

School Violence Prevention Through Counseling Service Using Problem-Solving Approach to Improve Students' Self Control

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Abstract. Violent acts among teenagers in senior high schools continue to increase along with the lack of emphasis on reducing the intensity of these acts by the schools' counseling service. This research aims to describe the violence acts prevention through counseling service by using a problem-solving approach to improve the students' self-control. This study is a quantitative research with an experimental design. The population consisted of Senior High School (SHS) students in Padang, Indonesia, and the sampling technique was cluster random sampling. Data collection was performed through the use of Firman and Yenicarneli's questionnaire (2017) which validity and reliability have been approved. Data analysis was performed through a descriptive method and the Wilcoxon Signed Rank Test. Based on the results of the analysis, it was found that violent acts prevention through counseling service by using a problem-solving approach is effective in improving high school students' self-control.

Keywords: Violent Acts, Classical Counseling, Problem Solving Approach, Self-Control

1 Introduction

Violent acts performed by teenagers continue to increase in Indonesia in the last few years, which manifest itself in the form of beating, cursing, slapping, and threatening acts among the high school students. These acts result in the victims being injured, hospitalized or even died. Students who are involved in violent acts use stones, knives, bottles, and machetes to attack the other students. Fights among students usually take place in public places, such as open ground, streets, and terminals (Nurmina, Firman and Zaheydam, 2003).

KPAI (2018) revealed that until May 30, 2018, cases of student fights in Indonesia amounted to 161 cases, in which : 23 brawl victims cases or 14.3 percent, 31 cases of brawlers or 19.3 percent, children who are the victims of violence and bullying with 36 cases or 22.4 percent, and children who act as perpetrators of violence and bullying with 41 cases or 25.5 percent, and children who are victims of policy were 30 cases or 18.7 percent.

Cases of violence also occur in the school environment in West Sumatra Province, as residents of Padang were shocked by the circulation of videos of torture among students on Youtube, with the title "*Tawuran Padang Kosgoro SMK Kosgoro Siksa Pelajar Tamsis*" (Brawls in Padang between Kosgoro Vocational High School Torturing Tamsis Students-ed) (Safutra, 2016). Another case discovered that as many as 21 students were arrested by the police for initiating a brawl after the flag ceremony at the Imam Bonjol Field in Padang (Sunandar,

2014). The Civil Service Police Unit (Sat Pol PP) of Padang, West Sumatra noted that throughout 2015, 220 out of 433 brawl cases were dominated by Vocational High School students, followed by 90 cases of brawls by Junior High Schools(SMP) students, and 123 cases by non-students (Akbar, 2016)

The act of teenage violence is caused by minor problems, such as dissatisfaction, misunderstanding, and disputes that result in fights, destruction of private and public facilities, arson, and even murder. In fact, small disputes should have been solved through agreement from both sides without the use of violence that can harm oneself or others (Nurmina. Firman and Zaheydam, 2003).

Adolescents who commit acts of violence generally lack self-control or even blame the controls imposed on them, and tend to uphold their own standards of behavior while underestimating the existence of others. The crimes they commit are generally accompanied by mental elements with subjective motives, which include achieving certain objectives through violence and aggression (Kartono, 2001). Self-control has a significant relationship with aggression behavior in students (Auliya & Nurwidawati, 2014).

Self-control is an illustration of an individual's decision to do something through cognitive consideration by bringing together the behaviors that have been arranged to guide the results and goals in a positive direction. One intervention that can improve one's cognitive ability to achieve self-control is through counseling services. Counseling services aim to provide understanding, knowledge, and insight that can later be used as a consideration in making a decision or taking an action (Prayitno & Amti, 2009; Azzet, 2013).

Classical guidance interventions through counseling services can be done through a problem-solving approach. A problem-solving approach is an approach that invites students to solve a problem that has been found or experienced (Jacobsen, Eggen, & Kauchak, 2009). This approach encourages students to think, analyze and make decisions by themselves. Thus, students are encouraged to think clearly before doing something because they have learned from the outcomes of the problems or the experiences they have dealt with or felt directly. Results from a study found that a problem-solving approach is a method of producing collaborative solutions from the students, resulting in a better perception based on the knowledge that comes from understanding concepts, and the study discovered that there is an increase in how the students behave, think and act in a positive direction (Kapur, 2008).

Based on this description, it is interesting to reveal further to what extent the effectiveness of classical guidance through counseling service with the use of problem-solving approach is in improving self-control of high school teenagers through this research. Disclosure of these problems is used as an effort to find solutions to prevent violent acts among high school students.

2 Method

This study is a quantitative research with an experimental design. The research population consisted of Senior High School (SHS) students in Padang and the sampling was done by using cluster random sampling technique, with the total sample of 26 students. Data collection was performed using a self-developed instrument which is called Firman and Yennikarneli's Aggressiveness Questionnaire (2017) that has been approved in terms of its validity and reliability. Data analysis was done by using a descriptive method and the Wilcoxon Signed Rank Test.

3 Results And Discussion

Students' Self Control Before and After Classical Counseling

Based on the results of the analysis, it was found that the Senior High School students' self-control is as follows:

Table 1: Description of Senior High School (SHS) Students' Self Control

	N	Mean	Std. Deviation	Min	Max
Posttest	26	172.96	4.821	164	185
Pretest	26	163.62	5.367	155	171

Table 1 above shows that the mean score of students' self-control before joining classical guidance through counseling service is 163.62, with a minimum score of 155 and a maximum score of 171. After following the classical guidance through counseling service, the mean score of students' self-control increases to 172.92, with a minimum score of 164 and a maximum score of 185. Therefore, after joining the classical guidance through counseling service, there is an improvement on the score of the students' self-control as a prevention to violent acts, and the difference in the average score of students' self-control before and after the counseling service is 9.35.

3.1 Differences in Students' Self Control Before and After Classical Guidance

Based on the results of the tests on the experimental group and the control group, it was found that:

Table 2. Pretest and Posttest Result of Senior High School Students' Self Control

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	26 ^b	13.50	351.00
	Ties	0 ^c		
	Total	26		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Based on Table 2, it was found that 26 students experienced an increase in their self-control after following classical guidance through counseling service using a problem-solving approach to prevent violent acts. The improvement of students' self-control is shown in the following graph:

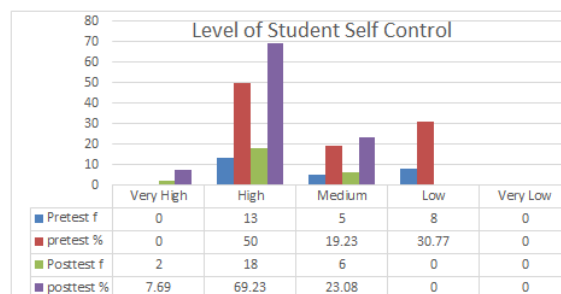


Figure 1. Level of Student Self Control

The graph shows that before taking classical guidance through counseling service with the use of a problem-solving approach in preventing violence, 13 students (50%) had self-control below the high category. After following the classical guidance through counseling service using a problem-solving approach, students who had self-control below the high category decreased to 6 students (23.77%). More significant differences can be seen in a low category, in which there were 8 people in the low category before following the classical guidance service through counseling using a problem-solving approach; however, after following the classical guidance, there were no students with self-control score in the low category.

3.2 Differences in Student Self Control Before and After Following Classical Guidance

The differences in self-control of students' self-control before and after attending classical guidance through counseling service is shown in the following table:

Table 3. Wilcoxon Signed Rank Test Results

	Posttest – Pretest
Z	-4.462 ^a
Asymp. Sig. (2-tailed)	.000

Based on the result of the comparison tests using the Wilcoxon Signed Rank Test, it shows that the significance value is 0.000. A significance value of 0.000 is less than 0.05 (0,000 <0,05), meaning that there is a significant increase in students' self-control in violence prevention after attending classical guidance through counseling service with a problem-solving approach.

4 Discussion

The results of the test discovered that the students' self-control increased after they attended classical guidance through counseling service using a problem-solving approach. Students' self-control in preventing violence is the ability to manage themselves related to the ability of behavioral control, cognitive control and the ability of the decision control to prevent acts of violence. Several research findings explain that self-control skills are very important in psychosocial development (Duckworth et al., 2016), in addition to other factors that affect psychosocial development, which include family, economic status and intelligence (Duckworth & Seligman, 2005; Duckworth et al., 2016; Daly, Delaney, Egan, & Baumeister, 2015).

The results of the study show that students' low self-control will tend to contribute to violence. Self-control is useful to manage their attention, emotions, and behavior in each condition (Peterson & Seligman, 2004; Baumeister, Vohs, & Tice, 2007; Duckworth & Gross, 2014).

Students who have high self-control will avoid violence because they realize that this can harm themselves and others, such as the no smoking attitude in students who have high self-control (Fauzan, Firman, & Daharnis, 2018). Besides, students who have high self-control will consider the long-term effects of their actions and delay temporary satisfaction for more positive long-term goals (Zettler, 2011; Oaten & Cheng, 2006; Mischel & Ayduk, 2004). Good self-control will have a positive impact on students (Tangney et al., 2004; Duckworth & Seligman, 2005; Duckworth et al., 2007; Zettler, 2011; Moffitt et al., 2011).

Classical guidance activities through counseling service using a problem-solving approach is one of the interventions that can be used to prevent violence by increasing student self-control. The results of the study found that before following the classical guidance through counseling service, some students had self-control in the medium category, and as many as 6 people (23.08%) improved their self-control to a high category after attending classical guidance activities through counseling services. In addition, all students experienced an increase in their self-control after taking classical guidance through counseling services using a problem-solving approach. The average increase in students' self-control score is 9.35.

Several studies found that counseling services using a problem-solving approach can reduce hedonistic lifestyles in students (Hasibuan, Firman, & Ahmad 2016), that counseling services are effective in reducing tendencies towards pornographic media (Asmidaryani, Firman, Gistituati, 2018), and that counseling services are effective in improving self-regulated learning (Pulungan, Firman, Ahmad, 2018). The use of classical guidance through counseling service using a problem-solving approach is effective to help students improve their self-control to prevent violence. The results of the study also found that a problem-solving approach gives students the opportunity to find the solutions to their problems at the beginning of learning activities, and by then students are better prepared to receive materials as compared to directly teaching them the materials without implementing the use of a problem-solving approach first (Schwartz & Martin, 2004).

Previous research has also shown that using collaboration during a problem solving activity can be useful for organizing conceptual knowledge so that it affects the teenagers' attitudes and the actions they are going to take (Schwartz & Martin, 2004; Sears, 2006; Kapur, 2010, 2012; Westermann & Rummel, 2012; Mullins et al., 2011). The classical guidance in counseling services using a problem-solving approach can change their cognitive process, and it affects the students' self-control to prevent acts of violence among themselves.

5 Conclusion

Based on the results of the research and discussion, it is concluded that:

1. After the students took part in classical guidance in counseling services with the implementation of problem-solving, they experience an increased self-control related to violence prevention.
2. There is a significant difference in students' self-control in carrying out violence before and after attending classical guidance in counseling services through the use of a problem-solving approach.

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