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Peace Counseling Approach (PCA) to Reduce Negative Aggressive Behavior of Students

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Abstract Negative aggression behavior arises among students so an approach is needed to reduce it. Peace Counseling Approach (PCA) is an approach that develops the potential of every human being without causing violence. Peace actually resides in the human mind. Therefore, training is conducted so that the counselee has a peaceful mindset. Aggression behavior in adolescents is still a complex problem behavior. Negative aggression behavior, is the behavior of someone who intentionally hurt others both physically and psychologically using certain media. The purpose of this study was to examine the effectiveness of PCA in reducing the aggressive behavior of students. The study design uses true experimental randomized pre and post test control group design. The subjects of this study were vocational high-school students in Yogyakarta who had very high aggression behavior. Determination of research subjects using random assignment techniques. The data-collection tool used to measure aggressive behavior is the scale of aggressive behavior. The data analysis technique used in this study was the independent t-test. The results of this study indicate that aggression behavior can decrease significantly after being given a PCA intervention. Students are able to develop peaceful thoughts that can minimize the desire of students to behave in aggression.

Keywords Peace Counseling Approach, Aggressive Behavior, Peace Education

1. Introduction

Peace education as a theoretical basis of Peace Counseling Approach (PCA) is a holistic process to

develop the potential of every human being without having to bring up violence (Shapiro, 2015). Aggression acts become a problem that needs to be intervened. Moreover, multicultural aspects become a variable that has the potential to trigger aggression behavior (Strohmeier & Spiel, 2003). Peace education must help build a vision of a peaceful future in a world where diversity of, and plurality can be celebrated without fear and threats (Cabezudo & Haavelsrud, 2013).

Some countries have begun implementing peace education. In Thailand's peace education, programs are becoming programs in education that are intensively implemented because of the high social conflicts that occur to bring up high levels of quality and quantity of aggression behavior (Englehart, 2008; Yusuf & Schmidt, 2006). Whereas in Japan, research findings reveal that students in secondary schools who have experienced peace education are more self-reliant, sensible, and independent in understanding social problems (Millon & Kawano, 2016).

In Indonesia, peace education is a solution to reduce aggression that appears in students. Research results from Saputra & Handaka (2017) state that PCA is a counseling model that can be used by counselors to develop students' peaceful thoughts, so that they are expected to be able to regulate student emotions and reduce the desire to behave in aggression.

The results showed that many aggressive problems occur among adolescents, especially students. Research shows that at least 72.16% of student's commit crimes involving physical violence, while the remaining 27.84% students tend to commit crimes that do not involve physical violence (Shelton, Sampl, Kesten, Zhang, & Trestman, 2009).

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Research shows that at least 72.16% of student's commit crimes involving physical violence, while the remaining 27.84% of students tend to commit crimes that do not involve physical violence (Shelton, Sampl, Kesten, Zhang, & Treiman, 2009). Another study in Yogyakarta, showed that junior high school students in Yogyakarta had aggression in the very high category of 1%, high category 13%, medium category 37%, low category 43%, and very low category 6% (Alhadi, Purwadi, Muyana, Saputra, & Supriyanto, 2018).

While the Vocational High School level in the city of Yogyakarta, aggressive behavior showed a very high category by 5%, a high category by 26%, a moderate category by 40%, a low category 21%, and a very low category by 8% (Saputra, 2018). The results showed that there were no significant differences in the level of aggressive behavior between men and women (Saputra, Hanifah, & Widagdo, 2017).

In Indonesia, the concept of counseling is integrated with educational programs at the primary, secondary and higher levels. The concept of peace education can be derived from the implementation of counseling, which in this study is called PCA. One of the main objectives of the PCA is to develop a peaceful mind in students who are equipped to suppress aggression in themselves.

The use of PCA to reduce aggression behavior is not without reason. This approach using the roots of peace education can be a counselee's means of learning to think peacefully. Peace itself is actually in the human mind (Anand, 2014). Therefore, the intervention is carried out so that the counselee has a peaceful mindset (Liu et al., 2015). This peaceful mindset can reduce the desire of adolescents to hurt others intentionally, both physically and verbally.

2. Literature Review

Aggression behavior is conceptually defined as the tendency of someone who consciously behaves to hurt others, both physically and verbally, through various means, as a response to the situation (Noorfitriyani, Gunawan, & Kertawidana, 2018). It triggers aggression behavior not only from individual factors, but the attribution and cognitive management of events also influence it (Berkowitz, 2012). Some things like that ultimately encourage a person's tendency to do aggression when in an unpleasant situation.

This behavior occurs due to certain factors. Video games and television shows that show violence can trigger the emergence of aggressive behavior in children and adolescents (Breuer, Vogelgesang, Quandt, & Festl, 2015; Qayyum, Malik, Iqbal, Haq, & Malik, 2013). Adolescent perceptions about family and school environment influence the emergence of these behaviors (López, Pérez, Ochoa, & Ruiz, 2008). In addition, emotional stability and factors such as low openness, friendliness, self-awareness

can also trigger aggressive behavior (Aniței, Chraif, Burtaverde, & Mihaila, 2014).

Aggression behavior itself is divided into three types, namely; openly aggressive, relational aggressive, and aggressive instrumental (López, Pérez, Ochoa, & Ruiz, 2008). First, overtly aggressive which is a type of behavior that acts directly and real violence (for example, hitting and pushing). Second, aggressive relational, a form of behavior that harms others through manipulation of interpersonal relationships (for example, spreading lies and slandering news); Third, aggressive instrumental, namely the behavior carried out by the aggressor to achieve a direct goal (for example, hitting a colleague to get money).

This behavior can be understood in the form of verbal and nonverbal behavior (Yusuf, 2005). Verbal form is shown by the behavior that says rude words, while the nonverbal form is shown by performing physical actions that both aim to intentionally hurt others.

Some literature states that aggressive behavior is closely related to violence (Nazmie, Nebi, & Zylfije Bekim, 2013) and anger (Edwards, Warren, Tubré, Zyphur, & Hoffner-Prillaman, 2013; Kováčová, Rošková, & Lajunen, 2014).

So that PCA is expected to help to reduce student aggression. In the PCA, there are four interrelated components, namely strength, harmony, positivity, and lifestyle (Floody, 2014). The power component has to do with spirituality and the search for meaning. The component of harmony is related to acceptance or wisdom, anger management, forgiveness, compassion, and meditation. The positive component is related to happiness or subjective well-being, emotions, humor, gratitude, and problem solving. The lifestyle component is related to life for today, health psychology, simplicity, respect for nature, social networking, contributing to society, and serving leadership.

Peace education can truly develop ethical, social and moral awareness so that humanity can begin to wish for a more peaceful world (Duckworth, 2006). Peace that develops in schools can create a conducive school climate, thus encouraging students to be able to actualize themselves to the maximum. This is one of the maximum stimuli for academic achievement of students (Haynes, Emmons, & Ben-Avie, 1997; Kutsyuruba, Klinger, & Hussain, 2015; MacNeil, Prater, & Busch, 2009; Pong & Zeiser, 2012).

PCA was developed using the basic theory of peace education and set up in counseling sessions (Saputra, Hanifah, & Widagdo, 2017; Saputra & Handaka, 2017). Peace itself has three domains, namely (1) synonyms for stability or balance; (2) the absence of organized collective violence, and (3) synonyms for all other good things in the world community, especially cooperation between human groups without violence (Galtung, 1967).

Counselors who implement PCA seeks to instill the

values of peace in the minds of every human being (Anand, 2014). Emotional stability that is embedded in students can promote emotional stability to minimize the appearance of aggressive behavior. The purpose of this study was to examine the effectiveness of PCA in reducing the aggressive behavior of students.

3. Methods

3.1. Research Design

This PCA research design uses true experimental design. This design has the characteristics of involving randomly assigned experimental and control groups. The first group was treated according to the design of the PCA intervention (experimental group), and the second group was given conventional counseling intervention (control group). The type of true experimental design used was randomized pre and post test control group design.

3.2. Data Collection

The data-collection tool used is a aggressive behavior scale (ABS). This scale consists of 38 items with a validity level in the range of 0.21 to 0.56 and has a reliability level of 0.825 in the high category. This scale was developed using four aspects, namely physical aggression, verbal, anger, and hostility (Buss & Perry, 1992).

Table 1. Aggressive Behavior Scale (ABS) indicator

Aspect	Indicator
Physical	Deliberately injuring others individually
	Deliberately injuring others as a group
Verbal	Hurting others in the form of verbal rejection
	Verbally hurt others' feelings
Anger	Vent anger to others intentionally
	Hold high-pitched conversations with others
Hostility	Threats to others who do not like
	It expresses hatred of others intentionally

3.3. Subject of Study

The subjects of this study were students of Vocational high School Muhammadiyah 1 Yogyakarta and Muhammadiyah 3 Yogyakarta that had very high levels of aggression. The random assignment technique is used in determining subjects. Subject groups participating in the study were divided into two small groups randomly, namely the group that received PCA intervention as the experimental group and the group that received conventional intervention as the control group. The purpose of random assignment is to eliminate all factors

outside the intervention process that can affect differences between the two groups.

3.4. Research Stages

The stages of this research are as follows; First, conducting a research preparation involving several technical teams; Second, measuring the level of student behavior by using an aggressive behavior scale; Third, analyze the measurement results and determine students who have very high levels of aggressive behavior as research subjects; Fourth, the intervention process by dividing the research subjects into two groups, namely the control group and the experimental group; Fifth, conduct a post-test to measure differences in behavior after an intervention has been carried out; Sixth, conduct data analysis to compare the level of students' aggressive behavior before and after the intervention is given.

3.5. Data Analysis Technique

The data analysis technique used in this study was the independent t-test. This is done to test the comparison of conventional counseling, which is usually implemented by the counselor with PCA in reducing the aggressive behavior of students. The results of the comparison of the data are presented in a quantitative descriptive manner.

4. Results

4.1. Stages of Intervention

The PCA applied in this study uses six stages, which were adopted from several theories (Castro & Nario-Galace, 2008; Fountain, 1999). The stages of PCA are as follows, namely (a) rational treatment; (b) explore the root of the problem; (c) reflection on the phenomenon of violence from various perspectives; (d) teach finding alternative behaviors; (e) look for different forms of violence and eliminate them; (f) evaluation and follow-up of peaceful thoughts, feelings and behavior. The six stages of the PCA use the grand theory of peace education.

In the first stage, the counselor explains the rational PCA to the counselee. This is done so that counsees can know and understand the reasons for the aggression behavior that they do need to be reduced, one of them by building peace of mind through the PCA. So, it is expected that the counselee can be cooperative, voluntary, and open to the counselor on the problem of aggression behavior.

In the second stage, the counselor explores the root causes of violence from various perspectives. Behavior carried out by students, is caused by errors of their thinking about aggression behavior patterns. At this stage, the counselor identifies how thought forms are driving the

emergence of aggression behavior. The root of this problem is important to be known by counselors in the framework of adjusting the peaceful mind building intervention through PCA.

In the third stage, counselors reflect on the phenomenon of violence from various perspectives. At this stage, the counselor identifies how the counselee views the phenomenon of violence that occurs. The counselee's mistake in seeing the problem of violence will be the driving force for them to commit aggression, which they may not realize. This condition occurs because every human being has a destructive instinct, which in this case is the emergence of aggression behavior.

In the fourth stage, the counselor teaches the counselee to be able to find alternatives to violent behavior. Counselors provide specific cases of the phenomenon of violence that occurs. Based on the case, the counselor discusses with the counselee how to suppress the aggression behavior so that the aggression behavior in the case can be suppressed. This learning process is important in order that the counselee can internalize the way to make peace with himself and others when they are faced with situations that have the potential for aggression.

In the fifth stage, look for different forms of violence and eliminate them. At this stage, the counselor helps to make the counselee aware that the aggression behavior carried out is maladaptive behavior, and alternative behaviors need to be sought by channeling the aggression behavior impulse to something else. This can be useful to suppress the counselee's urge to hurt others and channel it to other positive things.

In the sixth stage, the counselor carries out an evaluation and follow-up to peaceful thoughts, feelings, and behavior. At this stage, the counselor identifies the things that the counselee has obtained during the counseling process. In addition, the counselor also makes a contract with the counselee to conduct further meetings in order to identify changes in behavior that occur after the counseling is implemented.

PCA can also be implemented in group settings. In this setting, the counselor utilizes group dynamics to implement PCA. Group dynamics are an important element of successful group counseling (Shechtman, 2017). PCA is implemented in a way between group members discussing and sharing to develop a peaceful mindset.

4.2. Results of Data Analysis

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The results showed that there were differences in student aggression behavior between the groups given the PCA intervention and the conventional intervention group. Aggression behavior of students who were given PCA interventions decreased more significantly than control group students.

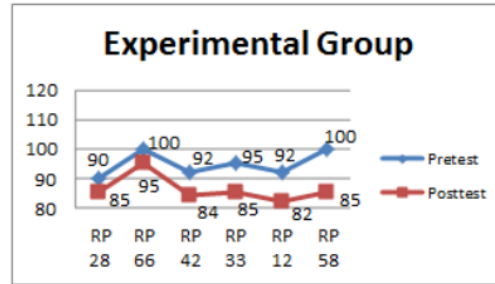


Figure 1. Comparison of pretest-posttest results of the experimental group

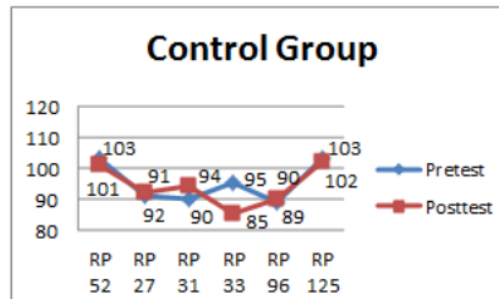


Figure 2. Comparison of pretest-posttest results of the control group

In figure 1, it is explained in general that there is a decrease in the aggression behavior of the experimental group research subjects. RP28 subjects from the results of the analysis of the pretest instrument gained 90 decreased to 85 at the posttest. RP66 subjects from the results of the analysis of the pretest instrument gained 100 decreased to 95 at the posttest. RP42 subjects from the analysis of pretest instruments gained 92 decreased to 84 at the posttest. RP33 subjects from the results of the analysis of the pretest instrument gained 95 decreased to 85 at the posttest. RP12 subjects from the analysis of pretest instruments gained 92 decreased to 82 at the posttest. RP58 subjects from the analysis of the pretest instrument obtained 100 decreased to 85 at the posttest.

In figure 2, it is explained in general that there was a decrease in the aggression behavior of the control group research subjects but it was less significant, in fact, there was one subject that increased. RP52 subjects from the analysis of pretest instruments gained 103 decreased to 101 at the posttest. RP27 subjects from the analysis of the pretest instrument gained 91 decreased to 92 at the posttest. RP31 subjects from the analysis of the pretest instrument gained 90 decreased to 94 at the posttest. RP33 subjects from the results of the analysis of the pretest instrument gained 95 decreased to 85 at the posttest. RP96 subjects from the analysis of pretest instruments gained 89 increased to 90 at the posttest. RP125 subjects from the analysis of pretest instruments gained 103 decreased to 102 at the posttest.

Table 2. Average experimental and control groups

	Group Type	N	Mean
Aggression Scores	Experiment Group	6	86.0000
	Control Group	6	94.0000

In table 2, it can be interpreted that N is as much as 6 for each group. The mean of the experimental group was 86 and in the control group was 94.

Table 3. Results of the independent t-test analysis

	Levene's Test		t-test		
	F	Sig.	T	df	Sig. (2-tailed)
Equal variances assumed	1.053	.329	-2.457	10	.034
Equal variances not assumed			-2.457	8.931	.037

In table 3, it appears that the f value obtained is 1.053 with a significance of 0.329, which means it is greater than 0.05 (0.329 > 0.05) so this means that the variant of the population group is homogeneous. Thus the homogeneity requirements for comparative analysis are met.

Furthermore, the results of the data analysis obtained the coefficient t-count of -2.457 with a probability of 0.034 when compared to 0.05, the probability value is smaller, which means that there are differences in student aggression behavior between groups given PCA intervention and control groups. So it can be concluded that the aggression behavior of students who were given PCA interventions decreased more significantly than students who were given conventional interventions.

5. Discussion

The results of this study indicate that aggression behavior can decrease significantly after being given a PCA intervention. Students are able to develop peaceful thoughts that can minimize the desire of students to behave in aggression.

Some previous studies are in accordance with the results of this study, although there are no specific studies that have tested PCA. Research conducted in Turkey found that peace education can increase student empathy (Sagkal, Turnuklu, & Totan, 2012). However, research conducted in Turkey uses the concept of education in general to develop empathy, while this research conceptualizes peace education, which is applied in PCM to reduce student aggression behavior. Empathy and aggression behavior are conceptually different, but several studies conclude that empathy is related to aggression (Barchia & Bussey, 2011; Bock & Hosser, 2014; Eisenberg, Eggum, & Di Giunta, 2010; Kaukiainen,

Björkqvist, Lagerspetz, Österman, Salmivalli, Rothberg, & Ahlbom, 1999).

Another research result states that peace education supports students' desires in resolving conflicts without involving acts of violence such as aggression behavior (Carter, 2015). The research has a close relationship with this research, especially in conflict resolution without involving acts of violence, which of course is closely related to student aggression behavior. Students who have good conflict resolution have a tendency to be able to manage and control their aggressive behavior. However, this research is still limited to the use of the concept of peace education in general.

Peace education will also support the development of students' problem solving in resolving social conflicts they experience without using violence (Aarre, 2016). Problem solving in conflict resolution is related to aggression behavior. Students who have problem solving in good social conflicts have a tendency to manage and suppress aggressive behavior.

PCA can be used to help students reduce aggressive behavior. The implementation of PCA helps students to build peace in thinking. True peace exists in the human mind (Anand, 2014). This peace of mind can suppress the urge to show aggressive behavior.

In Indonesia, peace education is a vital necessity, because of the high behavior of aggression that arises. Peace education can be a model that is able to solve problems in Indonesia (Saputra, 2016). More specifically, this counseling approach can be used by counselors to develop peaceful thoughts in students so that they can regulate their emotions to reduce aggression behavior (Saputra & Handaka, 2017).

Further research needs to be done in implementing PCA. In addition, cultural factors, gender, and other factors, need to be a separate study in the PCA.

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