

Implementation of Behavior Contract to Reduce Aggressive Behavior of Students at SMP Negeri 3 Tanete Rilau

Hady AS

Guidance Counseling, Universitas Negeri Makassar, Indonesia
Email: hadyaminsaleh@gmail.com

Abdul Saman

Guidance Counseling, Universitas Negeri Makassar, Indonesia
Email: abdulsaman72@gmail.com

Asniar Khumas

Psychology, Universitas Negeri Makassar, Indonesia
Email: asniarkhumas@unm.ac.id

(Received: 16-January-2020; Reviewed: 20-March-2019; Accepted: 28-May-2020; Published: 29-June-2020)

Abstract: This study aims to investigate the degree of students' aggressive behavior before and after being given the contract behavior treatment. This study used simple random sampling technique. The research instrument used was a Likert scale outlined in the form of a questionnaire given to the experimental group to describe students' aggressive behavior. Descriptive statistical analysis was used to describe the aggressive behavior of students of SMP Negeri 3 in Tanete Rilau before and after the implementation of the behavior contract using frequency and percentage distribution tables. Results showed that behavior contract counseling can reduce students' aggressive behavior. Effects of excessive aggressive behavior includes impulsive, control-lacking, agitated and easily distorted, often unable to sit still, unable to pay attention to the teacher and the task at hand, and often unable to complete homework, etc.

Keywords: Behavior Contract Techniques; Aggressive Behavior; Quantitative Methods; and Behavior Change.

Abstrak: Penelitian ini bertujuan untuk mengetahui seberapa tinggi tingkat perilaku agresif pada siswa sebelum dan sesudah diberikan teknik kontrak perilaku. Teknik penarikan sampel menggunakan *simple random sampling*. Instrumen penelitian yang digunakan adalah dengan skala likert yang dituangkan dalam bentuk kuesioner yang akan diberikan kepada subjek eksperimen untuk memperoleh gambaran perilaku agresif siswa. Analisis statistik deskriptif digunakan untuk menggambarkan perilaku agresif siswa SMP Negeri 3 Tanete Rilau sebelum dan sesudah penerapan *behavior contract*, dengan menggunakan tabel distribusi frekuensi dan persentase. Hasilnya menunjukkan bahwa bahwa konseling *behaviour contract* berpengaruh dalam menurunkan perilaku agresif siswa. Adanya gangguan atau akibat dari perilaku agresif secara berlebihan cenderung impulsif dan kurang kontrol, cenderung gelisah dan mudah menyimpang, sering tidak bisa duduk diam, tidak memberikan perhatian kepada guru dan tugas yang dihadapinya, serta sering kali tidak bisa menyelesaikan pekerjaan rumah, dsb.

Kata Kunci: Teknik *Behavior Contract*; Perilaku Agresif; Metode Kuantitatif; dan Perubahan Perilaku



INTRODUCTION

Aggressive behavior is a deliberate act with the intention of attacking which can harm someone both physically and mentally (Putra, 2015). More serious attention is necessary to tackle it. If adolescents with aggressive behavior are left unmonitored, the next generation of the nation will plausibly damage the country's image. Aggressive behavior in adolescents should be addressed to help them grow unhampered and develop their potential into positive actions. Aggressive behavior in adolescents is affected by two factors: internal and external factors (Ambarani, 2016). External factors include unfavorable or violent environment, seeking for attention to outside environment, lack of attention from parents, and unsupportive economic condition that lead adolescents to commit anti-social behaviors. On the other hand, internal factors include serious emotional problems that result in verbal and non-verbal rudeness.

Aggressive behavior is physical or verbal behavior with the intention to ruin or harm other people and cause other people to suffer from physical and psychological pain. Firman (2016) argued that aggressive behavior results from minor issues, such as misunderstanding, dissatisfaction, and quarrels that end in murder, arson, and damage to private or public property. Moreover, verbal aggression can shift one's self-concept into negativity that leads to acute depression and provokes the victims of verbal aggression to commit suicide.

The causes of students' aggressive behavior are very complex. Salmiati (2015) explained that in general, factors contributing to students' aggressive behavior are as follows: (a) childhood experiences, (b) parental mistreatment, (c) reinforcement from parents and peers, (d) wrong discipline, (e) vagueness of the given punishment, (f) role models of parents and peers and habits of watching and playing violent games with violent scenes, (g) uncontrolled anger, and (h) frustration resulting from inability to achieve a desire. However, the factors causing aggressive behavior in both cases are specifically distinguished by the psychological condition, family environment and the environment in which both cases live.

To deal with this problem, students with aggressive behavior need to receive attention from parents and teachers. PerMenDikBud Number 15 of 2018 stipulates that one of the

primary duties of a teacher is to plan and implement guidance. Implementation of guidance is fulfilled by Guiding Counselors or Information and Communication Technology Teachers by guiding at least 5 (five) study groups per year. One of the tasks is to provide students who have aggressive behavior with guidance. Behavioral counseling is provided to help individuals change or improve their habits. This is consistent with the arguments of experts (Martin & Pear, 2015); (Yaudiatama, Mulyaningsih, & Nugroho, 2019); (Sugihartono, 2012) that behavioral counseling also called behavior modification can be defined as experimentally-tested learning principles to weaken or eliminate non-adaptive behavior. On the contrary, adaptive behavior is stimulated and strengthened in order to change students' aggressive behavior at schools through group counseling with behavioral approach. This activity will be able to both give lessons to students and discover the causes and effects of aggressive behavior in students. After the causes of aggressive behaviors are revealed, the group members can suggest inputs to raise the problematic students' awareness. Efforts to prevent aggressive behavior at schools include the provision and implementation of guidance services by guidance counselors. In the counseling process, prevention of aggressive behavior among students is performed through the employment of behavior contract approach.

Preliminary observations by the researchers showed that the phenomenon of aggressive behavior has occurred in every school. The area of Barru has shown something similar to what has happened in Indonesia in general. In Barru, teenagers in junior high schools (SMP) and universities often exhibit both verbal and physical aggressive behaviors. Recent news shows that in Barru Regency students are often involved in violence in the form of aggressive behavior. Aggressive behaviors commonly committed by students are fighting, doing convoys on the highway, disturbing traffic, skipping classes, and throwing offensive words, such as cursing, insulting and ridiculing.

In the field, aggressive behavior is not associated with schools. This is evidenced from the data of a preliminary study obtained from interviews with teachers from several state junior high schools (SMP Negeri) in Barru. There are 3 schools that had been observed, namely SMP Negeri 1 Tanete Rilau (around

50% of students behaving aggressively), SMP Negeri 2 Tanete Rilau (around 50% of students behaving aggressively), and SMP Negeri 3 Tanete Rilau (around 60% of students behaving aggressively). However, researchers chose only one school that was considered to have the most students with aggressive behaviors. Based on literature review and the background of the problems, a more effective way is needed; behavior contract is considered viable to help students reduce aggressive behavior. Thus, researchers found it important to conduct a more comprehensive study on "the Implementation of Behavior Contract to Reduce Aggressive Behaviors of Students in SMP Negeri 3 Tanete Rilau.

METHOD

This study used a quasi-experimental approach to find out the effects of behavior contract on students' aggressive behavior. The quasi-experimental approach used was a pretest-posttest control group design consisting of two groups: the experimental group and the control group intended to compare aggressive behavior between students in the experimental group who was given treatment of behavior contract and students in the control group that was not given treatment of behavior contract.

This study examined two variables, namely behavior contract technique as the independent variable (X) or factors that influence (independent), and "reduce aggressive behavior" as the dependent variable (Y) or factors that are influenced (dependent).

The population of the study was all the eighth grade students active and enrolled in SMP Negeri 3 Tanete Rilau, and the total of 40 students were identified as having aggressive behavior. The identified students were found to have negative self-concept based on the results of questionnaire on student aggressive behavior by the researchers, of the observations of students, and of the interviews with guidance counselors and homeroom teacher.

The research instrument was the Likert scale outlined in a questionnaire given to experimental group to describe students' aggressive behavior. The type of questionnaire used was a multiple choice with several answer choices to examine students' aggressive behavior in the class. Data analysis was conducted using descriptive statistical analysis to describe the aggressive behavior of junior high school students.

RESULTS AND DISCUSSION

The research was conducted at SMP Negeri 3 Tanete Rilau aimed to investigate the influence of the implementation of behavior contract counseling on students' aggressive behavior and to describe students' self-concept before and after the implementation of behavior contract. This research was carried out experimentally through group counseling activities. The results of the study are presented in the form of descriptive statistical analysis, observational analysis, and a quasi-design experiment conducted on 20 students about aggressive behavior of the students at SMP Negeri 3 Tanete Rilau both before and after the treatment of behavior contract. Data were analyzed using descriptive statistical analysis to thoroughly describe or obtain several important elements of a set of data. Descriptive statistical analysis was used to obtain the scores of aggressive behaviors. Students were given treatments: pretest and posttest. Inferential statistics analysis was employed to test the hypothesis about the difference of students' aggressive behavior before and after the treatment of behavior contract.

Aggressive behavior of the students at SMP Negeri 3 Tanete Rilau before (pretest) and after (posttest) the treatment is presented. The following is the table that shows the results of frequency distribution classified into four categories: very high, high, moderate, and very low.

Table 1. Degree of Aggressive Behavior of Students in the Experimental Group at SMP Negeri 3 Tanete Rilau before (pretest) and after (posttest) the Treatment Behavior Contract

Interval	Categorization	Pretest		Posttest	
		F	P (%)	f	P (%)
169-230	High	2	20	0	0
107-168	Moderate	8	80	6	60
<106	Very Low	0	0	4	40
Total		10	100	10	100

Table 1 shows that the degree of aggressive behavior of students of SMP Negeri 3 Tanete Rilau before (pretest) and after (posttest) the behavior contract was given. Regarding the experimental group, behavioral contract counseling has a significant effect in reducing the aggressive behavior of the eighth graders of SMP Negeri 3 Tanete Rila. They were found to be less insulting, angry, and snapping. This means that the implementation of behavior contract through group guidance services has a positive effect on reducing students' insulting, angry, and yelling behavior in the class.

The results of this study are in line with past research (Jamilludin, Muhammad,

Sugiharto, Puji, & Japar, 2019; Hartati, Kartiani, & Anam, 2019; Mara, 2019; Restu, Yusri, & Ardi, 2013) that found that group counseling with behavior contract is effective to significantly reduce students' verbal aggressiveness. With reference to the findings, guidance counselors are advised to use group counseling with a behavior contract technique to reduce aggressive behavior on students.

The table below shows the degree of aggressive behavior of students in the control group based on the results of pretest and posttest. The control group was not given the treatment of behavior contract.

Table 2. Degree of Aggressive Behavior of Students in the Control Group at SMP Negeri 3 Tanete Rilau before (pretest) and after (posttest) the Treatment Behavior Contract

Interval	Categorization	Pretest		Posttest	
		<i>f</i>	<i>P (%)</i>	<i>f</i>	<i>P (%)</i>
169-230	High	3	30	0	0
107-168	Moderate	7	70	8	80
<106	Low	0	0	2	20
Total		10	100	10	100

Table 2 shows the level of aggressive behavior of students of SMP Negeri 3 Tanete Rilau before (pretest). Students used to exhibit aggressive behavior, such as insulting, angry, saying rude words, and making fun of someone in the class. After the treatment was given, their aggressive behavior, such as insulting, being angry and snapping was reduced. The degree of verbal aggressiveness also decreased, which can be seen through the direct action research to the eighth grade students of SMP Negeri 3 Tanete Rilau. Students' aggressive behavior can be reduced by: (1) providing students with explanation and understanding on aggressive behavior; (2) making an agreement or

information delivery about behavior contract by teachers repeatedly to prevent students from forgetfulness; (3) providing both positive and negative reinforcements by teachers immediately after students have exhibited a certain behavior (Hayati, 2016). The immediate reinforcement will help students remember that they have just shown a positive behavior, and they will be encouraged to repeat doing it (Wahyuni, 2016; Sukarti, Kurniawan, & Mulawarma, 2018; Tutiona, Munir, & Ratu, 2016).

Table 3 Paired Sample T-Test

	Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 <i>pretest</i> (eksperimental) - <i>posttest</i> (eksperimental)	49.300	15.959	5.047	37.884	60.716	9.769	9	.000
Pair 2 <i>pretest</i> (control) - <i>posttest</i> (control)	37.000	11.991	3.792	28.422	45.578	9.758	9	.000

The results of paired sample t-test using SPSS 25 for Windows showed that the mean of experimental group was 49.300 and the mean of control group was 37.000. The significance (2-tailed) of the study was $0.000 < 0.05$. The results of pretest and posttest of the experimental group and control group similarly suggest the decrease in the behaviors of insulting, angry, and snapping.

However, significant changes occurred in the experimental group. It can be seen that the difference in the mean score of the experimental group is greater than that of the control group.

The results of analysis showed that the mean score of the experimental group is high, meaning there is a significant change in the decline of students' aggressive behavior. However, the group that received group counseling treatment received a low score. Low score signifies a change, but not as significant as that after given a behavior contract technique. This is consistent with past research (Bowman, Burke, Marin, Zhang, & Davis, 2015; Sintiasari & Mochammad, 2018; (Strahun, O'Connor, & Peterson, 2013; Surarni, 2018) that discovered the overall impacts of behavior contract and potential moderators on academic achievement and behavior. Researchers decided to provide treatment because of the limited time at the research site. The treatment in question is the application of behavior contract through group guidance services. After the treatment was given, insulting, angry, and shouting behaviors in the class decreased to the category of less problematic behavior. Thus, in general the results of the study indicate that the implementation of behavior contract is effective to reduce students' aggressive behavior. Behavior contract can be used to teach new behavior, reduce unfavorable behavior, or increase desired behavior.

CONCLUSION AND SUGGESTION

Given the results of research on the application of the behavior contract to reduce the aggressive behavior of students at SMP Negeri 3 Tanete Rilau, it can be concluded that behavior contract is found to be effective in reducing the level of aggressive behavior in students. The group given the treatment of contract behavior showed the decreased level of aggressive behavior.

The results of the treatment of behavior contract given before (pretest) and after

(posttest) to the students in the experimental group suggest that behavior contract counseling has a significant effect in reducing the aggressive behavior of the eighth graders of SMP Negeri 3 Tanete Rilau. Students were found to exhibit insults, anger, and snapping less often. This result means that the application of behavior contract through group guidance services has a positive effect on reducing insults, anger and shouts in the class.

Based on the study conducted at SMP Negeri 3 Tanete Rilau, some suggestions are offered for Guidance Counselors. They are expected to provide counseling services, such as behavior contract counseling services, to decrease students' aggressive behavior. However, since this is the most recent research, it is hoped that future researchers will further explore group guidance from various sources.

REFERENCES

- Ambarani, R. (2016). *Perilaku Agresif Siswa SMP (Studi Kasus pada Tiga Siswa di SMP Negeri 3 Ungaran Tahun Ajaran 2016/2017)*. Skripsi. Universitas Negeri Semarang.
- Bowman, P. L., Burke, M. D., Marin, S., Zhang, N., & Davis, H. (2015). A Meta Analysis of Single Case Research on Behavior contracts. *Behavior Modification*, 39(2) 247-269.
- Firman, F. (2016). *Penanggulangan Tindakan Kekerasan dan Agresifitas Remaja Kota Padang*. Padang: FIP UNP.
- Hartati, A., Kartiani, B. S., & Anam, M. C. (2019). Pengaruh Konseling Behavioristik Terhadap Perilaku Agresif Belajar Siswa. *Jurnal Bimbingan dan Konseling*, 3(5).
- Hayati, F. (2016). Peran Guru Bimbingan dan Konseling Dalam Mengatasi Kecenderungan Perilaku Agresif Peserta Didik di MA. *Manajer Pendidikan*, 10(6).
- Jamilludin, Muhammad, Sugiharto, Puji, Y. D., & Japar. (2019). Group Counseling With Behavior Contract

- Technique to Reduce Verbal Agressiveness Behavior. *Jurnal Bimbingan dan Konseling* , 9 (2)179-184.
- Martin, G., & Pear, J. (2015). *Modifikasi Perilaku Makna dan Penerapannya Edisi Kesepuluh*. Yogyakarta: Pustaka Pelajar.
- Mara, P. (2019). *Efektivitas Penerapan Teknik Behavioral Contract Melalui Layanan Bimbingan Kelompok Untuk Mengurangi Perilaku Agresif Verbal Siswa Di Sekolah (Doctoral Dissertation)*. Unika Widya Mandira.
- Putra, A. R. ((2015) Peran Guru Bimbingan dan Konseling dalam Mengatasi Kecenderungan Perilaku Agresif Peserta Didik di SMKN 2 Palangka Raya tahun pelajaran 2014/2015. *Jurnal Konseling Gusjigang* , 1(2).
- Permendikbud Nomor 15 Tahun 2018 tentang Pemenuhan Beban Kerja Guru, Kepala Sekolah, dan Pengawas Sekolah.
- Restu, Y., Yusri, Y., & Ardi, Z. (2013). Studi Tentang Perilaku Agresif Siswa di Sekolah. *Konselor* , 2(1).
- Salmiati. (2015). Studi Kasus pada Siswa SMP Negeri 8 Makassar. *Jurnal Psikologi Pendidikan dan Konseling* , 1(1).
- Sugihartono. (2012). *Psikologi Pendidikan*. Yogyakarta: UNY Press.
- Sintiasari, D. P., & Mochammad, N. (2018). Konseling Individu Teknik Kontrak Perilaku untuk Mengurangi Perilaku Off Task Siswa Kelas di SMP Negeri 2 Gresik. *Jurnal Mahasiswa Unesa* , 102 – 108.
- Strahun, J., O'Connor, A., & Peterson, R. (2013). *Behavior Contracting*. Barkley Center: University of Nebraska-Lincoln.
- Sukarti, S., Kurniawan, K., & Mulawarma. (2018). Mengurangi Bullying verbal Melalui Konseling Kelompok dengan Teknik Kontrak Perilaku. *Indonesian Journal of Guidance and Counseling* , 7(1).
- Surarni, N. (2018). Kontrak Perilaku” Dapat Menanamkan Kebiasaan Baik Pada Siswa Kelompok B3 Tk Masyithoh Pijenan Bantul Sehingga Menjadi Siswa Yang Berkarakter “Mantab. . *Jurnal Pendidikan Anak* , 7(2), 165-175.
- Tutiona, M. Y., Munir, A., & Ratu, B. ((2016). Upaya Mengurangi Perilaku Membolos Melalui Konseling Individu dengan Teknik Behavior Contract pada Siswa SMP Negeri 6 Palu. *Jurnal Konseling & Psikoedukasi* , 1(1), 69 – 78.
- Wahyuni, S. (2016). Peningkatan Kedisiplinan Siswa melauai Teknik Kontrak Perilaku (Behavior Contract) di TK ABA Pakis. *Jurnal Pendidikan Guru Pendidikan Anak Usia Dini* , 270-278.
- Yaudiatama, V. R., Mulyaningsih, I. E., & Nugroho, P. W. (2019). Pengaruh Konseling Kelompok dengan Pendekatan Behaviour terhadap Perubahan Perilaku Agresif Siswa. *Jurnal Bimbingan dan Konseling* , 1(1),12-19.