, 2020).

The provision of group guidance services using the Gestalt counseling approach is expected to be the best solution for student aggressiveness (Askari, I. (2019), (Davis, E. S., Flick, S., Mendez, P., & Urbina, B, 2018). For this reason, guidance for the implementation of group guidance using a gestalt counseling approach is needed to reduce student aggressiveness that is practical, effective and efficient that can be used by guidance and counseling teachers / counselors in providing services.

Method

This type of research is development research to produce a product (guidance group guidance services). Researchers developed a development model proposed by Molenda, ADDIE (Analysis, Design, Development, Implementation and Evaluation) (Molenda, M, 2015). The instrument used to collect data in this study was a list of questions. The subjects in this study were six experts who validated the material service guidelines and presented the service guidelines, then carried out an exposure test with three teacher guidance and counseling. The results of the data were analyzed descriptively using the percentage technique. to interpret the assessor's score, and tested using the Kendall Concordance Coefficient to determine the alignment or consistency of the assessment.

Results and Discussions

Based on the results of the feasibility test by experts, the following data is obtained.

Table 1. Expert validation data on group guidance services guidance material

No	Aspect	Expert Score			Σ Expert Score	Σ Ideal Score	%	Category
		A	B	C				
1	Terms of reference for Guidelines (4)	19	19	19	57	60	95	VW
2	General Plan instructions service implementation (6)	29	28	28	85	90	94,4	VW
3	Fill in the Guide (7)	34	34	33	101	105	96	VW
4	Service plan (3)	14	14	15	43	45	95,5	VW
Total		96	95	95	286	300	95,3	VW

Based on Table 1, it is known that overall the expert's assessment of the guideline material in the very feasible category with a percentage of 95.3%. That is, the experts provide a positive assessment of the guidelines that have been designed. The material / content of the developed guidelines is tailored to the needs of student assessment. States that books as filler material must display a steady source of material, an orderly and systematic arrangement, strong appeal according to student interests, and meet student needs.

Then a statistical test was carried out to find out whether there was an agreement between each validator regarding the material / content of the guide. The analysis used by researchers is the Kendall concordance significance test, which data processing results can be seen in Table 2.

Table 2. Calculation results of kendall's concordance coefficient test against experts in terms of guide material /content

N	Kendall's	Chi-Square	Chi-Square Table	Asymp Sig.	Df
3	0,804	55,942	35,17	,000	19

Based on the calculations in Table 2, the calculated chi-square value is 55.942 and the chi-square table value is 35.17. Then Asymp Sig. equal to 0.000 which indicates that the probability is below 0.05. Thus it can be interpreted that there is a conformity of the assessment of the three research experts on the product.

Tabel 3. Expert validation data on Group Guidance Services Display Guide

No	Aspect	Expert score			Σ Expert score	Σ Ideal score	%	Category
		A	B	C				
1	Cover design (4)	20	16	16	52	60	86,6	VW
2	The type and size of letters in the material (3)	13	12	12	37	45	82,2	VW
3	Color used on material (3)	14	13	13	40	45	88,8	VW
4	Punctuation used in material (4)	20	18	18	56	60	93,3	VW
5	Images used on material (3)	14	13	13	40	45	88,8	VW
6	Space or space on the material (4)	20	18	18	56	60	93,3	VW
7	Consistency (4)	20	18	18	56	60	93,3	VW
8	Quality Guide (3)	15	14	14	43	45	95,5	VW
Total		136	122	122	380	420	90,4	VW

Based on Table 3 above, it can be seen that the overall expert judgment on the appearance of guidelines in the category is very feasible with a percentage of 90.4%. The analysis used by researchers is Kendall's Test of Concordance Significance. To get precise and accurate analysis results and avoid the risk of manually calculating data, in this case the researcher uses the help of Product and Service Statistics Solution (SPSS) version 20.00. The results of data processing can be seen in Table 4.

Tabel. 4. Calculation Results of Kendall's Significance Test on Experts from the Aspect View Guide

N	Kendall's	Chi-Square	Chi-Square table	Asymp Sig.	Df
3	.703	56.903	40,11	.001	27

Based on the calculations in Table 4, the calculated chi-square value is 56,903 and the chi-square table value is 40.11. Then Asymp Sig. equal to 0.003 which indicates that the probability is below 0.05. Thus it can be interpreted that there is a conformity of the assessment of the three research experts on the product.

The assessment given by experts of the material / content and appearance of the guide provides an understanding that the guideline product developed is suitable for use by Guidance and Counseling Teachers. This is in line with the research results of Humairo, which state that guidebooks can help answer problems faced by students, one of which is in the selection of high schools. Based on these results it can be concluded that these guidelines are suitable for use as materials in providing guidance and counseling services.

Table 5. Data on Usability Test Results for Guidance for Group Guidance by Counseling Teachers

No	Aspect	Expert score			Σ Expert score	Σ Ideal score	%	Category
		A	B	C				
1	Planning (4)	18	18	19	55	60	92	VW
2	Implementation (6)	28	29	29	86	90	95	VW
3	Evaluation (4)	18	19	19	56	60	93	VW
Total		64	66	67	197	225	87	VW

Based on Table 5, it can be seen that the overall assessment given by the Guidance and Counseling Teachers regarding the use of group guidance guides using the Gestalt approach to reduce student aggressiveness is very good with a percentage of 87%. Planning aspects can be done with guidance and counseling teachers well. All tools required for the use of the guide can be provided by the guidance and counseling teacher. Providing guidance and counseling services in schools can be influenced by the method provided by the Guidance and Counseling Teacher, the use of appropriate media can help Guidance and Counseling Teachers in providing attractive and attractive services fun and effective.

Then a statistical test was carried out to find out whether there was an agreement between each validator regarding the material / content of the guide. The analysis used by researchers was the Kendall concordance significance test, which the results of data processing can be seen in Table 6.

Table 6. Calculation Results of Kendall's Concordance Significance Test for Guidance and Counseling Teacher

N	Kendall's	Chi-Square	Chi-Square Table	Asymp Sig.	Df
3	0,807	31,479	22,36	0,003	13

Based on the calculations in table 6, the calculated chi-square value is 31.479 and the chi-square table value is 22.36. Then Asymp Sig. equal to 0.003 which indicates that the probability is equal to 0.05. Thus, it can be interpreted that there is an alignment of the assessment between the Guidelines and the Counseling Teacher of the product being assessed. So it can be concluded that this guide can be used by Guidance and Counseling Teachers.

In the analysis stage, various materials needed by students regarding the reduction of student aggressiveness. At the design stage, researchers designed various kinds of materials to reduce student aggressiveness, namely adolescents and their aggressiveness, understanding the impact of adolescent aggressiveness, actions against aggressiveness and social solidarity. At the development stage, it is known that the group guidance service guide using the gestalt approach to reduce aggressiveness is in the very appropriate category for the material and is very suitable for appearance and there is an alignment or consistency of the experts' objective assessment of the service guidelines developed. When its implementation, this stage shows that the Guidance and Counseling teacher can follow the steps provided in the service guide and is in the very good category for the results of the trial use. Furthermore, the Stages evaluation used can already see a decrease in student aggressiveness after participating in group guidance services. That service guides are learning tools that contain self-learning packages containing materials, methods, and evaluation methods that are designed systematically and attractively to achieve the expected service delivery goals.

The language in the group guidance service description has been adjusted so that it is easy to understand and convey to students. This is in accordance with the characteristics of service guidelines namely that service guidelines must meet the rules of independent instruction, stand alone, and are user-friendly or friendly / familiar with the user. Guidelines for implementing group guidance are stated to be user-friendly because the language presented is in Indonesian which is in accordance with enhanced spelling, is simple, easy to understand, and a glossary to help students understand some difficult words. The display aspects in the form of quality elements of group guidance services are arranged attractively. The preparation of the guidance service group pays attention to format, attractiveness, font size, spacing, and consistency of writing.

The service guide that is able to describe its function and role in providing effective services is a service guide designed and developed by paying attention to the elements of format, organization, attractiveness, font size, blank space, and consistency (Fidiawati, L., Firman, F., & Solfema, S, 2020).

Conclusions

Based on the results of the analysis and discussion of the findings of the Guidance group guidance service using the gestalt approach to reduce student aggressiveness, it shows that: (1) The level of suitability of the material is very feasible with 95.3 percentages and the appearance of guidelines is also in the feasible category with 90.4 percent, (2) Use Group guidance guidance using the Gestalt counseling approach to reduce student aggressiveness is included in the very feasible category with a percentage of 87. It is concluded that this guideline is appropriate for guidance and counseling teachers and counselors to use as a tool in conducting counseling group guidance as an effort to reduce student aggressiveness.

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