

Effectiveness of Social Skills Training to Reduce Students Aggressive Behavior

Farida Aryani & Sinta Nurul Oktaviana Kasim
Guidance and Counseling
Universitas Negeri Makassar

Email: farida.aryani@unm.ac.id

Abstract .This study was conducted to examine the effectiveness of social skills training to reduce students aggressive behavior in the city of Makassar. This study uses 20 participants (students) from the four faculties, which are Faculty of language and literature, Faculty of Art and Design, Faculty of Engineering, and faculty of sports in the UNM. This study uses a pre-experimental design and data analysis by using t-test. The results showed that the level of aggressiveness of 20 students during the pretest in at the high category, but after being given the social skills training the level is in the low category. In addition, it shows that social skills training is effective in reducing aggressive behavior of students. The results showed that social intelligence training which includes training materials, namely (1) to train students self-consciousness (self-awareness), (2) how to express feelings, (3) students etiquette , (4) time management, and (5) conflict management to reduce students aggressive behavior at UNM. The implications of this study are that to reduce students conflict at UNM, then social skills training should be used as patterns for new student orientation for all students in all faculties at UNM.

Keywords: Social skills, Training, aggressive behavior.

INDONESIAN JOURNAL OF EDUCATIONAL STUDIES

E-ISSN: 2621-6744

P-ISSN: 2621-6736

Submitted : 10th April 2021
Revised : 22nd April 2021
Accepted : 5th May 2021



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INTRODUCTION

In Makassar, aggressive behavior among young people, especially college students is increasing its frequency from year to year. Based on the research results (Hidayat, 2019; Madathumkovilakath et al., 2018; McConville & Cornell, 2003) in the form of aggressive behavior manifested physical and non-physical violence (bullying). Additionally, the research results also explained that the teenagers who behave aggressively because they are in a depressed position / threatened so normal that hitting or hurting his opponent (Fitri, 2020; McConville & Cornell, 2003; Pellis & Pellis, 2017). Aryani (2008); Simbolon (2019) in his research revealed that the factors causing the UNM student brawls there are two, namely internal factors as much as 40% (resentment and anger) and external factors as much as 60% (the social environment and social friends on campus). The dominant factor that caused the brawl is as much as 60% of external factors influences their peers and seniors with a friend and the negative impact of their seniors as a brawl trigger at UNM. Other research results show that the cause of the student brawl is because the student did not have the good emotional maturity (Guswani & Kawuryan, 2011; Olga, 2019; Sabintoe & Soetjningsih, n.d.)

Aggressive behavior is an act of hurting and hurting others both physically and psychologically which can cause loss and damage to property of others (Anderson & Huesmann, 2007; Krahe, 2020; Myers, 2010; Ren et al., 2018). Aggression defined as a way to contest with an unyielding, hostile, wounding, attack, kill, or punish others (Hurlock, 2012). According to Bandura (Bandura, 1977; Mesurado et al., 2018; Rand, 2018; Wei & Madon, 2019) aggressive behavior occurs when high self-efficacy are faced with a situation that is not the conducive environment, so there is an attempt to change the environment in a way that anarchic. The impact of aggressive behavior among adolescents is difficult to be responsible for his actions, tends to react quickly to boost aggression, and lack of tolerance with others (Currie, 2004; Myers, 2010; Rizqi, 2021).

The students learn that violence is the most efficient way to solve their problems, and therefore preferred to do anything to make his goal. This concluding result clearly has long-term consequences on the survival of a society in Indonesia. Factors that influence the aggressiveness according to (Sekar, 2021; Wood et al., 1991; Zulaiha et al., 2019) sourced from internal and external factors. Internal factors such as the way a person or the values they have in addressing specific issues. While external factors such as the influence of others (campus) the potential to cause a brawl. More details about the cause of the riot described (Sekar, 2021; Wood et al., 1991; Zulaiha et al., 2019) as follows.

LITERATURE REVIEW

Anger

Anger is one of the causes of aggressive behavior. Anger is an emotion that has the characteristics of the parasympathetic nervous system activity is high, and their dislike is very strong, usually due to a mistake, which may be manifestly incorrect or may not (Fridayanti & Fitriah, 2020; Messina & Messina, 2004). At the moment there is a feeling of wanting to attack angry, punching, destroy or throw something and usually arise cruel mind. When things are channeled and it caused a brawl behavior (Askari, 2019; Messina & Messina, 2004).

Generation Gap

The discrepancies or gaps (gap) between the generations of children with their parents can be seen in the form of relationship is getting minimal and often incoherent. Communication failure of parents and children believed to be one of the causes of aggressive behavior in children. This generation gap issues must be addressed immediately, given that in addition to aggression, there are many other issues that may arise as a narcotic dependency problems, pregnancy outside of marriage, and free sex (Dika, 2018; Nadhirah, 2017).

Environment

These include: (1) poverty, which if a child is raised in an environment of poverty, the aggressive behavior they naturally have strengthened (Qatrunnada, 2020; Subqi, 2019), and (2) the temperature is hot, when considered carefully brawl and demonstrations occurred in Jakarta and Makassar often occur during the day in the scorching heat of the sun, but when the rainy season is relatively no event (Akbar & Mualifah, 2021; Sapari & Kurniati, 2011)

Role Model in Violence

When someone who often witnessed the brawl in the street, they directly witnessed the pride of those who commit aggression directly. Or in life when the familiar home environment saw a fight between parents' home environment, fathers and mothers are often bicker and events like, any of which could reinforce aggressive behavior that turned out to be very effective for him (Kellner & Tutin, 1995; Syarief et al., 2013).

Frustration

Frustration occurs when a person blocked by something in achieving a goal, needs, desires, expectations or particular action (Al Fajriyah, 2015; Anwar & Anidar, 2018). Aggression is one way to respond to frustration. Teens who fail to learn on campus, can result in frustration and turned his attention to the things that could be negative (Sekar, 2021).

Process of Wrong Discipline

Education authoritarian discipline both from parents and educators (teachers and professors) with the application of harsh mainly done by physical punishment, can cause a variety of adverse effect for adolescents (Arief, 2019). Education discipline as it will make the teenager to be a coward, not friendly with other people, and hate the

person who gave the penalty, loss of spontaneity and initiative and eventually vent their anger in the form of aggression to others (Indrawati, 2019).

Therefore it cannot be denied that there are needs for a way out of the problem of aggressive behavior (brawl) were very unsettling. Students need to be equipped with social skills and manage emotions so that they can behave positively and avoid clashes. One way of avoiding a brawl based on research results Aryani (2008) suggests that one way of overcoming the brawl among students is to equip students with social skills. Also, the results of other studies also showed the students need to be trained anger management and emotional management to reduce aggressive behavior (Aryani, 2007; Handayani et al., 2019; Ishar, 2021; Kurniawati, 2019).

In everyday life, both for personal, family and work, social skills is essential. Gardner (2011); Siregar et al. (2021) defines social skills as social intelligence into two things: as (1) smart people, where intelligence involves the ability to understand and work with others. Social intelligence involves many things, e.g., capacity to empathize, the ability to manipulate, conflict management, the ability to "read people," and capacity to make friends (Armstrong, 2000; Gardner, 2000; Goleman, 2006). A second (2) self-smart, where social intelligence defined as information in understanding themselves, the knowledge to know "who I was," to know "what my strengths and weaknesses." It is also information that could reflect on the purpose of life and trust yourself (Comeau, 2005). In other words, someone who has no social skills is ones that will be useful in interacting with oneself and others, including when facing the challenges and pressures of life (Larin et al., 2011)

Social skills by Riggio (Riggio, 1986; Riggio & Carney, 2003) consists of two domains, the domain of emotional and social domains that include: emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity, and social control. Emotional expressivity is the ability to communicate with others verbally, especially in sending sensitive messages. Emotional sensitivity is a skill to receive and interpret other people's nonverbal communication. Emotional control is the ability to control and regulate the appearance / manifestation of emotions (emotional displays). Social expressivity a person's verbal ability to express himself. Social sensitivity is the capacity to receive and interpret the verbal communication of others while social control is capacity to direct and lead communication in social interaction (Antika, 2017; Fitri Oviyanti, 2019; Sharp et al., 2017).

Based on the above opinion, social skills are essential for the student, because it is through these skills students will be equipped with the skills how he manages himself, his emotions as well as communication with other people to avoid aggressive behavior. The results showed that social skills training can overcome adolescents with the emotional and behavioral disorder and train awareness and empathy with others (Maag, 2006; Williams, 2011).

Stages of social skills training were modified from Gardner's theory (Gardner, 2000) and (Riggio, 1986; Riggio & Carney, 2003), which consists of four stages:

Self-Awareness

Self-awareness defined as the ability of students to monitor themselves, being able to read social situations in understanding other people and understand other people's expectations of him. Individuals who can monitor themselves to be liked by others (DeMink-Carthew et al., 2020; Ransdell PhD et al., 2018). The strategies used to improve student self-awareness is through: (1) self-analysis by asking others to judge ourselves. Self-analysis is done using reflection (thoughts and feelings). Reflections that includes behavioral, personal, attitudes and perceptions, (2) behavior, this may be related to the actions performed by students. Students themselves must direct the actions of each of us. Reflection / analysis of the behavior that includes four components, namely: motivation, patterns of thought, patterns of action and interaction patterns we are in relationship with others, and (3) the personality, it is a condition of the character / temperament themselves relatively stable as a result of the formation of social factors , cultural and social environment (Wardana et al., 2020).

Expressing Emotions and Feelings

Expressing emotions and feelings are defined as the ability of students to express feelings and thoughts with people appropriately and not emotional (Iye et al., 2020). The strategies undertaken in increasing the expression of emotions and positive feelings through, (1) learn to recognize the first feelings of self, (2) recognize also the physical symptoms that accompany these feelings, thus emotional awareness is getting stronger, and (3) choose the right word or phrase to express feelings, thoughts assertively communicating their honesty (Widuri, 2012).

Students Etiquette

Etiquette of students defined as the ability of students in a healthy and appropriate mingle with others (Sunarti & Siregar, n.d.). The ethics drilled the students in the form of how ethics on campus and off campus that includes, (1) courtesy, (2) upholding the values of science, (3) to identify, understand and implement the rules that apply in the campus environment and strive not violated, (4) set a good example for behavior to younger levels, friend and brother-level level, and (5) of mutual respect and respect to fellow students (Kurniadi & Mulyani, 2017; Sakti, 2019).

Time Management

Time management defined as the ability of students to manage time well so that it can make the right priorities in his life. As for how to manage student learning time is (Tigers, 1990), (1) the establishment of priorities, (2) scheduling, (3) implementation, and (4) preparedness tests and examination (Macan et al., 1990; Sari et al., 2017).

Conflict Management

Conflict management defined as the ability of students to manage conflict in a positive way and not hurt anyone else (Khiyarah, 2017). The means used to manage conflict, students are (1) avoid conflict itself, (2) provide opportunities for others to organize problem-solving strategies, (3) competition, (4) a compromise or negotiation,

and (5) solve the problem or collaboration. Social skills training was held for 5 days with each of the training duration of 120 minutes (Chardich, 2018).

RESEARCH METHOD

This study uses para-experimental research design, where researchers provide pre-test and post-test before and after social skills training. The variables examined in this study is the training of social skills and aggressive behaviour. Social skills training is a form of counselling services oriented to self-smart (intelligence themselves) and people smart (intelligence encountering others) performed in a group of students by lecturers with elements of training as follows: (1) self-awareness, (2) express and express feelings, (3) etiquette students, (4) management of time, and (5) the management of conflict. Aggressive behaviour is an action in the form of UNM student brawl done in groups, either in the form of physical violence and non-physical violence.

Participants of this study were 20 students selected by convenience technique where researchers chose four students from each faculty of 5 people (language and literature faculty, faculty of art and design, engineering faculty, and the faculty of sport). It is obtained from the scale of aggressive and observations and interviews. To encompass various types of information, researchers used a scale of aggressive behaviour refers to the theories of Myer (Myers, 2010) and Hurlock (Hurlock, 2012). While the scale of social skills refers to the theories of Gardner (Gardner, 2000), Goleman (Goleman, 2006) and Riggio (Riggio, 1986). Provision of scale given to the students to determine changes in propensity score aggressive behaviour and social skills scores before and after training. Need outlined measuring devices each including reliability. Both types of scale, both the scale of aggressive behaviour and social skills scale to test the validity and reliability. The goal is to obtain valid and reliable instrument to measure aggressive behaviour and social skills of students. Results of testing the validity of the aggressiveness scale is done by comparing the value of r count with r table. Based on the statistical analysis of the results obtained by the value of r count on a 95% significance level (0.05). The value of r count compared to the value of r table at N 20 is equal to 0.444. Criteria item is valid when the value of r count larger than r table. Based on these criteria then of 30 items, six items obtained which has a value of r count is smaller than the value of r table, so there are only 24 valid items that can be used as a measurement scale student aggressiveness.

Furthermore, the reliability of a scale of aggressive behaviour is done by using Cronbach's alpha, the result is the reliability values obtained for 0.768. This value indicates that the scale of aggressiveness has high significance (reliable) to be used as an instrument in the study. The same is done on a scale of social skills. Based on testing the validity of the acceptance criteria of validity equal to the scale of aggressiveness that t is greater than t table, then statistically obtained two items that are not valid. Both of these items T value smaller at 0.017 and 0.038 of t table is 0.444. Thus of the 22 items tested, there are two items that are not valid. Invalid items were tested for

reliability, the reliability value by 0771. This value indicates the scale of social skills have a level of reliability suitable for use as a measurement scale.

FINDING AND DISCUSSION

Finding

The results of descriptive statistics about the aggressive behavior of students before and after social skills training is applied using aggressive scale are described as follows:

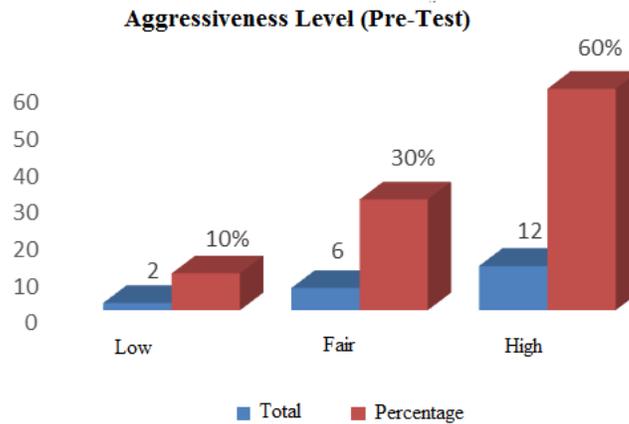


Figure 1: The Aggressiveness of the Students in Pretest

Figure 1 shows that of the 20 students UNM, 60% of students are categorized as high aggressive behavior, 30% are categorized as fair category, and 10% are in low category. Meanwhile, after giving treatment such as social skills training, the level of aggressiveness of the students is described as follows:

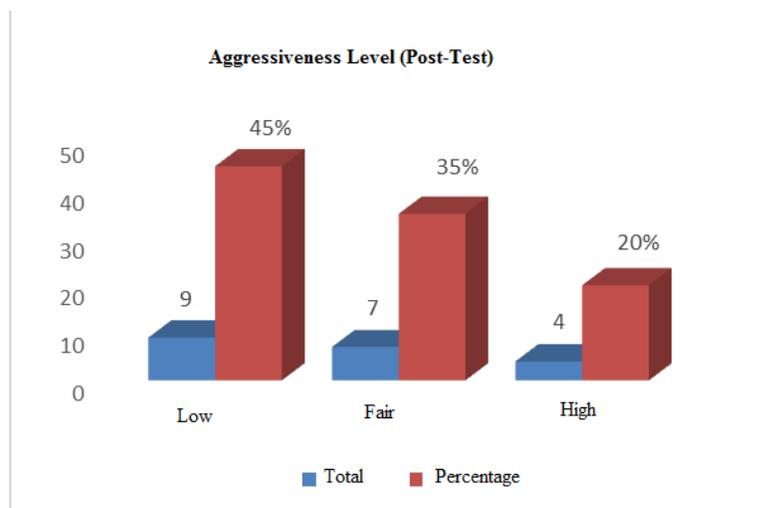


Figure 2. Aggressiveness Level Students in Post-Test

Figure 2 shows that the aggressive behavior of students after receiving treatment in the form of social skills tend to decrease. 20% of students are categorized as high aggressive behavior, 35% are categorized as fair category, and 45% are in low category. It further states that the description of the level students' social skills using social skill scale is described as follows:

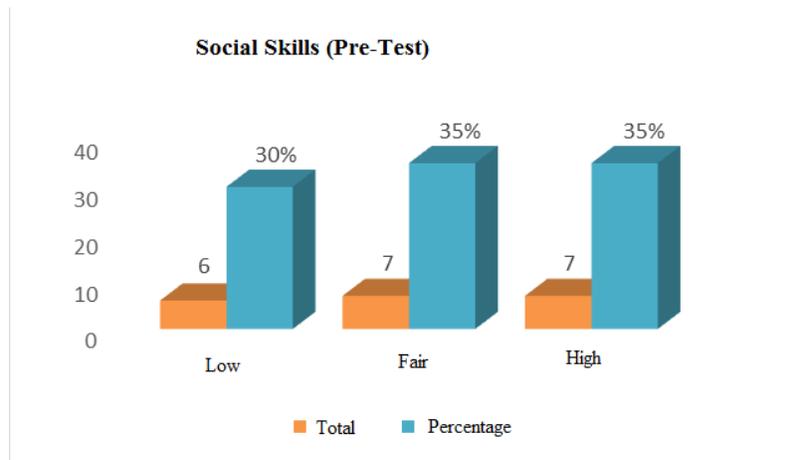


Figure 3: Social Skill Level in Pre-Test

Figure 3 shows that the data on the students' social skills in pretest to 20 students are as follows. 35% of students have high social skills. 35% have fair social skills. 45% of students have low social skills.

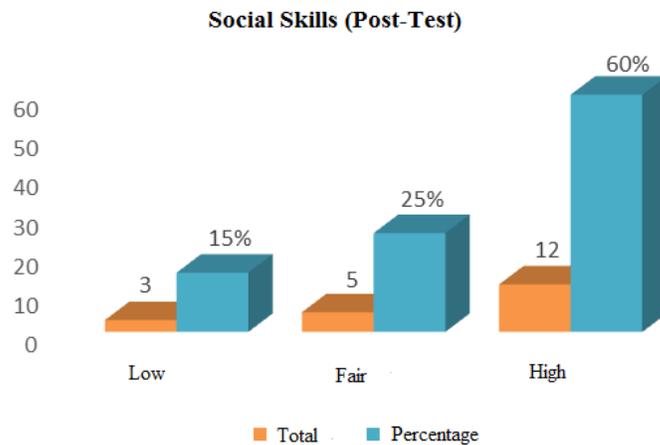


Figure 4: Social Skill Level of the students in Post Test

Figure 3 shows that the data on the students' social skills in post-test to 20 students are as follows. 60% of students have high social skills. 25% have fair social skills. 15% of students have low social skills. Results of statistical tests to determine the effectiveness of social skills to reduce the aggressiveness of student behavior is to look downward trend of aggressive behavior and increasing social skills of students. The results of the statistical test can be seen in Table 1 and Table 2.

Table 1. The Results of t-test for Aggressive Behavior

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post-test Behavior Aggressiveness	15.949	19	.000	66.75	57.991	75.51

Based on t-test of Table 1, it is obtained that t count = 15 949 at the significance level of 95% or $\alpha = 0.05$ and df N-1. Statistical hypothesis testing criteria that show aggressive behavior decreased after the given social skills training, which gained t count > t tabel. Based on these criteria, the obtained value of t is greater than t table is 15 949 > 2093 at df 19, it can be said that the aggressive behavior of students can be reduced with social skills training.

Table 2. The results of t-test for Social Skills

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post-test Social Skills	23.697	19	.000	63.15	57.57	68.73

Based on t-test table 2, it is obtained that t count = 23 697 at the significance level of 95% or $\alpha = 0.05$ and df 19. Criteria for hypothesis testing which showed an increase in social skills in a decrease in aggressive behavior. By the results of statistical calculations $t_{count} > t_{table}$; $23\ 697 > 2093$. The t value greater than t table shows that social skills training social influence on impairment aggressiveness students. This means that social skills are effective in reducing aggressive behavior.

Discussion

Once the research phase is completed, the next activity is conducting focus group discussion (FGD). FGD activity is done to see the extent of the response of students in social skills training and the importance of implementing these social skills in everyday student life. FGD results show that: In general, students enthusiastically participated in the training, it is evident from the responses of students in the focus group showed that the students are happy and serious training until completion. Also, all students of 20 people participated in the treatment until completed and no single person absent. Although the planning and execution of research have been carried out to the maximum, there are still some complaints at the same time expressed hopes the students, the training time given to each portion of the material still needs to be added, so that students can interpret in depth about the material drilled. Based on discussions with students, generally those interested and enthusiastic about taking material drilled, in the form of (1) self-awareness, (2) express emotions and feelings, (3) etiquette on campus, (4) management of time, and (5) conflict management. However, based on the results of focus group found, for material etiquette and conflict management students need to deepen further and longer for these two components important to have students.

FGD results indicate that students found the training was very important to have every student and not just the student who is the subject of research. Students explained that this training could be used as a new formulation orientation format, both for new students as well as for another cadre format UNM environment so that the behavior of student brawls can be minimized.

Based on the above results indicate that social skills training is effective in reducing students aggressive behavior. Aggressive behavior is the result of learning from the environment (Ainiyah, 2017; Bandura, 1977). Therefore, the campus environment, in this case, is very likely as brawl triggering for students. At the beginning of an incoming student in the campus student aggressiveness can be seen from his behavior when dealing with others. The more intensive the students hang out in the neighborhood, then the expression of aggression will be more directed towards the negative if it is not directed properly or can be called that student learning model of violence from the environment (Hufad, 2003). For example, when a student saw a brawl on campus, they directly witnessed the pride of those who commit aggression directly, it can reinforce the aggressive behavior that turned out to be very effective for him (Kellner & Tutin, 1995; Wiseman & O’Gorman, 2017). Recognizing the role of the

campus in shaping students' academic culture that is big enough, pushing the need for students to recognize this condition. Social skills training is the training effort to recognize students who mediate internal conditions for the campus and then did a good self-regulation, recognizes the role and responsibilities as a student and can socialize with the campus well.

Based on the findings, it seemed that an increase in students' social intelligence score. This means that after the students are given training materials in the form of, (1) self-awareness, (2) express emotions and feelings, (3) etiquette on campus, (4) management of time, and (5) the management of conflict, an increase in score significant and an increase in terms of social intelligence of students. This is in line with the results of (Zautra et al., 2015) that social intelligence can improve academic achievement and social sensitivity of students. Other research results also show that social skills training are trained in adolescent peer groups will help teens improve self-consciousness, communication skills, learning motivation, cooperation and responsibilities as a student (Laugeson et al., 2012).

The purpose of social skills training is expected that the student: (1) self-awareness that good where the student is able to read social situations in understanding other people and understand other people's expectations of him (Gardner, 2000), (2) capable of expressing emotions and feelings appropriately with others appropriately and not emotional (Riggio, 1986; Riggio & Carney, 2003), (3) skilled in the mix and ethics in daily life (Riggio, 1986; Riggio & Carney, 2003), (4) skilled in time management, where students can manage time well so that it can make the right priorities in life and success in his studies, and (5) capable of conflict management, students manage conflict in a positive way and not hurt others (Gardner, 2011; Goleman, 2006).

In the implementation of social skills training, the authors add material about time management. Although this material is not part of the theory of social skills, but remember that these skills are necessary so that the material is also given in social skills training for the research of Aryani (2008) showed that the association of peers affects the brawl that occurred among the students, the skills use of time becomes important to be trained. Besides, the results also show that social skills can improve students' academic achievement (Zautra et al., 2015) so that time management can encourage students to have a good academic record. Besides the limitations of this study are participants that social skills training is not entirely composed of students who behave aggressively (never involved brawl), but the trainee is also comprised of students who after being given scale also indicated to have aggressive behavior. A number of participants 15 students and five female students. The author makes no specific criteria in recruiting trainees so that it becomes a weakness of the study. Moreover, another drawback of this study is a scale developed an aggressive form of scale and social skills do not adopt the scale that has been developed by experts. This scale was developed by the author with reference to the theory of aggressiveness from Myers (Myers, 2010) and Hurlock (Hurlock, 2012), and the scale of social skills from theory Gardner (Gardner,

2000) and Riggio (Riggio, 1986; Riggio & Carney, 2003), so that when tested validity there are six items that are not valid for aggressive behavior scale and the two items are not valid for the scale of social skills.

CONCLUSIONS

Based on these results it can be concluded that social skills training is effective in reducing aggressive behavior of students. This is evident from a decrease in aggression scores of students after being given the social skills training and an increase in students' social skills scores after that. Based on the results obtained in this study, and the implications of the conclusion it is suggested that the results of this study should be given to a broader population that is for all students in all faculties at UNM. In addition, it is recommended that the results of this study should be used as a new student orientation format or formats cadre of another student at UNM environment that students avoid the brawl.

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