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## The Psychoeducational Group Uses a Behavioristic Approach with Role Playing in the Tiktok Application to Reduce Student Aggressiveness

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### Abstract

*Aggressiveness is a form of problem that must be resolved. As a result of the emergence of this aggressiveness will lead to violence and lead to acts of crime. One of the causal factors is because students have not been able to find their own identity so that it can lead to aggressiveness because they cannot stabilize emotionally and cannot control themselves properly. Therefore the need for alleviation of these problems. This study aims to determine the effectiveness of psychoeducational groups using a behavioristic approach with role playing in tiktok to reduce aggressiveness in students. The method used is by using analysis of literature review or literature study. The data used in writing this article was obtained from various literature which includes books, seminar papers or research journals. As for the implementation of this research, it was carried out by collecting theoretical studies regarding the discussion of the problem, then complemented by research relevant to the discussion that will be studied then complicated for more complex conclusions. The results obtained were that the psychoeducational group used a behavioristic approach with role playing in tiktok was effective in reducing student aggressiveness.*

**Keywords** – Psychoeducational Group; Behavioristic Approach; Role Playing; Student Aggressiveness.



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## 1. Introduction

Adolescence is a period of developmental transition in childhood and adulthood which involves biological, cognitive and socio-emotional changes (Ulfa.2017); (Asra, & Shofiah. 2017); (Astriani. 2020); (Primas. 2017); (Setiawan. 2019). This period begins around the age of 10-13 years and ends around the age of 18-22 years. According to Erickson (in Yusuf, 2001) said that the adolescent period is a "vocal point" of the adolescent experience in the development of seeking identity (Tajiri, & Ag.2012); (Hajir Tajiri. 2012); (Rahayu.2019); (Sukarti, Kurniawan, & Mulawarman. 2018); (Kurnia. 2021). If they fail to develop their identity, they can lose direction which will have an impact on deviant behavior.

Adolescence is often associated with myths and stereotypes regarding irregularities and irregularities (Syhran, Lestari, & Arifyadi, 2020); (KHOLIDAH. 2020); (SISKA.2022); (Badriyah, & Fatimah. 2020); (Ekawati. 2021). One of the deviant behaviors that often appears among adolescents is the lack of control over their emotions (Hastuti & Baiti, 2019). These deviations make teenagers often express their emotions in the form of harsh words so that they can harm others (Sa'diyah et al., 2017). so that if they are not selective in socializing, they will imitate negative behaviors during the process of searching for self-identity. Teenagers often carry out actions in groups such as brawls, beatings, destruction of public facilities, falling into drugs and criminal acts, the behavior of these teenagers can be classified as aggressive.

This teenage age is still a student age where, lately, there has been a lot of news about students being involved in various forms of riots, fights, riots and other acts of aggressiveness that are being heard more and more and even causing fatalities. The aggressive behavior of students at school is very diverse and complex (Astuti, & Peristiano.2021); (Purnamasari. 2019); (Adawiyah, Khairi, & Sos. 2020); (Nanik. 2022); (Hasanah. 2021). Bakhtiar (2010) mentions a number of factors underlying the aggressive behavior of adolescents at school, namely the existence of solidarity among gang members, immature emotions, the desire to gain social recognition so that they can be respected and powerful in a group,

self-actualization, seniority, and environmental influences. The diversity of behavior carried out by adolescents and their deviations often surprises the previous generation.

Indications of difficulties in understanding the behavior of today's youth are colored by various terms, including giving them the title of "the current generation" (Suryani, Daulay, Syarqawi, Hasibuan, & Harahap. 2020); (Wathoni. 2018); (Lindayani, Setiawan, Matitaputty, & Sitinjak. 2020); (As, Saman & Khumas. 2020). Especially in this era, coupled with the very rapid development of technology. This rapid development also has an impact on the rapid development of social media which has a variety of different advantages and features. Social media has become an interactive communication platform that allows two-way interaction between the sender and receiver of messages. Susilowati (2018) revealed that one of the social media that is widely used by students today is TikTok. This TikTok fever has become the center of attention for many people, apart from having a positive impact, TikTok also has a negative impact. such as violating morals and ethics. Like commenting. The ease of commenting by hiding behind social media accounts makes many people free to express their hatred towards other people, assuming that what they are doing is normal. This means that there is also a lot of content that deviates and has a bad influence on students who are still in the developing stage both in terms of thinking and in terms of social life. The reality in the field provides evidence of very high student aggressiveness. where students commit violence which leads to violations and even to criminal acts. some students were involved in following because students were provoked when they saw videos sent by their friends which provoked displeasure. Also this was because the language used was not ethical, causing misunderstandings which resulted in several students becoming victims who had to be taken for medical treatment and there were also students who were injured. Then it was found that one of the students at the school was involved in a gang that was troubling the community. Then there was an invitation from peers who told students to get involved in the violence. Then it was also found

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that data that occurred in the city of Medan by several students committed violence that was fatal to the point of death due to seeing a video of a brawl on Tiktok. This was caused by seeing his friend in action in the video so that others were provoked to join the brawl group to get revenge

This means that students have not been able to control themselves so that students do not have a stable soul so that violence becomes an alternative in solving problems. It is this immaturity that triggers the emergence of aggressive student behavior by seeking negative compensation, such as taking drugs, inviting fights, committing theft, deprivation, hold-up, stabbing, murder and the like.

Manifestation of aggressive behavior reflected in the form of brawls is a problem that is quite difficult to solve. Brawls that involve lessons and violence between students can be categorized as aggressive. Aggressiveness is behavior that is intentionally carried out to hurt others both physically and verbally, where the victim is compelled to avoid harmful treatment directed at him (Warren, Richadson & McQuillin, 2011).

A person's aggressiveness is an error in self-adjustment, in the form of mischief, brutality, violence and anger. Bower (in Hapsari, 2015) explains that people with aggressiveness will show several behaviors, such as: 1) expressing feelings without heeding or offending other people's feelings. 2) Talk a lot in a fast way, and talk about things related to him. 3) Has an inexpressive gaze, looks down on others, and always looks away. 4) Always pride yourself when others praise you and even make the person giving the compliment feel offended. 5) Has an attitude that wants to win alone and often gives an opinion or opinion on many things, but is not followed by clear evidence or knowledge. 6) Attacking other people who usually do not have the same opinion as him, always intimidating someone, dominating, too controlling. 7) always expresses disagreement by attacking, intimidating, and can make other people feel very offended. 8) Always convey something with anger and explosions.

Based on the analysis of the situation above, a treatment is needed to deal with the problem of delinquency in students so that it does not continue to

become a more serious problem, so a psychoeducational group is implemented using a behavioristic counseling approach in role playing as an effort to reduce the aggressiveness that occurs in students.

Psychoeducational groups are referred to as education or guidance groups, emphasizing the use of educational methods to convey information and develop skills (Henderson & Thompson, 2016). Psychoeducational groups aim to promote personal growth according to the stages of development, provide relevant information, and resolve problems or conflicts (Henderson & Thompson, 2016). Through this psychoeducational group, it provides an opportunity for someone to learn socially, develop, learn to observe, imitate the behavior of individuals or groups, establish relationships with one another, and reinforce positive changes. This psychoeducation group is implemented using a behavioristic approach with role playing.

The behavior approach views that humans have positive and negative potentials that can be formed due to socio-cultural environmental factors. The role of the counselor in the behavior approach is focused on changing behavior. The client is directed to the goal of new behavior, as well as eliminating maladaptive behavior and strengthening and maintaining the desired behavior.

The application of this behavioristic approach will be better if it is collaborated with role playing. Role playing is a tool to help students find identity or personal meaning in increasing attitudes of responsibility, and being able to solve problems with the help of groups. In this activity the counselee practices with group members to behave according to what will be tested in the real world.

Students who carry out aggressive behavior are given action by playing certain roles so that students can establish social relations well, solve problems and resolve conflicts, control their emotions, develop empathy, control themselves, become responsible individuals, can be polite and courteous can maintain her behaviour.

Role playing can be a medium for changing aggressive behavior and replacing it with new learned behaviors (Gading et al., 2017). So that the

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psychoeducational group using a behavioristic approach with role playing in the tiktok application can be declared effective in reducing student aggressiveness.

## **2. Method**

This study discusses how the effectiveness of the psychoeducational group uses a behavioristic approach with role playing in the tiktok application to reduce student aggressiveness. The type of method used is by using analysis of literature review or literature study.

The data used in writing this article was obtained from various literature which includes books, seminar papers or research journals. As for the implementation, this research was carried out by collecting theoretical studies regarding the discussion of the problem, then complemented by research relevant to the discussion that will be studied then complicated for more complex conclusions. The research objective was to examine the effectiveness of the psychoeducational group using a behavioristic approach with role playing in the tiktok application to reduce student aggressiveness from several studies that have been conducted. The stages in this research are selecting research articles, exploring data and discussing research, presenting data results and drawing conclusions. In the analysis, selection, comparison, and merging are carried out in order to obtain conclusions that are relevant to the study.

## **3. Result and Discussion**

### **Overview of theoretical studies on aggressiveness, psychoeducational groups, behavioristic approaches, role playing**

#### ***Aggressiveness***

Aggressiveness is Aggressiveness derived from social learning theory. According to Patterson, et al (in Sarwono, 2002) argues that in children aggressiveness is the result in the form of an increase in aggressive behavior itself thus aggressiveness is a thing or situation in which a person tends to do aggressive behavior. Anderson & Bushman (in Russell, 2008) argues that aggressiveness is a

form of behavior directed at other people that was carried out at that time with the intent to injure. In addition, the perpetrator believes that his behavior will hurt the target and the target becomes motivated to avoid that behavior.

The social learning theory pioneered by Neil Miller and John Dollard believes that aggressive behavior is the acquisition of learning outcomes learned from childhood and used as a pattern of response. Bandura and Walters (1963), proposed an improvement on Miller and Dollard's idea of learning through imitation. Bandura and Walters suggest that we learn many behaviors through imitation, even in the absence of reinforcement. We can imitate some behaviors simply by observing the model's behavior, and the effects it has on the model. This kind of learning process is called "observational learning" learning through observation. Bandura and Walters' (1963) experiment indicated that in fact children could have aggressive behavior simply by observing the aggressive behavior of a model, for example through films, videos or even cartoons. This is where it finally gave birth to a perspective in viewing aggressive behavior.

Baron (1977) defines that aggressiveness is a form of behavior that is directed for the purpose of hurting or injuring another person. Meanwhile, Freud's psychoanalytic figure (in Surbakti, 2008) said that violence and aggressiveness seem to be two variables that are always closely related and inseparable. The two are united like two sides of a coin so that where there is violence there is aggressiveness. On the other hand, where there is aggressiveness, violence thrives there.

#### Psychoeducational Group

The psychoeducational group is a group that focuses on developing life skills and strategies for preventing psychological problems, which influence behavior and uses a cognitive-behavioral framework (DeLucia-Waack, 2006). Then, according to Winzelberg, a psychoeducational group is a group formed on a program in which there are psychological issues and contains structural behavioral information to understand the problem environment of members, identify and change attitudes and behavior, so that they become aware of

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possible consequences if they do not change unwanted behavior (Cash & Pruzinsky, 2002).

### ***Behavioristic Approach***

Behavioristic counseling can be defined as behavior formed based on the results of all experiences in the form of individual interactions with the surrounding environment. The behavior approach views that humans have positive and negative potentials that can be formed due to socio-cultural environmental factors. The role of the counselor in the behavior approach is focused on changing behavior. The client is directed to the goal of new behavior, as well as eliminating maladaptive behavior and strengthening and maintaining the desired behavior. The goal of behavior counseling is to change wrong behavior in adjustments by strengthening expected behavior and eliminating unwanted behavior and helping to find appropriate ways of behaving.

### ***Role Playing Technique***

Learning theory by playing the role of a behavior in social problems. In addition, using role playing will better understand the personal meaning and behavior that exist in social problems. The role play technique is a technique in which individuals (students) play imaginative situations with the aim of helping to achieve self-understanding, as well as improving skills in solving problems, analyzing behavior or showing others how to behave or how to behave. According to Maningrum & Syarafuddin (2018) that through role playing students can improve their ability to recognize their own feelings and the feelings of others. According to Norafifah et al., (2017), "the role play technique is a method of guidance that provides opportunities for students to dramatize one's attitude, behavior or appreciation as is done in everyday social relations in society". In this case students learn to understand the feelings of others and change their own behavior after observing the behavior of others. The role play technique is an activity that aims to help students solve problems, understand and respect the feelings of other people, teach them to control their emotions.



Based on the results of the researcher's study regarding the analysis of theoretical literature studies regarding psychoeducational groups using a behavioristic approach in role playing, it was found that the psychoeducational group using a behavioristic approach in role playing in the tiktok application was effective in reducing student aggressiveness. This is also in accordance with research conducted by Putra, et al (2020) regarding the effectiveness of role playing in helping reduce aggressive behavior. The results obtained in this study were that before being given treatment using the role play technique the subjects were in the high category but after receiving the role play technique treatment the aggressive behavior of class VIII students of SMP Sunan Ampel decreased from the high to low category. Wilcoxon test results show that sig. (2-tailed) 0.005 < 0.05 means that the role playing technique is effective in reducing aggressive behavior in class VIII SMP SUNAN AMPEL Pagelaran. Then research was conducted by Kusumawati, et al (2021) regarding the effectiveness of group guidance services using role playing techniques to reduce student aggressive behavior. The results of the study concluded that aggressive behavior can be reduced with group guidance using role playing techniques. This proves that there are significant differences between the results of the pretest and posttest. Then, research conducted by Putri (2019) regarding the effectiveness of a behavioristic counseling approach with role playing techniques to reduce students' aggressive behavior. It was concluded that 1) The descriptive of the aggressive behavior of students before the behaviorist counseling approach with role playing techniques was in the aggressive category 2) The descriptive of the aggressive behavior of students after the Behavioristic counseling approach with role playing techniques was in the non-aggressive category. 3) There is a decrease in aggressive behavior by using behaviorist counseling with role playing techniques

#### **4. Conclusion**

From the results of theoretical studies and some of the research above that aggressiveness in students is a form of problem that causes several impacts

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such as violence and others. This aggressiveness is also a problem that can hinder the achievement of a conducive school culture. Therefore it is necessary to deal with the aggressiveness that occurs, namely implementing psychoeducational groups using a behavioristic approach with role playing in tiktok. This is reinforced by some of the results of research conducted that concluded that the psychoeducational group using a behavioristic approach with role playing in ticktock was effective in reducing the aggressiveness that occurs in students.

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