# TREATMENT OF TITTING BEHAVIOR THROUGH GROUP COUNSELING SERVICES BEHAVIORAL APPROACH ASSERTIVE TRAINING TECHNIQUES IN CLASS VII E SMP NEGERI 2 GABUS

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## Abstract

*This type of research is action research (action research). The form used is guidance and counseling action research (PTBK). This study aims to eradicate student truancy behavior through behavioral group counseling services with assertive training techniques. The research subjects taken were students of class VII E of SMP Negeri 2 Gabus as many as 3 students who often skipped. The results of the first cycle the frequency of truancy decreased by 88.12% and from the second cycle to 100%. Based on the discussion of the results of the writing, it can be concluded that: Group counseling using a behavioral approach to assertive training techniques can reduce truancy behavior for class VII E students of SMP Negeri 2 Gabus. This is found from the attitude of the counselee who is able to be firm when a friend invites him to play truant (the counselee is able to say "no" to things that are considered inconsistent with his feelings). Group counseling with a behavioral approach to assertive training techniques carried out in cycle I to cycle II.*

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## 1. Introduction

Ditching is one of the student behaviors at school that can cause problems. Because of the habit of ditching a student can get a bad influence for example being a drunkard, thief, fraudster or also a gambler. This can happen because teenagers who are truant from school have a greater chance of getting bad influences from their environment than students who are diligent in studying at school.

Skipping school according to Poerwadarminto (2003:170) is defined as not attending school, namely students who are absent from school without permission and without the knowledge of their parents, leaving school or not attending school from the beginning of the lesson to the end. Meanwhile, according to Yuli Setyowati (2004) the notion of truancy is an action taken by students in the form of violating school rules by way of or leaving school at certain lesson hours, leaving lessons until the end of the day, namely from the beginning of the lesson to the end of the lesson in order to avoid effective lessons without there is information that can be accepted by the school or with false information.

Every parent wants their child to do well in school. Good results are not only seen from report cards or final exam scores, but also from non-truancy behavior towards teachers, peers and overall school activities. It also means that the student concerned must be faithful to follow lessons every day at school starting from the first lesson to the last lesson. With the behavior of not playing truant, it will naturally be born a disciplined attitude in applying various things including the discipline of learning in the classroom.

Ditching, as a type of delinquency, is the inability of a person or individual to face reality or reality at school, then students run away from the situation. Students who are truant from school usually have certain goals related to the teaching and learning process in schools, namely avoiding the tasks given by the teacher which are deemed unpleasant; Instead of getting punished, it is better to avoid being truant.

In addition, there are also those who are truant because they are influenced by friends who really like to be truant. Students are truant by giving reasons that cannot be accepted by the teacher or the Guidance and Counseling (BK) staff. Whatever the reason, actually truancy will be detrimental to the student concerned, especially in relation to learning and student achievement and this is also a violation of the rules.

Driven by awareness as a part or factor that influences the achievement of the vision and mission of SMP Negeri 2 Gabus, the researcher as a BK teacher conducts Counseling Guidance Action Research with the aim of helping students achieve optimal development, by realizing students who are educated, polite in behavior and grounded in nation culture.

According to Winkel and Hastuti (2006:111) group counseling is a special form of counseling services, namely counseling interviews between professional counselors and several people who are members of a small group at once.

Behavioral counseling is a particular form of behavior modification. Although behavior change is related to the general use of assumptions, concepts and techniques related to behavior that control, change or modify behavior, behavioral counseling specifically tries to remove faulty behavior and help counselees to acquire new skills and there are behavioral therapies that emphasize the human cognitive dimension. and a variety of action-oriented methods (Corey, 1993:178).

JT Lobby Loekmono (2003) states about the purpose of behavioral counseling as follows: a) Removing or eliminating maldaptive behavior (problems) to be replaced with new behavior that is adaptive to what the client wants, b). General goals must be translated into specific behaviors: 1) Desired by the client, 2) Counselors are able and willing to help achieve these goals, 3) Clients can achieve these goals, 4) Specifically formulated c). Counselors and clients together (cooperate) set or formulate specific goals of counseling.

Rosjidan (1999) defines assertive training as training given to individuals who are disturbed by anxiety, who are unable to defend their rights, are too weak, allow others to undermine themselves, are unable to express their anger properly

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and are easily offended. This is experienced by the individual only because the counselee is not accustomed to behaving or behaving in a firm or assertive manner. It was further explained that assertive training begins by illustrating to the client that the expression of feelings that is done properly will inhibit the emergence of anxiety. The counselee then discusses this topic and examines the easy tasks that it is possible for them to do. The easy task should allow the individual to gain reinforcement from positive experiences. Teaching individuals is important.

The limitations of the problem in this study are as follows: 1) The research subjects taken are class VII E students of SMP Negeri 2 Gabus in the second semester of the 2018/2019 academic year, 2) The subject of this research is the behavioral approach group counseling service by providing 2 cycles action. Cycle I and cycle II to help students change their behavior, from truancy to not playing truant.

The formulation of the problem in this counseling guidance action research is: Can group counseling with a behavioral approach to assertive training techniques reduce truancy behavior in class VII E students at SMP Negeri 2 Gabus?

The purpose of this study was to overcome truancy behavior in class VII E students at SMP Negeri 2 Gabus through group counseling services with a behavioral approach to assertive training techniques.

This research can be used to 1) support previous research on the application of behavioral group counseling services in alleviating student truancy behavior, 2) as input for teachers in terms of alleviating truancy behavior, 3) students have an attitude of disciplined behavior, especially in learning at school, 4 ) basis in providing guidance and counseling services to students in schools and 5) as input and knowledge for educators and parents in providing appropriate follow-up to prevent truancy behavior.

## 2. Method

In this counseling guidance action research, researchers carried out research at SMP Negeri 2 Gabus which is located in Karangrejo village, Gabus District, Grobogan Regency. SMP Negeri 2 Gabus is one of 3 public schools in Gabus District, Grobogan Regency. Subjects are students of class VII E semester 2 for the 2018/2019 academic year. In this study using 2 cycles where each cycle includes four stages, namely action planning, action implementation, observation and reflection

Researchers in collecting data using the method of observation, interviews and documentation. Observation method was conducted to collect data regarding subject's communication during counseling. Observed is the behavior of students during group counseling. While the interview method was conducted to obtain references from students, homeroom teachers and students. The data to be obtained is the change in student attitudes. The documentation method aims to find out the data obtained from the attendance of class VII E students in the 2018/2019 academic year at SMP Negeri 2 Gabus from January to April 2019.

The standard of success in this counseling guidance action research is that students are able to not show truancy behavior since the end of the study, as a result of assertive practice.

## 3. Result and Discussion

### *Initial Condition Description*

Based on the attendance list from the pre-cycle conditions, it was found that there were 3 students in class VII E who often skipped. The frequency of truancy of the three students can be seen from the following table:

**Table 1.** Pre-cycle conditions

| Data for Class VII E Students who are Ditching | | |
|---|---|---|
| No | Initial student | Skipping frequency |
| 1 | AS | 11 x |
| 2 | APP | 11 x |
| 3 | RAS | 12 x |

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The initial conditions showed that there were 2 students who played truant 11 times and 1 student who skipped 12 times

### Description of Cycle I

Based on the pre-cycle data above, it is necessary to make efforts to help students have disciplined, orderly behavior, obey the rules by not playing truant anymore. Efforts to help these students through group counseling with a behavioral approach that aims to change behavior. Group Counseling Services starts from planning, implementing actions in the form of group counseling services which include the stages of formation, transition, core activities and termination.

In cycle I, students are asked to identify their own weaknesses and strengths, express the problems they are facing, show their weaknesses and strengths, say no to bad deeds, refuse unwanted requests and can harm themselves, and communicate openly, honestly, firmly, frankly and as it is

**Table 2.** Conditions for decreasing the frequency of truancy in Cycle

| No | Initial Student | The frequency of skipping after attending group counseling cycle I |
|----|-----------------|--------------------------------------------------------------------|
| 1. | AS | 1x |
| 2. | APP | 2x |
| 3. | RAS | 1x |

After the implementation of group counseling services with a behavioral approach to assertive practice techniques in cycle I, the results showed that there was a decrease in the frequency of truancy in students. This shows that there has been a change in behavior. In table 2 above, it is known that the decrease in the frequency of truancy is 88.12%. In this case, the researcher saw that there was still truancy behavior in students, although the frequency was very small, but this showed that truancy behavior had not been eradicated in students, so it was necessary to continue with the second cycle of action.

### Description of Cycle II.

The implementation of cycle II includes 4 major activities, namely planning, implementing actions, observing and reflecting. The researcher

collaborates with the homeroom teacher and the curriculum sie in order to eradicate student truancy behavior. Researchers prepared observation guidelines and interview guidelines for homeroom teachers and students. In cycle II, through group counseling services students are asked to identify the weaknesses and strengths of each student, reveal the problems that are being faced by students, show students' weaknesses and strengths, say no to bad actions, refuse unwanted requests and can harm yourself, and communicate openly, honestly, firmly, frankly and as is

**Table 3.** Conditions Decreased skipping frequency in Cycle II

| No | Initial Student | The frequency of skipping after attending group counseling cycle II |
|---|---|---|
| 1. | AS | - |
| 2. | APP | - |
| 3. | RAS | - |

After implementing group counseling services, the results of cycle II showed that students were able to change their behavior by not playing truant anymore, meaning that their attendance at school had reached 100%. From the results of observations and actions in cycle II, it can be seen that students are able to identify their respective weaknesses and strengths, express the problems they are facing, show their weaknesses and strengths, say no to bad deeds, refuse unwanted requests and can be self-defeating, and open, honest, firm, frank and candid communication. Students show increased enthusiasm for discipline to enter school and participate in positive activities.

Based on the results of the study of attendance documents, it shows that student attendance since the pre-cycle which was held in January, the first cycle which began in February to March, and the second cycle which was held in April, showed an increase. In the following, the researcher shows table 4 for the data from the observation of absenteeism from pre-cycle until the second cycle is complete:

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**Table 4.** Results of decreasing the frequency of truancy after Cycle I

| No. | Initial Student | Pre Cycle | The frequency of skipping after attending group counseling cycle I | Decreased skipping frequency | |
|-----|-----------------|-----------|-------------------------------------------------------------------|------------------------------|------|
| | | | | f | % |
| 1. | AS | 11 | 1x | 10 | 90,90 |
| 2. | APP | 11 | 2x | 9x | 81,81 |
| 3. | RAS | 12 | 1x | 11 | 91,67 |
| | Average | | | | 88,12 |

**Table 5.** Results of decreasing the frequency of skipping after Cycle II

| No. | Initial Student | Pre Cycle | The frequency of skipping after attending | Decreased skipping frequency | |
|-----|-----------------|-----------|-------------------------------------------|------------------------------|--------|
| | | | | f | % |
| 1. | AS | 1x | 0 x | 1x | 100,00 |
| 2. | APP | 2x | 0 x | 2x | 100,00 |
| 3. | RAS | 1x | 0 x | 1x | 100,00 |
| | Average | | | 100,00 | |

Based on the table above, it can be stated that the frequency of student truancy decreased after participating in group counseling activities in cycle I, and after giving cycle II the participants no longer showed truancy behavior as before students attended group counseling services. In cycle II, the results achieved have reached what the researchers expected. Through behavioral approach group counseling services, students are able to change their truancy behavior. After Cycle I the frequency of truancy reaches 88.12% and after cycle II students are no longer truant, the decrease in the frequency of truancy reaches 100%

In the findings of the study, it was revealed that after conducting third group counseling, students were able to express the problems they faced and were able to say "no" firmly if a friend invited the student to play truant and express problems honestly, firmly and openly.

The increase in the ability to say "no" is seen after using the assertive training method because the advantage of this method is a learning model that is directed at solving problems related to interpersonal relationships, especially those concerning the lives of students. Through this assertive exercise, students are able to explore the feelings that have been suppressed by students. With this assertive training technique, services can be focused on students who have problems due to truancy behavior, so assertive training techniques can eliminate wrong behavior such as truancy can be changed with assertive training techniques.

## 4. Conclusion

Based on the discussion of the results of the writing as described above, it can be concluded that: Group counseling using a behavioral approach to assertive training techniques can reduce truancy behavior for class VII E students of SMP Negeri 2 Gabus. This is found from the attitude of the counselee being able to be firm when a friend invites him to play truant (the counselee is able to say "no" to things that are considered inconsistent with his feelings). Group counseling with a behavioral approach to assertive training techniques carried out in cycle I to cycle II.

Applying an assertive approach to group counseling techniques on students who have problems playing truancy. Because behavioral group counseling is proven to reduce the problem of truancy students. For schools, the results of this study indicate that behavioral group counseling has been shown to reduce the problem of truancy among students. From the results of this study, it is hoped that schools can use it in making policies that group counseling can be applied in schools because group counseling is one of the guidance and counseling services. . In addition, it is also necessary to provide services for parents and guidance and counseling teachers in discussions and sharing, from this activity it is hoped that there will be common steps, understanding or the same views on teachers and parents. Thus, it can reduce student truancy behavior. For students, they are able to be firm in refusing if a friend invites them to play truant. If students have a

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problem, it is expected that students will tell the problems they are facing to the guidance and counseling teacher (BK). Guidance and counseling service activities are used as well as possible to solve students' own problems. For further research researchers, the results of this study indicate that there is a change in the behavior of ditching class VII E SMP Negeri 2 Gabus after attending behavioral counseling services. Further researchers can carry out research on truancy behavior through behavioral group counseling.

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