

HASIL CEK_jurnal widya genap 2019-2020

by Universitas Ahmad Dahlan Yogyakarta 25

Submission date: 09-Nov-2023 06:42AM (UTC+0700)

Submission ID: 2222189057

File name: jurnal_widya_genap_2019-2020.docx (60.34K)

Word count: 2928

Character count: 16822

How to Reduce Oppositional Defiant in Adolescent?

Pratiwi, Widya Ananda¹ & Purnamsari, Alfi²

¹Ahmad Dahlan University, Postgraduate Psychology Program, 8 Kapas Street, Yogyakarta, Indonesia

²Ahmad Dahlan University, Postgraduate Psychology Program, 8 Kapas Street, Yogyakarta, Indonesia

2

Abstract: This study aims to determine the effectiveness of self control training to reduce oppositional defiant in adolescent. The subjects were 6 students both from SMP X Yogyakarta with criteria for students had moderate to high oppositional defiant levels. The results showed that there were significant differences with Z score=-2.214 and $p=0.027$ ($p<0.05$) and it means the hypothesis accepted. The conclusions showed that self control training was effective to reduce oppositional defiant in adolescent.

Keywords: self control training, oppositional defiant, adolescent.

Introduction

Adolescence is a period filled with conflicts due to a change in the individual, such as a change in the physical, behavioral, and social role (Hurlock, 2015). Adolescents are required to be able to adjust to changes that occur, changes that cause stress or pressure on the adolescent (Hurlock, 2015; Muthia & Hidayati, 2015; Notosoedirdjo, 2014). Adolescents who cannot have the ability to deal with problems will cause pressure or stress. Stress experienced triggers negative uncontrolled emotions that have an impact on negative behavior in adolescents (Notosoedirdjo, 2014).

Interview with one of the teachers counseling and informed that many students who violate school rules, caused trouble in class, against teacher's word, skipped school, and more juvenile delinquency behavior occurring among junior high school students at a private school in Yogyakarta. As a result, students received warnings and got punishment from counseling guidance teachers. Students in class IX were more likely to engage in opposing behavior.

Deviant behavior by adolescents due to the transition period that can trigger a period of crisis. Erikson (in Papalia, Olds, & Feldman 2008) explains that adolescents in identity phases vs. identity confusion that causes adolescents to experience psychosocial crises. The formation of self-identity occurs during adolescence so that adolescents must be filled with positive things. If adolescents experience failure in forming their identities, it will cause identity confusion that affects adolescent behavior to be maladaptive.

Juvenile delinquency is a psychological term from deviant behavior (Kartono, 2011). The forms of delinquency committed by individuals in adolescence are very diverse, from immoral or anti-social actions (Santrock, 2002; Palupi et al, 2013). Kartono (2011) argues that in general, juvenile delinquency is a failure of the self-control system of instructive actions and also displays one's inability to manage negative emotions to be channeled into beneficial actions.

The American Psychiatric Association (APA, 2000) in DSM IV-TR states that opposition disorder is a pattern of negative behavior, repetitive, rebellious, hostile, and hostile towards authority figures that last for at least 6 months. Rebellious behavior is expressed by a persistent stubborn attitude, refusing direction, and not compromising. Resistance behavior is an act that's done intentionally without heeding orders and cannot accept if they're blamed.

Opposition or delinquency that occurs in adolescents due to the desire or desire to achieve existence, want to be noticed, popularity, achievement, etc. that makes teenagers nervous. This can be seen from the opposing behavior carried out by adolescents because they get a rejection from the environment for their desires that are not in line with expectations (Kartono, 2011). Several factors can influence the occurrence of opposing behavior in adolescents such as self-esteem, self-control, decision-making ability, family, religion, and others (Bachtiar, 2004). Adolescents with low self-control tend to have difficulty in making decisions that tend to choose maladaptive things and end up with a violation of rules.

Self-control is the ability of the individual to refrain from desires that do not fit the social norm that is identified with an individual's ability to behave according to the norms prevailing in society (Suyasa in Kusumadewi et al, 2015). Gottfredson (in Rachmawati & Indraprasti, 2008) argues that criminal behavior can be caused by low self-control abilities. Santrock (2003) explains that adolescents with high self-control will be more careful in behaving in various situations and tend to avoid negative behaviors so that they are not easily influenced by the social environment. This suggests that self-control reflects the decision making on various considerations and adjusts the goals to be achieved. In conclusion, self-control has an important role in influencing adolescents in behavior.

In this study, students have low self-control so they are often opposed, especially at school. The lack of self-control students have makes it easy to be influenced by friends to do negative things. One way to improve self-control is by self-control training. This is according to research conducted by Derksen, et al (2011) concerning the effectiveness of self-control training in reducing aggression. The results show that self-control training is effective in overcoming the drive for aggression in individuals. So, this study aims to determine the effectiveness of the training of self-control to reduce resistance in adolescents

Method

The population for this study was adolescents aged 14 to 16 years, especially in one of the Junior High School in Yogyakarta. The participants of this study numbered 6 people and only men. This study uses a measurement tool scale delinquency of Palupi (2013) as an initial screening for the selection of study participants. Participants were selected base on the highest score from the screening results so that 6 students were selected as research participants who fit the criteria.

This study used an experimental method with a single case study design group pretest-posttest. The treatments were base on cognitive behavior therapy with techniques of self-control. Training self-control is given by 4 sessions with a duration of 45 minutes per session. Measuring instruments used for pre-test and post-test are the same as the measuring devices during screening so that the initial screening results are used as a baseline or pre-test.

Result & Discussion

The intervention program implemented managed to control the opposition behavior to adolescents. Hypothesis testing is conducted to determine the effect of self-control training to reduce resistance to adolescents. Hypothesis testing is performed using the Wilcoxon Signed Rank Test and is processed with SPSS verse 20.0 software. Then based on a score of $Z = -2,214$ with a value of $p = 0.027$ ($p < 0.05$) it can be concluded that the hypothesis is accepted, namely there are differences in opposing attitudes before (pre) and after (post) following self-control training in students of SMP X Yogyakarta.

Before conducting self-control training, the participants' score was quite high, but after doing the training the score decreased. This shows that there is an influence of self-control training to reduce oppositional defiant students of SMP X Yogyakarta. Participants have the desire to change their attitudes so that they become more positive. Previously, participants had the desire to change even though it had not been realized. This is based on the results of the participants' pretest and posttest scores which show a decrease in the posttest score of the scale of resistance.

4 1. Table score before and after the training given self control

No	Name	Pre-test score	Category	Post-test score	Category
1	F	37	High	33	High
2	R	28	High	24	Medium
3	RA	23	Medium	14	Low
4	H	25	Medium	12	Low
5	C	10	Low	0	Low
6	N	16	Low	3	Low

Based on the table above it can be seen that all participants experienced changes after doing self-control to reduce their oppositional defiant behavior. Participants were quite successful in implementing self-control techniques for themselves supported by a strong enough desire to change because they feel that such an attitude could endanger themselves in the future. In addition to their desires, the participants also want to make parents and family proud of themselves. While in junior high school, several times parents received warnings from the school because the participants' behavior violated the rules so that by applying self-control it was hoped that they could maintain their attitude to be better. This is because the parents of the participants want their children to change and become children who obey the rules.

The participants experienced a change in behavior during the week practicing self-control for oppositional defiant. This works quite effectively because the participants have a desire to change their behavior. Before group counseling, participants did not yet know an effective way to do it. Participants feel hesitant and find it difficult to control behavior with an environment that has the same behavior so that participants tend to be easily persuaded by their peers even though they already have the motivation to change. Therefore, during the group counseling process, the participants were able to realize the wrong behaviors and the stronger the desire to change.

For participants who experienced a decrease in scores was not significant, because the participants of the initial activities of the group seemed less active during the discussion process. Participants need to be encouraged in advance to be willing to give their responses in group discussions. Other factors that cause a lack of success applying the techniques of self-control due to lack of support from the surrounding environment. This makes the participants indifferent to the environment and lacks the motivation to make changes to themselves.

Furthermore, another factor that caused the lack of success in applying self-control techniques was because the environment was dominated by friends who also had oppositional defiant behavior both in the school environment and friends outside the school. This has a strong influence on the participants' attitudes. This makes it difficult for participants to be able to control themselves in their attitude because they are often invited by their friends and feel uncomfortable to reject it.

The decrease in post-test scores that occurred in the participants was not too significant due to the lack of support from the surrounding environment and also the influence of friends who had the same behavior. According to Mathtys & Lochman (2010), the school environment is like the characteristics of teachers who tend to criticize and punish their students as well as the number of students in one class who display aggressive behavior, can improve children display negative behaviors such as oppositional, aggressive, and resisting behavior.

Furthermore, the results of group therapy using self-control techniques in handling oppositional defiant behavior, in line with research conducted by Hapsari et al (2013) related to self-control, shows the result that there is a negative relationship between self-control and aggressiveness. so, the higher the level of self-control, the lower the aggressiveness. Other studies that are also related to self-control and juvenile delinquency are research conducted by Aroma & Suminar (2012) with the results showing there is a significant negative correlation between the level of self-control and the tendency of juvenile delinquency behavior.

The behavior of individuals in social influenced by self-control. Self-control in adolescents is necessary because adorable teenage encouragement can make teens lose control of themselves. If adolescents are less able to control their desires/impulses, they can cause delinquency behavior in adolescents. In this case, self-control can help adolescents reduce their aggression by considering aspects of the rules and social norms that apply (Aroma & Suminar, 2012).

Basically, every human being has a desire to break the rules in certain situations but that desire does not manifest in deviant behavior. This is because individuals can refrain from impulses to deviant behavior. So that individuals have good self-control, then the ability to hold back has been learned and prepared since early adolescence. Weak delay of gratification indicates weak self-control too. If adolescents have good self-control, they will be able to withstand the need for a moment of pleasure and be able to think logically that their actions will cause risks for themselves (Soerjono, 1998).

Participants considered that self-control was effective enough to help reduce resistance. The success of this intervention program is also influenced by the willingness and the participants also support each other, so that they can change people's perceptions about the participants who are considered delinquent. The participants really need self-control so as not to harm themselves and others.

This is according to research conducted by Aroma & Suminar (2012) that the tendency of juvenile delinquency behaviors declines with increasing self-control abilities possessed by an adolescent. One of the factors that influence adolescent behavior is family. Adolescents who lack support, tend to be without control and lack of supervision and ineffective discipline patterns applied by parents will have an impact on children's behavior. This makes children grow up with self-control is weak, resulting in emerging resistance and juvenile delinquency.

Another factor influencing adolescent resistance is economic status. Santrock (2003) argues that community groups with lower-middle social classes have norms that tend to be contrary to the norms of society in general and tend to be antisocial. As a result, people with the low economic class have a tendency to commit greater criminal offenses compared to the upper and middle economic class (Kartono, 2010).

Research from Yahya & Megalia (2016) states that counseling cognitive behavioral therapy with self-control techniques has an influence in reducing aggressive behavior in adolescents. Counseling conducted aims to reduce the aggressive behavior of participants so that they can provide more adaptive responses in the school environment and be able to help participants solve their personal problems. Counseling Cognitive Behavior Therapy (CBT) is effective in reducing aggressive behavior. This is because in the counseling process is designed so that participants can perform cognitive reconstruction and maladaptive behavior that has been done so as to produce adaptive behavior.

Other research shows that self-control training through group counseling has an effective influence in reducing aggressive behavior. So there is a change in behavior to be better than the trainees because they are able to control their behavior. Group counseling is said to be quite effective in reducing student aggression because it can help participants manage emotional impulses so as to suppress unwanted behavior.

Conclusion

The results showed that self-control training was effective in reducing oppositional defiant behavior in adolescents. The success of self-control training is influenced by several factors, both internal and external. Internal factors become an important role in the success of self control training. due to motivation, the willingness and willingness of participants to change can help to control themselves and consistently make changes to themselves. Conversely, the low motivation of participants in following the training caused participants to be inconsistent in undergoing the training process so that the score reduction was not significant.

Furthermore, external factors also have a role in influencing the success of self-control training in reducing adversity in adolescents. Family support and friendship are external factors that play a significant role in the success of self-control training. Participants who lack family support and an unhealthy environment result in less effective training results in reducing resistance to adolescents. Based on this it can be concluded that many factors affect the effectiveness of self-control training in reducing resistance to adolescents.

Reference

- [1]. APA, Diagnostic And Statistical Manual Of Mental Disorder (DSM IV-TR), Washington DC, American Psychiatric Association, 2000.
- [2]. Aroma, I & Suminar, D, "Hubungan Antara Tingkat Control Diri Dengan Kecenderungan Perilaku Kenakalan Remaja," Jurnal Psikologi Pendidikan dan Perkembangan Vol. 01 (2), pp 1-6, Surabaya Airlangga University, Faculty of Psychology, 2012.
- [3]. Bachtiar A, Cinta Remaja: Mengungkap Pola Perilaku Cinta Remaja, Yogyakarta, Ar-Ruzz Media, 2004.
- [4]. Hapsari, M.F, dkk, Agresivitas ditinjau dari Kontrol Diri Pada Remaja Pemain Game Online di Kota Semarang, Diponegoro University, Faculty of Psychology, 2014.
- [5]. Hidayati, D. S., & Muthia, E. N, "Kesepian dan Keinginan Melukai Diri Sendiri Remaja," *Psymphatic: Jurnal Ilmiah Psikologi*, 2(2), pp. 185-198, 2015.
- [6]. Hurlock, E. B, Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan. 5th Edition, Alih bahasa Istiwidayanti dan Soedjarwo, Jakarta, Erlangga, 2015.
- [7]. Kartono, Kartini, Patologi Sosial 2; Kenakalan Remaja, Jakarta, Raja Grafindo Persada, 2011.
- [8]. Kusumadewi, dkk, Hubungan antara dukungan sosial peer group dan kontrol diri dengan kepatuhan terhadap peraturan pada remaja putri di Pondok Perantren Modern Islam Assalaam Sukoharjo, Skripsi, Sebelas Maret University, Psychology Programe, 2011.
- [9]. Matthys, W., & Lochman, J. E, *Oppositional defiant disorder and conduct disorder in childhood*, Oxford: Wiley-Blackwell, 2010.
- [10]. Miller. R.F, *Parent-Child Relationship Factors Associated With The Diagnosis Of Oppositional Defiant Disorder. A Dissertation Presented In Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy*, USA, Proquest LLC, 2005.
- [11]. Mira A. Rachmawati & Devintha, I, Hubungan Antara Kontrol Diri Dengan Perilaku Minum-Minuman Keras Pada Remaja Laki-Laki, Skripsi, Yogyakarta, Islamic Indonesian University, Faculty of Psychology, 2008.
- [12]. Notosoedirdjo, M. Latipun, Kesehatan Mental, Konsep dan Penerapan, 201-217, 2014.
- [13]. Palupi, A. O, Pengaruh religiusitas terhadap kenakalan remaja pada siswa kelas VIII SMP Negeri 02 Slawi Kabupaten Tegal, Skripsi, Semarang State University Faculty of Science Education, 2013.
- [14]. Papalia, Olds, & Feldman, *Human Development*, tenth edition, New York, McGraw-Hill, 2008. [15]. Santrock, Remaja (Edisi Kesebelas Jilid 1), Jakarta, Erlangga, 2003.
- [16]. Sentana, M & Kumala, I, "Agresivitas Dan Kontrol Diri Pada Remaja di Banda Aceh," *Jurnal Sains Psikologi*, 6 (2): pp. 51-55 Aceh, Syiah Kuala University, Psychology Programe, Faculty of Medical, 2017.
- [17]. Yahya, A. D., & Megalia, M, "Pengaruh'Konseling Kognitif Behavior Therapy (CBT) dengan Teknik Self Control untuk Mengurangi Perilaku Agresif Peserta Didik Kelas VIII di SMPN 9 Bandar Lampung Tahun Pelajaran 2016/2017," *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 3(2), pp. 126-140, 2016.

Author Profile



Widya Ananda Pratiwi graduated as a Bachelor of Psychology at Ahmad Dahlan University in 2016. Then in 2017 continued her study at the Postgraduate Psychology Majoring in Clinical Psychology at Ahmad Dahlan University



Alfi Purnamasari earns a bachelor's degree in psychology in 1999 and completed her master's study in 2001. After earning a psychologist's degree, she worked as a lecture at the faculty of psychology, Ahmad Dahlan University started from 2002 until now.

HASIL CEK_jurnal widya genap 2019-2020

ORIGINALITY REPORT

9%

SIMILARITY INDEX

6%

INTERNET SOURCES

4%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Endicott College

Student Paper

3%

2

Nur Azizah Jamal, Rini Sugiarti. "Kontrol Diri Terhadap Agresivitas Pada Remaja Pemain Pro Game Online", PHILANTHROPY: Journal of Psychology, 2021

Publication

1%

3

Submitted to University of Chichester

Student Paper

1%

4

Nurma Eliya Mujahidah, Budi Astuti, Le Ngoc Ai Nhung. "Decreasing academic stress through problem-focused coping strategy for junior high school students", Psychology, Evaluation, and Technology in Educational Research, 2019

Publication

1%

5

Kate Bergmann Carey, Stephen A. Maisto. "A review of the use of self-control techniques in the treatment of alcohol abuse", Cognitive Therapy and Research, 1985

Publication

<1%

6	Submitted to Walden University Student Paper	<1 %
7	www.ncbi.nlm.nih.gov Internet Source	<1 %
8	ejournalmalahayati.ac.id Internet Source	<1 %
9	jurnal.ipb.ac.id Internet Source	<1 %
10	ojs.stikesamanahpadang.ac.id Internet Source	<1 %
11	"Advances in Visual Informatics", Springer Science and Business Media LLC, 2017 Publication	<1 %
12	Malte Friese, Julius Frankenbach, Veronika Job, David D. Loschelder. "Does Self-Control Training Improve Self-Control? A Meta- Analysis", Perspectives on Psychological Science, 2017 Publication	<1 %
13	"Future Perspectives in Behavior Therapy", Springer Science and Business Media LLC, 1981 Publication	<1 %
14	Veronika Job, Malte Friese, Katharina Bernecker. "Effects of practicing self-control	<1 %

on academic performance.", Motivation Science, 2015

Publication

Exclude quotes On

Exclude matches Off

Exclude bibliography On