Paradoxical Intention Within Group Counseling to Reduce Student Verbal Aggression

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Abstract: This research aimed to find out the effectiveness of group counseling with paradoxical intention technique to reduce student verbal aggression. Researchers utilize quasi-experiment method and pretest-posttest design. The sample of this study is students of SMPN 2 Buay Runjung OKU Selatan Period of 2016, which classified in high verbal aggression after filling self-report verbal aggression scale. The data were analyzed with Wilcoxon signed ranks test. Based on Wilcoxon singed rank test Z -2,534 with asymp. Sig 0,012, it meant group counseling with paradoxical intention effective to reduce student verbal aggression.
Keywords: Group counseling, paradoxical intention, verbal aggression.

Abstrak: Penelitian ini bertujuan untuk mengetahui efektifitas konseling kelompok dengan teknik *paradoxical intention* dalam mengurangi agresi verbal siswa. Peneliti menggunakan metode kuasi eksperimen dengan desain *pretest-posttest*. Sampel penelitian ini adalah siswa SMPN 2 Buay Runjung OKU Selatan Periode 2016 yang masuk dalam kategori agresi verbal tinggi setelah mengisi skala agresi verbal. Data penelitian ini dianalisis dengan uji Wilcoxon signed rank. Berdasarkan uji Wilcoxon singled rank didapat Z -2,534 dengan asymp. Sig 0,012, artinya konseling kelompok dengan teknik *paradoxical intention* efektif untuk mengurangi agresi verbal siswa.
Kata kunci: Konseling kelompok, *paradoxical intention*, agresi verbal.

1. INTRODUCTION

Behavior aggression is not a new issue. This behavior has existed since our ancestors did hunting for survival (Anderson & Huessman, 2003). An extreme form of aggressive behavior is violence against humanity, that cannot be accepted forever, such as the massacre happened when the first and second world wars. Recently, there have been various kinds of aggressive behavior. Moreover, aggressive behavior no longer occurred incidentally, but it has already become a habit and well planned (Muarifah, 2012). In other words, the behavior of aggression in our society has become commonplace. So do not be surprised if the aggressive behavior can be found in a variety of social life, such as neighborhood, family, and school in fact.

Before we go to any further on aggression behavior, we should try to define the notion of aggression behavior, so, we can distinct aggression to other issues. Aggressive behavior is any behavior that is deliberately intended to disrupt and hurt others, while the person or the victim tries to avoid (Awopetu Ronke & Igbo Happiness, 2015; Baron, 1977). Thus, all forms of behavior that intentionally to threaten the safety of others can be referred as aggression, but to determine the behavior falls within the category of aggression or not are not only judged by the intention of purpose to hurt. There is a term to classify a behavior that can be called aggression, norm violation or breaking the norm, for example, the intentions, hopes to see other people will suffer an unwanted by the victim can be included in the category of aggressive behavior (Krahé, 2002). Based on the limitation mentioned above, in an event of a doctor who amputated the infected leg of a patient so that he could cure and free of the infection, could not be categorized in aggressive behavior, although the patient does not like medical decisions, he must receive.

Now, we already recognize the behaviors that included the category of aggression. However, aggressive behavior is not only in the form of physical violence such as injuring, hitting, slapping and pinching. However, aggression is divided among four categories: 1) physical aggression, 2) verbal aggression, 3) anger and 4) hostility (Buss & Perry, 1992). The above categories mentioned of aggression have their own characteristics, aggression intended to harm others physically (hitting, slapping, pinching,

punching, kicking) or hurt feelings or psychic (insulting, mocking, condemning, sarcasm, slandered, gossip) the victim.

The issue which becomes the main topic of this research is verbal aggression, so the researchers will focus on and limited to a discussion of verbal aggression. Verbal aggression is a personal tendency to attack the self-concept of others in the topic of conversation to make the victims felt powerless (Infante & Wigley, 1986). Verbal aggression can be called symbolic aggression that intends to hurt the feelings of others (Vissing, Strauss, Gelles, & Harrop, 1991). Called symbolic aggression because non-verbal communication is an inestimable or inseparable part of all forms of interaction performed by humans. While Patricia Evans with another term but has a similar meaning, she calls verbal aggression with verbal abuse, this behavior is an action that describes other people in a negative way that makes the pain and sadness in people who described (Evans, 2006).

The negative impact of verbal aggression is consistent in various forms of relationship and has been proved by many research results. In the academic area, this treatment can damage the victim motivation after received verbal aggression (Bekiari, 2014). As well as

labeling, labeling has the bad effect for the self-concept (Kushendar & Maba, 2017). Meanwhile, in the process of learning and education in schools, motivation is an important aspect that must be possessed by students to achieve learning objectives.

There are four kinds of verbal aggression, namely 1) the direct active verbal aggression, 2) the indirect active verbal aggression, 3) the direct passive verbal aggression, and 4) the indirect passive verbal aggression (Buss, 1961). All of these types of aggression are very often we meet, or unwittingly. We have done it. Behaviors such as insulting, cursing, pitting, refusing to speak to the person who has criticized him strongly and not exercising his right to convey a fact. Examples of verbal aggression behavior above is a major cause of physical aggression. However, verbal aggression does not always end up with physical aggression (Infante & Wigley, 1986).

Based on observations, interviews and verbal aggression scale designed by researchers, which have passed the test of validity and reliability in SMP Negeri 2 Buay Runjung, the result shows that student often occurred cases of verbal aggression such as mocking, condemning, sarcasm, gossip, and insulting. These initial findings were reinforced after 62

students were given the opportunity to fill self-report verbal aggression scale, which has been prepared before, the result illustrated there were nine students expressed with very high verbal aggression, 38 students with high classification, 12 students within moderate category of verbal aggression, only three people with low verbal aggression and none very low categorize of verbal aggression. The result of interviews with teachers who known as guidance and counseling has made labor to solve the problem such as group counseling, however, the effect had not overcome the students' verbal aggressive behavior.

Based on the results of preliminary studies on the field, the researchers tried to offer an alternative method to help guidance and counseling teachers in dealing with students with verbal aggression behavior through group counseling with paradoxical intention techniques. However, before providing an alternative needs to be proved whether the group counseling with paradoxical intention technique able to reduce verbal aggression or not. Therefore, this study was conducted to determine the effectiveness of group counseling with paradoxical intention technique to reduce

verbal aggressive behavior of students. Before going into the discussion of methods and results of the research it is better to explain in advance about the techniques utilized in this group counseling.

Group counseling is the process of problem-oriented assistance that given to members in order to find the power to alleviate the problem derived from the dynamic interactions within the group (Corey, 2012). In addition, the group counseling implemented to facilitate members to the group to create a simulation of everyday life, which accompanied the group members to adapt and evolve so that they can resolve their problems (Gibson & Mitchell, 2011). In group counseling, very important to build therapeutic relationships that emphasize the process of thinking, feeling and conscious behavior of group members for growth and development of healthy individuals (Wibowo, 2005).

The benefit of Implementation of group counseling that group members can be obtained 1) explore themselves, 2) understand their feelings and behaviors, 3) develop positive relationships with others, 4) learn to be responsible, 5) skilled in making alternative solutions, 6) take

action in harmony with ability, and 7) to optimize the potential of self (Corey, 2012; Gibson & Mitchell, 2011; Wibowo, 2005).

Group counseling is an effective intervention model applied in schools (Perruse, Goodnough, & Lee, 2009). Previous research states group counseling or psycho-educational group proved able to reduce aggressive behavior and bullying in the school environment (Horne, Stoddard, & Bell, 2007). In the implementation, the group leader must be able to understand and direct constructive group dynamics. These skills determine success in achieving service goals (Weeks, 2014).

Paradoxical intention is another term to refer paradoxical intervention (Maba, 2017). Paradoxical intention is one of the various techniques that exist in the Viktor Frankl logotherapy approach (Frankl, 1986). In recent decades the development from the concept and practice of paradoxical intention rapidly in growth, moreover, because this technique is unique, counselor directs counselees on behavioral changes that the opposite to the principle of normative transformation (March 1997). Watson said that this technique may not be rational, as opposed or in other words, are not relevant to the purpose of counseling (Erford, 2014;

Weeks, 2014). So, the counselor should be able to see the right momentum and put forward the ethical aspect so that the counselee does not feel deceived (March 1997).

In other words, counselees allowed to remain with the problem, even more, the problems being exaggerated then to a certain moment the problem will be reduced (Erford, 2014). This technique assures that how useless beliefs or problematic behavior on counselees (Ellis & Dryden, 1997). With the understanding gained after received treatments, counselees able to laugh at himself and realize how futile behavior he is doing so far.

2. RESEARCH METHOD

The method used in this research is a quasi-experimental non-equivalent control group design, which is a semi-experimental design using the experimental group and the control group (Creswell, 2010). However, the design has been modified and adapted for research, by avoiding the data analysis in the control group because it does not give any effect to the experimental group. The experimental group was treated group, while the control group was given no treatment (Azwar, 2007). Both groups

were given tests before and after treatment. In this study, the experimental group was given treatment group counseling with paradoxical intention technique while the control group was given treatment group counseling without emphasis on specific techniques.

Research conducted by SMP Negeri 2 Buay Runjung to students who show symptoms of verbal aggression with the high category. The sampling technique uses simple random sampling, which is the most popular form and stringent in probability sampling, individuals within the population selected to achieve the desired sample size (Creswell, 2015).

Data collection technique used for this study is the scale. The scale is a list of matches that provided with alternative tiered answers on the form (Sutisna & Tajri, 2016). The scale is independently developed by researchers based on four indicators of verbal aggression 1) direct active verbal aggression, 2) indirect active verbal aggression, 3) direct passive verbal aggression, and 4) indirect passive verbal aggression (Buss, 1961). In addition, the observation used to assess the progress of group members at each session of the counseling.

After data from the respondent or other sources collected, then the data analysis can proceed. The data collection on student verbal aggression in SMP Negeri 2 Buay Runjung was done quantitatively. Data is needed to determine the effectiveness of group counseling with the technique of paradoxical intention in reducing verbal aggressive behavior of students. The data analysis technique utilizes is the Wilcoxon signed-rank test to know the difference before and after treatment in the experimental group and to find out the effectiveness of the treatment.

3. RESULT AND DISCUSSION

Verbal aggression scale consists of 28 items of statement, which had given to the research samples, from 62 people obtained nine people or 14.5% of students in very high category, 38 or 61.3% in the high category, 12 people or 19.4 % in the medium category and 3 or 4.8 in the category of low and no students in the category of very low. From the above initial data, it is illustrated that the majority of research samples are in the high category.

The differences in the level of verbal aggression before and after

treatment in the experimental group can be seen in the table below.

Table 1. Differences in Verbal Aggression scores in Experiment Group before and after receiving the treatment

Subject	Pre-test	Post-test
AY	98	75
NI	95	81
AR	97	84
EA	95	75
AA	93	72
SN	93	82
JA	94	81
MS	93	88

Data in the table is further analyzed by using two related sample Wilcoxon test using SPSS for windows version 16.00. The following table is the test results of data statistics in the experimental group.

Table 2. Results of Wilcoxon signed ranks test

	Post_eks - Pre_eks
Z	-2.524[a]
Asymp. Sig. (2-tailed)	.012

Above table shows, Asymp. Sig. (2-tailed) of 0.012. When compared with 5% significance then $0.012 < 0.05$ so H1 is accepted. This means that the counseling group with paradoxical intention technique is effective in reducing student verbal aggressive behavior. The effectiveness of group counseling model with paradoxical intention technique is also seen in the reduction behavior of verbal aggression from the comparison between the level of verbal aggression students before treatment (pre-test score) and after a given treatment (post-test score).

Research conducted has shown that the application of group counseling with paradoxical intention techniques has a significant impact in reducing the verbal aggressive behavior of students. From the data analysis described above, the counseling group with paradoxical intention techniques is effective to reduce the student verbal aggression behavior. This can be seen in this article, there is a significant change after students participated in group counseling with paradoxical intention techniques. The student verbal aggression decline occurred always take place in the interaction between the components of group counseling that has been given. Therefore it is very necessary maximized group counseling with paradoxical intention techniques to reduce verbal aggressive behavior of students.

The results are consistent with the results Perruse et al. (2009) research. It demonstrates the effectiveness of group counseling that is implemented in the

educational setting. Thus, it is necessary to consider also the cooperation between the principal as policymakers and subject teachers to support group counseling activities in school. Because of the aforementioned is the principle of guidance and counseling that will determine the successes of counseling services are implemented in school (Departemen Pendidkan dan Kebudayaan, 2007).

Kim, Polls, and Ascher explained that the achievement of the objectives of group counseling is determined by the skill of constructing dynamics group leader group (Weeks, 2014). Especially since paradoxical intention technique tends to be manipulative if any group members miss understanding the dynamics that occur in groups (Dowd & Milne, 1986). In the event of such things, it will probably happen early termination. This is a form of failure to achieve the goals of counseling and harm the parties that involved in counseling. Therefore, the group leader should be emphasizing counseling ethics and hold the agreement terms that made before counseling (Foreman, 1990).

The decline in the verbal aggressive behavior of students after being given counseling group with paradoxical intention techniques formed from experience and knowledge factor. Group counseling facilitates members to learn and experience circumstances that enable them to understand the environment and themselves so that all indicators of verbal aggression can be reduced, and the impact is meaningful in the life of group members.

4. CONCLUSION

Based on the objectives, results, and discussion of research, some conclusions can be drawn. First, the results from the study show that the verbal aggression profile of the majority students is in the high category. Second, group counseling with paradoxical intention technique is effective to reduce student's verbal aggressive behavior.

In the end, the researchers provide recommendations to the various parties that concerned, the educational and social institutions, guidance and counseling teacher as well as the various stakeholders to make the counseling group with paradoxical intention technique as a reference in dealing with verbal aggression behavior. In further research, a researcher expected to make the results of

this study as a starting point or a point of departure to continue expanding the scientific repertoire of guidance and counseling, especially regarding paradoxical intention technique and verbal aggression. So, can be confirmed the existence of guidance and counseling in the education unit, in particular, and various life settings in general.

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