

EFFECTIVENESS OF COGNITIVE RESTRUCTURING TECHNIQUE TO REDUCE STUDENTS' VERBAL AGGRESSION

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Abstract: This study aims to determine the effectiveness of individual counseling using cognitive restructuring techniques to reduce students' verbal aggression. This research method is pre-experiment with one group pretest-posttest design. The subjects of this study were students of class VIII (eight) MTs Islamiyah Malo in the 2022-2023 academic year. While the sample taken was 3 students with a purposive sampling technique. Data collection used verbal aggression instruments, observations and interviews. The results of this study indicate that the verbal aggression behavior of class VIII (eight) MTs Islamiyah Malo students before and after being given treatment with cognitive restructuring techniques is effective in reducing verbal aggression of DCP students 92% in the high category after being given to 66% in the moderate category, ACK students 79% in the high category after being given to 64% in the moderate category, AMA students 81% in the high category after being given to 61% in the moderate category. Data analysis based on the results of the paired sample t-test shows the sig value. (2 tables) of $0.020 < 0.05$, then H_0 is rejected and H_a is accepted, which means there is a significant difference, thus meaning that individual counseling services using the cognitive behavior therapy approach with cognitive restructuring techniques are effective in reducing verbal aggression of students at MTs Islamiyah Malo.

Keywords: Cognitive Behavior Therapy; Cognitive Restructuring; Verbal Aggression

INTRODUCTION

In today's modern digital era, videos uploaded to social media will go viral, whether they are positive or negative. The rise of viral videos circulating on social media such as TikTok, YouTube, Instagram, etc., increasingly makes viewers want to imitate and practice what they have watched, especially teenagers. Many teenagers respond to posts on social media with negative words. Both quotes are not relevant to the phenomenon being discussed, it is better to use language and socio-emotional development theories related to how teenagers respond to social media content. (Setyoningsih, & Srienturi, 2024) Research by the Nation Children's Fund (NICEF) with the Ministry of Communication and Information, The Berkman Center for Internet and Society, and Harvard University shows that 30 million teenagers in Indonesia

access the internet through various social media regularly (Felita, Siahaja, Wijaya, Melisa, Chandra, and Dahesihsari, 2016)

Teenagers who are accustomed to using social media as a guide in their lives will find it difficult to shift their perspective to the real world because they are trapped in a circle of social media drama. The negative impact of social media can affect social relations in society, namely the interaction between individuals that causes conflict in personal matters (Rofiqah, 2019). One of the problems that often arise is violence in the form of aggression. Aggressive behavior in society has become commonplace, it is not surprising that aggressive behavior can be found in various social lives, such as the residential environment, family, and even school. The forms of aggressive behavior of students that appear in schools, especially junior high school students, are diverse and complex, due to failure in their efforts to express anger, passionate emotions, act sadistically and efforts to harm and hurt others (Setyoningsih, 2019). Aggressive behavior is behavior that is carried out by threatening verbally or physically which can endanger humans and other living things (Syifa, 2018). explain that verbal aggression is a tendency to attack others or provide stimuli that harm and hurt others verbally such as injuring and hurting others through words. There are four aspects of verbal aggression: 1) direct active verbal aggression, 2) indirect active verbal aggression, 3) direct passive verbal aggression, 4) indirect passive verbal aggression. (Buss & Perry, 1992)

Verbal aggression is a serious problem that has a negative impact on mental health. The results of the interview conducted with the BK teacher at MTs Islamiyah Malo showed that the current trending problems in his school are bullying, cursing between friends, teasing and mocking parents' names, even to the point of mocking physically or body shaming, many students are called or called with harsh words such as using animal names, being called by physical conditions and being mocked. Verbal aggression behavior is not a new problem, but from the past until now it has always been a topic of discussion that cannot be underestimated. The victim's mentality will be disturbed and the victim may even experience depression, stress and loss of self-control so that the most severe impact is suicide.

The negative impacts for victims of verbal aggression behavior include feelings of helplessness, anger after becoming a victim of aggressive behavior, feelings that oneself is permanently damaged, inability to trust others and inability to build close relationships with others, fixation on thoughts about aggressive or criminal actions (Geandra & Neviyarni, 2018). In the academic realm, this verbal aggression behavior can damage the victim's motivation after receiving verbal aggression treatment. Meanwhile, in the learning and education process at school, motivation is an important aspect that students must have to achieve learning goals. Furthermore, counselors use individual counseling with cognitive restructuring techniques based on the Cognitive Behavior Therapy (CBT) approach to deal with students who have high verbal aggression, by providing individual counseling services using cognitive restructuring techniques based on Cognitive Behavior Therapy (CBT), BK teachers hope that students can reduce their verbal aggression. Explained that counseling is a process of providing assistance through counseling interviews by an expert (counselor) to individuals who are experiencing a problem (counselees) which culminates in resolving the problems faced by the counselee (Prayitno, 2016).

So that through counseling using cognitive restructuring techniques with an approach that is suitable for reducing verbal aggression, namely using the CBT approach. According to

Coemir et al stated that cognitive restructuring techniques focus on efforts to change thoughts or statements from negative and irrational individual beliefs to rational ones (Manik, 2017). Emphasized that cognitive restructuring techniques use the assumption that non-adaptive behavioral and emotional responses are influenced by the beliefs, attitudes and perceptions of individuals in behaving and acting in relation to interactions with the environment (Nursalim, 2014). (Boswell & Constantino, 2022) suggest using the Cognitive Behavior Therapy (CBT) approach to help individuals gain insight into the problems they are experiencing so that individuals are able to improve their irrational thoughts into more rational thoughts and can trigger more adaptive behavior.

In a study conducted with aggressive behavior problems, using cognitive restructuring techniques is considered the most effective in overcoming students' aggressive behavior (Saputra et al., 2017). By using cognitive restructuring techniques designed to change negative thought patterns into positive ones, maladaptive behavior that arises due to wrong thought patterns will also change into adaptive behavior. So that in the end it is hoped that individuals have the ability to react adaptively when facing problems or difficult situations in every phase of life.

From the explanation above, the researcher is interested in making a title, "The Effectiveness of Individual Counseling with Cognitive Restructuring Techniques Based on Cognitive Behavior Therapy to Reduce Verbal Aggression of MTs Islamiyah Malo Students" which aims to find out how effective individual counseling is with cognitive restructuring techniques based on cognitive behavior therapy to reduce verbal aggression of students through quantitative methods.

METHOD

The type of research used is quantitative research using Pre-experimental Design with One-Group Pretest-Posttest Design. This research was conducted at MTs Islamiyah Malo with a population of all MTs Islamiyah Malo students in the 2022-2023 academic year. The sample taken was all grade VIII students. The sampling technique used in this study was purposive sampling. Purposive sampling is a sampling determination technique with certain considerations (Sugiyono, 2016). The data analysis technique used was descriptive statistics and paired sample t-test with several prerequisite tests that must be met, namely normality and homogeneity tests using SPSS version 2.6. The instruments used were questionnaires, observations, and interviews. The questionnaire was in the form of closed statements of students' verbal aggression and which would be filled in by grade VII students from 60 items, it was found that 47 statement items that were known to be valid were tested for reliability with a Cronbach Alpha result of 0.825. Thus, the variables in it can be said to be reliable because the Cronbach's Alpha value is >0.6 and can be used for administering pre-tests and post-tests later.

RESULT AND DISCUSSION

The results of data acquisition from the field will be subjected to prerequisite tests in order to determine the results of effectiveness. This prerequisite test is carried out through stages of testing starting from the data normality test which will prove that the data is normal

so that it can proceed to the homogeneity test. If in the data homogeneity test the results obtained are homogeneous, then it can proceed to the paired sample t test. Through the paired sample t test, we will find the results, namely effectiveness. We will present several stages in the following form:

Results of the Normality Test of data on verbal aggression of class VIII students.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-test | .330 | 3 | . | .866 | 3 | .286 |
| Post-test | .219 | 3 | . | .987 | 3 | .780 |

a. Lilliefors Significance Correction

Figure 1. Results of Normality Test

Based on the results of the Shapiro-Wilk normality test, it can be seen that the sig (p) value in Shapiro - Wilk is 0.286 ($p > 0.05$) and 0.780 ($p > 0.05$) with 3 df (number of respondents) so that in the Shapiro - Wilk normality test the data is normally distributed.

The results of the homogeneity test of data on verbal aggression of class VIII students.

| | | Levene Statistic | df1 | df2 | Sig. |
|-----------|--------------------------------------|------------------|-----|-------|------|
| pre-test | Based on Mean | 4.450 | 1 | 4 | .103 |
| post-test | Based on Median | .561 | 1 | 4 | .495 |
| | Based on Median and with adjusted df | .561 | 1 | 2.299 | .523 |
| | Based on trimmed mean | 3.876 | 1 | 4 | .120 |

Figure 2. Homogeneity Test Results

Based on the results of the homogeneity test above, it is known that the value obtained from the pre-test and post-test after being given treatment has a value of $0.103 > 0.05$, so it can be interpreted that the population of the class has a homogeneous variance and can be said to be homogeneous. The results of the paired sample t-test of students' verbal aggression after being given individual counseling treatment for seven meetings.

| | | Paired Differences | | | | t | df | Sig. (2-tailed) | |
|--------|----------------------|--------------------|----------------|-----------------|---|----------|-------|-----------------|------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-test - post test | 37.3333 | 9.29157 | 5.36449 | 14.25179 | 60.41488 | 6.959 | 2 | .020 |

Figure 3. Results of The Paired Sample t-Test

The guidelines used in deciding the results of the Paired Sample T-test according to Muhid (2012: 46) are as follows:

1. If the significant value (2-tailed) < 0.05 then H_0 is accepted.
2. If the significant value (2-tailed) > 0.05 then H_0 is rejected.

Based on the results of the paired sample t-test above, the sig. value (2 tabulated) is 0.020 < 0.05, then H_0 is rejected and H_a is accepted. In the implementation of individual counseling using the cognitive behavior therapy approach with the cognitive restructuring treatment technique, there were 7 meetings.

The first meeting, introducing or building good relationships with 3 students, explaining the results of the pre-test and conveying the rules and making a treatment agreement at MTs Islamiyah Malo, the aim was for the students to feel comfortable when given individual counseling treatment with the cognitive restructuring technique.

The second meeting, the researcher identified the rational and irrational thought processes in students that were related to high verbal aggression, so that the researcher knew what caused high verbal aggression.

The third meeting, the researcher invited students to evaluate their beliefs about the logical thoughts of students and others with individual counseling using the cognitive restructuring technique. In this third meeting, the counselee was asked to write a note of the students' thoughts (journal) on a sheet provided by the researcher in order to find out the logical thoughts in the students.

The fourth meeting, the researcher invited students to discuss how to change the beliefs and assumptions that they had that made them have high verbal aggression. In this fourth meeting, the client was asked to write down the beliefs and assumptions felt after committing verbal aggression on the diary paper provided by the researcher.

In the fifth meeting, the researcher still discussed the rational thought process and made goals to be achieved by the students. In this fifth meeting, the hope tree media was used to place the hopes that the students would achieve.

In the sixth meeting, the researcher gave relaxation and homework to the students. The media used were stories about the topic, homework paper work.

In the seventh meeting, closing and evaluation and providing an assessment related to client satisfaction during the treatment and post-test.

Individual counseling is a service to overcome any problem individually so that the individual can develop their potential optimally, be able to overcome their problems, and be able to adapt to an ever-changing environment (Willis, 2017). In the implementation of counseling using the Cognitive Behavior Therapy approach or behavioral counseling is interpreted as a process that helps people learn to solve certain interpersonal, emotional, and decision-making problems (Yusuf, 2018). As emphasized by Dobson (Manik, 2017) that the cognitive restructuring technique focuses on identifying negative thoughts and building new, more positive ways of thinking. The cognitive restructuring technique emphasizes various action-oriented methods to take clear steps in changing behavior, In its implementation the cognitive restructuring technique has 7 stages including, 1) Collecting background information on the client, 2) Helping the client become aware of their thought processes. 3) Examine the client's rational thinking process, 4) evaluate the client's beliefs about the client's

logical thought patterns, 5) the client learns to change his beliefs and assumptions, 6) Repeat rational thoughts, the client forms goals that can be achieved, 7) Giving homework (homework) (Erford, 2016).

From the results of the treatment carried out, the sample has the characteristics of liking to tease classmates, often swearing, shouting at friends when talking, If reprimanded by the teacher, always snapping, often calling friends names with animal names, often speaking in a high tone, always being silent when spoken to by people, likes to swear, likes to bully friends, likes to tease fat friends. This cannot be separated from the causal factors. The factors causing verbal aggression according to (Gemmarahima & Saputra, 2021) are that the environment, dysfunctional family factors, family conditions that are accustomed to conflict, violence, and lack of affection can trigger adolescents to behave aggressively. In addition, being accustomed to witnessing violence that occurs in media can increase aggressive behavior in adolescents, Cognitive factors, such as adolescents are less able to interpret signals from others, less able to see other people's points of view, have more dominant self-goals, have ineffective problem-solving methods and have an understanding that aggressive behavior is appropriate and effective.

This also happened in the research sample including:

1. DCP: the trigger for verbal aggression in him is due to the influence of the social environment, especially peers. Peers are not only at school, but also friendships at home. From information obtained from the guidance and counseling teacher at MTs Islamiyah Malo who is also a neighbor of DCP, it is unlikely that the subject's family environment is the main influence on verbal aggression. From the background of students who are not boarding school children, they certainly have their own world of friends outside their school environment. This triggers the influence of verbal aggression which ultimately has an impact on him who often says dirty words such as swearing, likes to mock peers, and shouts at friends when talking.
2. ACKW: not much different from the first sample. The triggering factor for verbal aggression experienced by ACKW is from the social environment in which he lives. From the results of the counseling that has been done, ACKW is a transfer from outside Java, precisely from Sumatra. He has lived in Malo since 2021, the environment he has just moved to certainly has different customs, culture, and of course the language. The language habits he has will certainly be very difficult to eliminate, such as when reprimanded by the teacher, he always scolds, often calls friends by animal names, often speaks in a high tone
3. M.AMA: the factor that causes him to have high verbal aggression is due to lack of supervision from family or caregivers, this happens because M.AMA lives in a boarding house owned by the foundation. The guidance and counseling teacher at MTs Islamiyah Malo said that most students who live in their boarding house environment tend to be quiet when spoken to by people in class, but when they meet or gather with their boarding house friends they will communicate normally. Not only that, M.AMA likes to say dirty words when he is in the school environment, likes to bully friends, likes to tease fat friends.

The results of the field findings show that individual counseling based on cognitive behavior therapy using cognitive restructuring techniques can reduce verbal aggression. The decrease that occurred can be seen through the counseling sessions conducted during seven meetings. This can be seen from the expression of each counseling process in students showing that each student has their own changes and experiences a decrease in verbal aggression in students. The cognitive restructuring technique is effectively used to reduce verbal aggression, this is because the cognitive restructuring technique focuses on identifying and changing negative self-statements and irrational beliefs of the client. In cognitive restructuring, beliefs, attitudes, and cognitive guidance are considered to influence maladaptive behavioral and emotional responses (Nursalim, 2014). The renewal in the research conducted was that during its implementation, the hope tree media was used to achieve the goals to be achieved by students. By using the hope tree, students will be more enthusiastic and interested in carrying out and implementing their hopes, where students will always remember things that are considered interesting. Empirical findings conducted by researchers based on data obtained from the pre-test and post-test can be seen in the decrease in verbal aggression before the implementation of individual counseling treatment using the cognitive behavior therapy approach using the cognitive restructuring technique with after Implementation of individual counseling using a cognitive behavioral therapy approach with cognitive restructuring techniques.

Table 1. Pre-test and Post-test Results

| Konseli | Pre-test | | | Konseli | Post-test | | |
|---------|----------|-----|----------|---------|-----------|-----|----------|
| | Total | % | Category | | Total | % | Category |
| DCP | 173 | 92% | High | DCP | 125 | 66% | Medium |
| ACKW | 148 | 79% | High | ACKW | 115 | 64% | Medium |
| M. AMA | 152 | 81% | High | M. AMA | 121 | 61% | Medium |

This is proven by the results of the pre-test and post-test, there is a comparison of the average before being given individual counseling with a cognitive behavior therapy approach with cognitive restructuring techniques, the initial average pre-test score was 157 which was included in the high category, after being given individual counseling treatment with a cognitive behavior therapy approach with cognitive restructuring techniques the result was 120 including the moderate category. From the hypothesis test based on the t sample test using SPSS 2.6 there was a change, it can be seen from the mean column, which is 37.333 on average from before and after being given treatment and in the std.deviation column of 9.291 indicating the difference value. In the std. Error column, the mean is 5.364 as is the variability index. The t column gets an average difference value of 6.959. Column df 2 and then in column sig.(2-tailed) is the value of the probability to achieve the value of t statistics then the value is 0.020 then the significant value (2-tailed) 0.020 < 0.05 then Ho is accepted. It can be concluded that there is a decrease in verbal aggression in MTs Isamiyah Malo before and after counseling.

CONCLUSION

Based on the results of research related to the application of individual counseling with cognitive restructuring techniques based on cognitive behavior therapy to reduce verbal aggression of MTs Islamiyah Malo students. It can be concluded that individual counseling cognitive behavior therapy (CBT) with cognitive restructuring techniques has proven effective in reducing verbal aggression of MTs Islamiyah Malo students. This is proven by the results of the paired sample t-test with a sig. (2 tabulated) value of $0.020 < 0.05$, so H_0 is rejected and H_a is accepted. Which means there is a significant difference so it means that the individual counseling service with a cognitive behavior therapy approach with cognitive restructuring techniques is effective in reducing verbal aggression at MTs Islamiyah Malo students.

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