



THE EFFECTIVENESS OF INFORMATION SERVICES IN PREVENTING STUDENT VERBAL AGGRESSION IN JUNIOR HIGH SCHOOL OF JAMBI

Hijriani¹, Rasimin², Zubaidah³

Guidance and Counseling Study Program, Universitas Jambi¹

Corresponding E-mail: hijriani0301@gmail.com¹

Received November 3, 2023;
Revised May 19, 2024;
Accepted May 24, 2024;
Published May 30, 2024

Abstract

The study is entitled Effectiveness of Information Services in Preventing Verbal Aggression of Students in the Junior High School of Jambi. The focus of this research is verbal aggression that hurts someone with words. The aim of this research is to reveal whether information services prevent verbal aggression in the students of the Junior High School of Jambi. This study uses the type of quantitative research with the experimental research method of a one group pretest-posttest. The population in this study is the whole of the students of the 7th grade at the Junior High School of Jambi. Sampling techniques using cluster random sampling and lottery techniques obtained from samples of class VII I consisting of 33 students. The instruments used in this research are the lifting. The techniques used are the presentation test and the T-test. The results of this study show that: (1) the presence of students' pretest results is at a moderate level, (2) there are students' posttest results after information services have changed, (3) there is the effectiveness of information services in preventing verbal aggression of students.

Keyword : information services, verbal aggression, aggression

The Bikotetik Journal is a Guidance and Counseling journal published by the Department of Guidance and Counseling, Faculty of Education, State University of Surabaya in collaboration with the Asosiasi Bimbingan dan Konseling Indonesia (ABKIN)

How to Cite:

Hijriani., Rasimin., Zubaidah. (2024). The Effectiveness of Information Services in Preventing Student Verbal Aggression in Junior High School of Jambi (*Bimbingan Dan Konseling: Teori Dan Praktik*) , 8(1): pp 28-35

INTRODUCTION

Adolescent is someone who is in a transitional phase from child to adult. Adolescence is the most important stage of further development in life (Zubaidah, et al., 2023.). According to Jahja's opinion (in Karlina, 2020) that adolescence is a phase of change. In this phase, experiencing a change physically and psychologically, as for rapid physical changes, namely height, weight, body proportions and in psychological changes there is a rapid emotional increase known as the storm & stress phase.

According to Santrock in (Ginting. dkk., 2021) adolescence is a transitional phase, namely the transition phase from childhood to adulthood with the scope of biological, cognitive, and social-emotional changes. The conclusion that can be drawn from the above opinions is that adolescence is a period of transformation from children to adults, this transformation includes both physical and psychological in adolescents. The adolescent phase is also known as the storm & stress phase, where this phase has many demands and pressures that will cause feelings of anger and show aggression behaviour.

Aggression behaviour is an action taken to hurt others by using actions or words. According to Taylor et al. (in Susanti et al., 2021) stated, "Aggression is defined here as an action, that is intended to hurt others". This means that here, aggression is defined as any behaviour that is intended to cause harm to another person. Susantyo (in Maimun and Jannah, 2022) says that verbal aggression occurs because a person cannot achieve something, causing emotions that ultimately encourage him to achieve release by hurting others who are the reason for his failure to achieve, especially by using words or verbally.

This is in line with Berkowitz (Mustikasari., et al 2021) who defines aggression behaviour as a type of aggression or act of aggression intended to hurt others. Verbal aggression can be in the form of spelling, slander, cursing, swearing, or threats through words. Almost the same opinion according to Bush & Perry (in Permana. et al., 2021) argues that verbal aggression is aggressiveness in words in the form of swearing, innuendo, slander and sarcasm.

According to Firdaus (in Zulaiha. et al., 2019) that the factors that cause aggression are due to internal factors, namely frustration, wanting to joke, habits, needs, wanting to vent emotions so that students show this aggressive behaviour. While factors from the self are not optimal in parental attention, there are problems between people, there are family problems, environmental influences and bad relationships. Other factors causing aggression are anger, when anger is uncontrolled all the things that are felt will be released without thinking, such as cursing and berating then verbal aggression behaviour occurs, environmental factors that cause verbal aggression can be influenced by environmental factors such as social factors, Such as if students have friends who are accustomed to talking dirty or dirty, it will be influenced by the students themselves, model factors / examples This factor can also greatly affect a student's aggressiverbal behaviour, for example, when he watches YouTube content, almost all of which is coarse and dirty language, he will apply it to his daily life (in Afriany et al., 2019)

Verbal aggression can be found anywhere including at school. School is a social institution for adolescents. Adolescents can grow and develop with various moral and social values as well as the norms that exist in schools. In a social environment there is such a thing as rules or what is commonly called norms, in the school environment there are adolescents who behave following the norms and there are also adolescents who do not follow the norms.

The adverse impact of aggression is on individuals who are at the level of education at school, it can affect the development of personality as well as in the learning process of students. (Pangarsa, in Latifah, 2023). As for the opinion of Mulyadi, et al (2016) is that if it is carried out continuously over a long period of time, especially if it occurs in children or adulthood, it can have an impact on personality development, can cause a tendency to repress (store in the subconscious) trauma experiences, aggression can last from generation to generation, the impact of this aggression will cause problems such as in personality development or cause a deep sense of trauma.

By providing information, advice, and practice with relevant techniques, guidance and counselling teachers can help students succeed in academic and non-academic achievements as well as to achieve more desirable learning outcomes (Supriyanto, et al., in samhah., et al, 2023; Habsy, 2022). Guidance and counseling teachers can also take advantage of the types of services in guidance and counselling, one of which is information services which can be carried out outside of class hours.

Information services are services in guidance and counselling that provide information as a goal to a group of individuals in need. Hikmawati (in Telaumbanua, 2022). Information services are activities that provide individuals with knowledge about

various aspects needed in carrying out tasks or activities, or to determine the direction of the desired goal or task. Meanwhile, Maliki (2017) reveals that information services are guidance and counselling services that help students and get many types of personal, social, academic, career / position education, and further education terms objectively, strictly, and wisely.

According to Yusuf Gunawan (Nasution & Abdillah, 2019), information services are services that help students make free and wise decisions. Sesilianus Fau and Irma basic needs for students at school. It aims to obtain information that students do not yet understand but that students need to assist students in making conclusions about how to adapt their own behaviour to their environment. Another purpose of information services according to Prayitno (2004) is that the general purpose of information services is that service participants understand information from all matters, mastery of information can be used in problem solving (if participants experience such situations), to prevent the emergence of problems, to develop and maximise potential, and to ensure that participants will be aware in actualising their rights. There are key reasons why information sharing is an important activity in any well designed and organised guidance programme. with three reasons according to Winkel and Sri Hastuti (in Fau, 2022) namely: 1. Useful information is needed from students to have a medium for developing long-term learning strategies in preparation for occupying positions in society, 2. Providing students with good and appropriate knowledge, encouraging them to think critically about their future plans and giving more freedom to follow their own interests rather than following unclear desires without considering the reality conditions in their environment, 3. Providing information that is suitable for the age and capacity of students to learn Explaining information that matches the students' capacity to learn, provides awareness for students on something stable and consistent as well as matters that will increase in age and experience.

Based on research on the development of information service modules for counseling guidance to prevent dating behaviour of MTs students, it is considered to be able to assist counseling teachers in conducting information services to prevent dating behaviour at MTs (Samhah, et al., 2023) as well as research from Mawaddah & Darmayanti (2023) which has the title of literature review research: the effectiveness of counseling teacher information services in preventing juvenile delinquency, namely the results of services provided in the form of experiments, audio, lecture methods, discussions, as well as through group guidance services and individual counseling are effective in preventing juvenile delinquency. Researchers qomaria, et al (2022) also explained that using information services can enable students to understand and receive various information that can be used as material for consideration.

From the explanation above, it can be concluded that information services can be used on deviant behaviour including verbal aggression by helping students to think critically and providing information about the negative impact of verbal aggression behaviour itself. This is in line with the purpose of this research, which is to reveal the effectiveness of information services in preventing student verbal aggression.

METHODS

In this study, researchers used a type of quantitative research. The type of research is experimental experimental method. This research design is pre-experimental, namely one-group pretest-postte is a villageign that provides treatment so that it can compare with the situation before treatment (Sugiyono, 2013). The subject of this research is VII I with clauster sampling technique, as for the stages in selecting samples, namely (Wilson, in

firmsyah & dede, 2022): Select a cluster grouping, in this research there are 9 clusters, namely classes VII A, VIIB, VII C, VII D, VII E, VII F, VII G, VII H, VII I, number each cluster. In this study, the numbers on the clusters are: VII A (1), VII B (2), VII C (3), VII D (4), VII E (5), VII F (6), VII G (7), VII H (8), VII I (9), Then select a sample using random sampling using lottery technique, then obtained class VII I. The research instrument used is a questionnaire with 36 statements. Data analysis techniques in this study are normality test, t-test and percentage test. The following is a pre-experimental one-group pretest-postt research design:

$$O_1 \text{ X } O_2$$

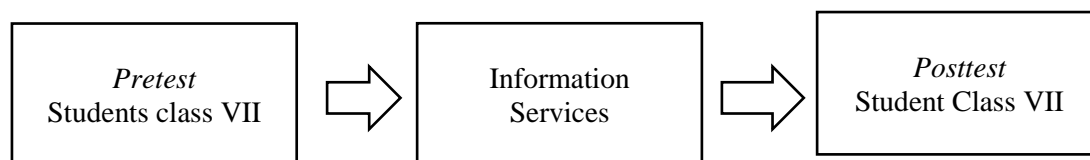
Description:

O_1 : pretest value (before treatment)

O_2 : posttest value (after treatment)

X: treatment or provision of treatment

For more details this is the body of the pre-experimental one-group pretest-postt research



RESULT AND DISCUSSION

The data description of the research results is obtained from pretest, treatment, and posttest data. Pretest data is obtained from distributing verbal aggressive questionnaires, from the pretest results there are students who are classified in the high and medium categories. Then given treatment, after that students are given a posttest by distributing the same verbal aggressive questionnaire as the pretest, the posttest is given with the aim of revealing students' verbal aggressive behaviour whether there are changes before and after treatment. The following is a description of the pretest data:

Class VII			
No	Student Code	Score	Description
1	AAV	61	High
2	CW	60	High
3	FAF	63	High
4	ITR	63	High
5	MRR	61	High
6	MRP	61	High
7	MBPE	56	High

8	MHDDPR	60	High
9	R	61	High
10	RA	63	High
11	RJP	62	High
12	RS	63	High
13	MH	60	High
14	QA	60	High
15	MPP	62	High
16	AAV	62	High
17	BR	60	High
Summary : 2811			
Mean : 59.15			

Based on the table above, before giving treatment in the form of information services, it can be seen that the average pre-test score of verbal aggression variables of 59.15 in class VII is included in the moderate category, and this is the posttest table data or after treatment:

After giving treatment in the form of information services 3 times, the results of the average pre-test score of the verbal aggression behaviour variable of 51.58 in class VII average score in the moderate category. It can be seen that there is a change from the pretest or before treatment and post test after treatment.

The analysis in this study used normality test and t-test, from the results of the normality test, the statistical analysis results showed that the verbal aggression behaviour variable $>$ asym.sig 0.05 which means that the data is considered normal. Exact sig. pre test and post test are 0.630 and 0.101.

In general, there is an effectiveness of information services in preventing student verbal aggression as measured by the t test on SPSS.

	Mean	Paired Differences			t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
		n	Mean	Lower	Upper		
pretest - posttest	7.4848	5	.87702	5.69841	9.27129	8.534	.000

Tabel 4. 1 output results of independent samples test

Based on the results of the above calculations, the T_{hitung} value is 8.534, while the t_{table} value is 1.693 at the 0.05 and 0.10 levels. It can also be seen from the calculation results that $sig.(2-tailed) 0.000 < 0,05$ which can be concluded that there is an effect on the treatment given, namely information services in preventing student verbal aggression behaviour

This research is strengthened by the specific objectives of information services according to Prayitno (2017), namely that service participants understand information from all matters, mastery of information can be used in problem solving (if participants experience such situations), to prevent problems from arising, to develop and maximise

potential, and to ensure that participants will be aware of actualising their rights, besides that it is also supported by previous research conducted by Gaffar & Aspin (2020) saying that information services are one of the services that can be used in preventing student bullying because information services have the aim of providing explanations and understanding to students about all things needed during the learning and learning process.

SUMMARY

Conclusion

The results in the study have been carried out by researchers at Junior High School Kota Jambi and have conducted an analysis in the previous chapter. Researchers can provide conclusions on the results of research on the effectiveness of information services in preventing verbal aggression behaviour of students of Junior High School Kota Jambi using a questionnaire instrument given to class VII, it can be concluded that (1) before being given the treatment of students' verbal aggression based on the results of the questionnaire instrument in the pre-test obtained a result of 59.91% in the moderate category, (2) After being given the treatment of verbal aggression, this can be seen based on the results of the questionnaire instrument in the post test, the average value decreased to 51.58% in the moderate category, (3) Verbal aggression on the results of the independent sample T-test using SPSS obtained a T_{hitung} value of 8.534 and T_{tabel} value 0.05 and 0.10 which 1.693. Seen from $T_{hitung} > T_{tabel}$ value, which $8.534 > 1.693$ and Sig. (2-Tailed) $0,000 < 0,05$. If analysed from decision making, H_0 is rejected and H_a is accepted.

Suggestion

Based on the conclusions and research results obtained, it is suggested:

1. Counselling guidance teachers make more efforts or are more intense in providing understanding of behaviours that save and negative with existing counselling guidance services.
2. Students should apply the material or counselling guidance services that the counselling guidance teacher has conveyed in everyday life.
3. Researchers should further deepen their insight into verbal aggression so that it can be given to students as well as for future researchers it is hoped that they will further deepen their insight into information services and understand which methods are suitable for the problems to be studied.

BIBLIOGRAPHY

- Afriany, F. dkk. (2019). Agresif Verbal di Media Sosial Instagram. *Jasiora*, 3(3), 23–30. <https://doi.org/10.5281/zenodo.3596992>
- Bakar, A. dkk. (2019). Analisis Faktor Penyebab Perilaku Agresif Pada Siswa. *Carbohydrate Polymers*, 6(1), 5–10.
- Br Ginting, R. A. dkk. (2021). Peran Guru Bimbingan dan Konseling Dalam Mengatasi Perilaku Agresi Siswa Smk Tunas Pelita Binjai. *Jurnal Serunai Bimbingan dan Konseling*, 10(1), 26–32.

<https://doi.org/10.37755/jsbk.v10i1.371>

- Fau, S. (2022). Pencegahan agresivitas siswa smps kristen bnkp telukdalam melalui layanan informasi berbantuan media audiovisual. *Pencegahan Agresivitas Siswa Smps Kristen Bnkp Telukdalam Melalui Layanan Informasi Berbantuan Media Audiovisual*, 10(3), 729–736. <http://journal.ipts.ac.id/index.php/ED/article/view/4420/2706>
- Firmansyah, D., & Dede. (2022). Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(2), 85–114. <https://doi.org/10.55927/jiph.v1i2.937>
- Gaffar, S. W., & dan Aspin. (2020). Faktor-Faktor Penyebab Tindakan Intimidasi Siswa Terhadap Siswa Lainnya Dan Upaya Penanggulangannya. *Jurnal Ilmiah Bening : Belajar Bimbingan dan Konseling*, 4(2), 53–60. <https://doi.org/10.36709/bening.v4i2.12090>
- Habsy, B. A. (2022). *Panorama Teori-Teori Konseling Modern Dan Post Modern: Refleksi Keindahan dalam Konseling*. Media Nusa Creative (MNC Publishing).
- Karlina, L. (2020). Fenomena Terjadinya Kenakalan Remaja. *Edukasi Nonformal*, 1(2), 147–158. <https://ummaspul.e-journal.id/JENFOL/article/view/434>
- Latifah, L. (2020). *Mereduksi Perilaku Agresif Siswa Melalui Konseling Behavioral Teknik Aversi*. 6(July), 1–23. <https://doi.org/https://doi.org/10.31851/juang.v6i1.11181>
- Maimun, A., & Jannah, Z. (2022). *STUDENT VERBAL AGGRESSION HENRY MANAMPIRING'S SELF-CONTROL PERSPECTIVE (Case Study of Student PPA South Lubangsa Putri)*. 13(1), 70–82. <https://doi.org/https://doi.org/10.36835/syaikhuna.v13i1.5507>
- Maliki. (2017). *Bimbingan Konseling di Sekolah Dasar Sebuah Pendekatan Imajinatif*. prenada media.
- Mulyadi, S. dkk. (2016). *Psikologi Sosial* (N. Widyarini (ed.)). penerbit gunadarma.
- Mustikasari, M. T. I. dkk. (2021). Psikoedukasi: Efektivitas Penggunaan Teknik Sosiodrama Sebagai Media Untuk Mereduksi Perilaku Agresif Verbal Siswa Menengah Pertama (SMP). *Jurnal Wahana Konseling*, 4(2), 99–112. <https://doi.org/10.31851/juang.v4i2.5584>
- Nasution, H. S., & Abdillah. (2019). *Dr. Henni Syafriana Nasution, MA Dr. Abdillah, S.Ag, M.Pd* (R. Hidayat (ed.)). Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Permana, D., & Praetyo, A. F. (2021). *PSIKOLOGI OLAHRAGA pengembangan diri dan prestasi*. penerbit adab.
- Prayitno. (2017). *konseling profesional yang berhasil layanan dan kegiatan pendukung*. PT RajaGrafindo perdasa.
- Qomaria, S., Arifin, M. T., & Djonu, A. (2022). Pemberian Layanan Informasi untuk Mengurangi Perilaku Membolos Pada Siswa Kelas X SMK Negeri 1 Maumere. *Jurnal Pendidikan Ekonomi Undiksha*, 14(1), 87–95. <https://doi.org/10.23887/jjpe.v14i1.46528>
- Samhah, Mustaji, & Rusmawati, R. D. (2022). Bimbingan dan Konseling Realistik Teori dan Praktik. *Jurnal Bikotetik*, 7(2), 254. <https://doi.org/https://doi.org/10.26740/bikotetik.v7n02.p120-135>

-
- Sartika, T. (2018). *Penerapan Layanan Informasi Untuk Mencegah Perilaku Bullying Siswa kelas VII SMP Swasta Asuhan Jaya Medan Tahun Pembelajaran 2017/2018*.
- Susanti, A., & dan Wicaksono, L. (2020). *Analisis Perilaku Agresif Pada Siswa Kelas X Sma*. 1–9. <https://doi.org/http://dx.doi.org/10.26418/jppk.v10i3.45943>
- Telaumbanua, K. (2020). *Efektivitas Layanan Informasi Dalam Menanggulangi Perilaku Menyimpang Siswa SMP NEGERI 1 TELUKDALAM*. 8(3), 256–261.
- Ulfa Surya Mawaddah, & Nefi Darmayanti. (2023). Literature Riview: Keefektifan Layanan Informasi Guru BK Dalam Mencegah Kenakalan Remaja. *G-Couns: Jurnal Bimbingan dan Konseling*, 7(02), 194–203. <https://doi.org/10.31316/gcouns.v7i02.4446>
- Zubaidah, Z., Sabarrudin, S., & Yulianti, Y. (2023). Urgensi Pendidikan Seks pada Remaja. *Journal of Education Research*, 4(4), 1737–1743. <https://doi.org/https://doi.org/10.37985/jer.v4i4.550>