

APPLICATION OF BEHAVIORAL COUNSELING WITH SELF-MANAGEMENT TECHNIQUES TO REDUCE DEVIANT BEHAVIOR STUDENTS OF SMA DWIJENDRA DENPASAR

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Abstract. The goal to be achieved in this research is to reduce the deviant behavior of class X.1 students of SMA Dwijendra Denpasar, the academic year 2022/2023 through the application of behavioral counseling with self-management techniques. The research subjects were students of class X.1 who had highly deviant behavior totaling five students consisting of five male students. Based on the data and discussion of the research results, it can be concluded that (1) there is a decrease in deviant behavior individually and in groups. (2) the score of deviant behavior before the action as a group was 595 and an average of 119; after being given the action in cycle I became 484 and an average of 96.8 with a percentage decrease as a group of 92% with an average of 18.4%. In cycle II, the score decreased again to 310 and an average of 62 with a group percentage of 176% with an average of 35.2%. Thus the results of this study can be concluded that applying

behavioral counseling with self-management techniques can reduce deviant behavior in class X.1 SMA Dwijendra Denpasar, the academic year 2022/2023.

INTRODUCTION

The rapid flow of globalization weakens moral and social values, which of course, creates unrest in society, which has a direct negative impact on society itself (Fransson & Norman, 2021). Teenagers feel the negative impact more quickly because children in their teens are inquisitive about new things, even through electronic media such as television, film, radio, newspapers, magazines, etc. The influence of globalization itself, especially in mass electronic communication, certainly has positive and negative impacts on society, with the positive impacts being ease of communication, fast access to information, and easy interaction with many people (Darmada et al., 2020). In addition, the negative influence of the media itself, for example, with reduced direct communication, people rely more on the Internet to find information than to read. They are easily influenced by negative things without knowing the truth, especially in today's world. As a result of globalization, access to mass media is very easy, so negative influences spread more easily in society (Sudiarta & Widana, 2019).

Negative impacts usually occur because adolescence is a transition from children to adults. There, children abandon their childish nature and learn adult behavior. Social life does not always follow prevailing values, norms, and expectations; it means many deviations and

different student behavior in the classroom (Devi et al., 2022). Some students diligently follow the lesson, actively record the teacher's lessons, and occasionally ask questions. Some friends are annoying, indifferent, etc. Deviant behavior is the result of an imperfect process. Deviations can also be caused by adopting values and norms that are not under the needs of society (Susilawati & Sarifuddin, 2021).

More and more schoolchildren break the rules and commit deviations. It can be categorized as juvenile delinquency. Juvenile delinquency is behavior or activity that is antisocial and antinormative (Asih et al., 2022). There are many reasons why a child may behave abnormally. In addition to family factors, this is more or less influenced by the daily social environment of children. Deviant behavior in adolescents is a disturbing behavior that makes them appear nervous and uncontrollable (Pratiwi, 2021). Many people feel inferior about this, especially parents who have teenage children. Parents are afraid that their children will be forced to do things contrary to values and norms, harming themselves and others around them (Widana et al., 2020).

Therefore, the guidance proposal must be implemented because if it is not carried out immediately, irregularities will occur more frequently, and the implementation of the teaching and learning process in schools will be increasingly complex (Karpika & Mentari, 2020). Based on this description, researchers tried to apply behavioral counseling using self-management techniques. Behaviorism is a counseling and psychotherapy approach that addresses behavior change (Yasmini, 2021). Behavior counseling is a process of helping people solve interpersonal, emotional, and certain decision-making problems. (Behavioral counseling is the process of helping people solve interpersonal, emotional, and decision-making problems). Understanding self-management techniques is how clients direct their behavior change using a therapeutic strategy or a combination of strategies (Birenbaum & Alhija, 2020). Self-management is the control of a particular response to a stimulus that results from another response by the same individual to a self-produced stimulus. The results of teaching practice I, preliminary observations conducted at school in December, showed that several students, especially class X.1 students of SMA Dwijendra Denpasar, the academic year 2022/2023, exhibited abnormal behavior and the symptoms were as follows: Violating school rules, disturbing friends, making noise in class, uttering harsh words, late for class. Based on the background of this problem, the authors are interested in researching the application of behavioral counseling with self-management techniques to reduce deviant behavior in class X.1 students of SMA Dwijendra Denpasar, the academic year 2022/2023.

METHOD

The research approach used in this research is the action research of the counseling guidance approach, whose implementation follows the flow of classroom action research. This research is a technique for reducing deviant behavior of the type of behavioral counseling with self-management technique. The actions to be implemented consist of two cycles and follow the CAR steps: Planning, Implementation, Observation/Evaluation, and Reflection. The class used is class X.1 SMA Dwijendra Denpasar for the academic year 2022/2023 because several students have deviant behavior in this class. This research was conducted at SMA Dwijendra for the academic year 2022/2023 with five male students in class X.1 SMA Dwijendra who tended to have deviant behavior according to the criteria used in determining students who have problems in their daily behavior at school.

This research was designed in the form of guidance and counseling action research which was designed in two cycles with the design below:

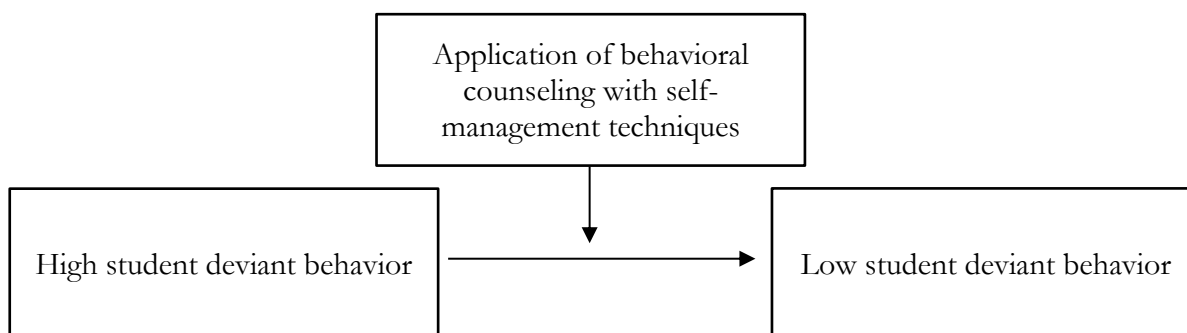


Image 1. Action research design to reduce deviant behavior

RESULTS AND DISCUSSION

This preliminary research was carried out for one month, from December 1, 2022, to January 1, 2023, where the preliminary research was carried out when the authors carried out teaching practice I by making a direct approach to the school principal, counseling teacher, and class teacher of X.1 in SMA Dwijendra Denpasar. The purpose of conducting preliminary research is to obtain information related to the condition of students who will later be used as research subjects and to obtain initial information about the abilities and level of students' development in general to obtain initial data about deviant behavior.

Cycle I

The analysis results of the initial observation data and after the process of assisting with behavioral counseling with self-management techniques in group settings stated that it was necessary to improve the implementation of counseling to make it even more effective. So students with highly deviant behavior can be reduced by applying self-management techniques. Evaluation by researchers of counselees is carried out after handling the provision of self-management techniques. This evaluation was carried out to determine the results of the first action cycle. The evaluation results of student behavior after being given the action are as follows.

Table 1. Evaluation Results Students' Deviant Behavior Cycle I

No	Name	Score	Quantity of Change Achievement		Decrease Percentage (%)	Information	
			Before Action	After Action Cycle I			Percentage (%)
1	D.B.P.D.U	116	95	63,3	Medium	18	Decrease
2	G.S.P.A	121	100	66,6	Medium	17	Decrease
3	G	121	98	65,3	Medium	19	Decrease
4	I.K.A.S.W	118	94	62,6	Medium	20	Decrease
5	I.P.G.S.D.U	119	97	64,6	Medium	18	Decrease
Total		595	484	322,4		92	
Average		119	96,8	64,48		18,4	

To calculate the percentage of achievement above, the formula is used:

1. D.B.P.D.U = $\frac{95}{150} \times 100\% = 63,3\%$
2. G.S.P.A = $\frac{100}{150} \times 100\% = 66,6\%$
3. G = $\frac{98}{150} \times 100\% = 65,3\%$
4. I.K.A.S.W = $\frac{94}{150} \times 100\% = 62,6\%$
5. I.P.G.S.D.U = $\frac{97}{150} \times 100\% = 64,6\%$

$$P = \frac{X}{SMI} \times 100\%$$

The percentage of students' deviant behavior that occurred after the action in cycle I was calculated by subtracting the score before the action with the score after the action divided by the score before the action multiplied by 100%.

$$\frac{\text{Score before action} - \text{Score after action}}{\text{Score before action}} \times 100\%$$

1. D.B.P.D.U = $\frac{116-95}{116} \times 100\% = 18\%$
2. G.S.P.A = $\frac{121-100}{121} \times 100\% = 17\%$
3. G = $\frac{121-98}{121} \times 100\% = 19\%$
4. I.K.A.S.W = $\frac{118-94}{118} \times 100\% = 20\%$
5. I.P.G.S.D.U = $\frac{119-97}{119} \times 100\% = 18\%$

The graph of the decrease in deviant behavior of 5 students who received action in these activities can be seen in the following graph:

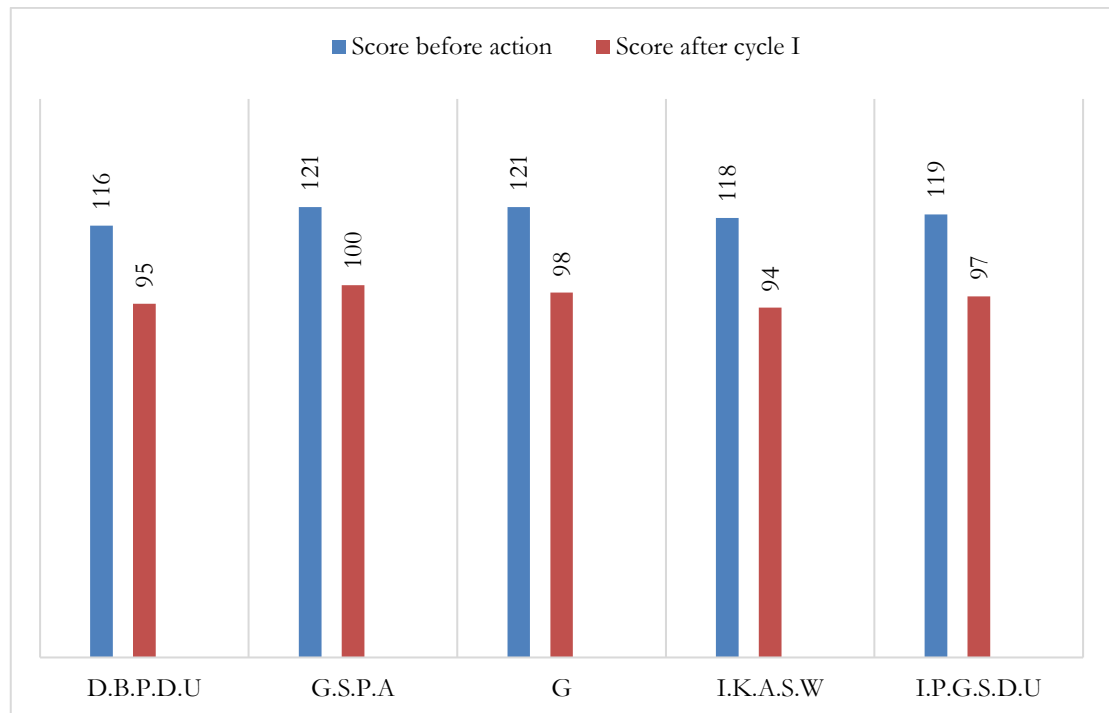


Image 2. Decreasing Deviant Behavior Cycle I

Based on the graph above, it can be stated that through the actions of the cycle I, several changes were experienced by students who were used as research subjects. The reduction in student deviant behavior ranges from 17% -20% - an average of 18.4% in the moderate category. Based on the results of reducing deviant behavior in class X.1 SMA Dwijendra Denpasar for the academic year 2022/2023, by looking at the results of cycle I, it turns out that maximum results have not been achieved. It can be seen that students' deviant behavior is still in the moderate category. Furthermore, counseling will be held again, that is in cycle II because, based on the results obtained during counseling cycle I, it is still not optimal; where there are many deficiencies in cycle I, including the implementation of services, is still not open (honest) because it is not familiar and lacks a sense of kinship, service units are still not optimal. These weaknesses make students and counselors awkward in the group counseling process.

Cycle II

The meeting in cycle II was held on Tuesday, January 15, 2023. It was the last meeting in the process of assisting with behavioral counseling with self-management techniques to reduce students' deviant behavior. This second meeting continued the previous meeting and improved the provision of previous counseling services. The group leader asked for the results of the students' observation notes by recording their daily behavior for one week to be used as a comparison with the targets made by the students. Students say that after counseling, students think more if they want to do something, and they begin to sort out behaviors that are beneficial and detrimental to themselves. Students also feel that their mindset is now becoming more open and positive. The progress mentioned above can be seen clearly with the results of the evaluation of phase II actions and the data written in the table below.

Table 2. Evaluation Results of Students' Deviant Behavior Cycle II

No	Name	Cycle I Results		Cycle II results			Information
		Score	Percentage (%)	Score	Percentage (%)	Decrease Percentage (%)	
1	D.B.P.D.U	95	63,3%	58	38,6%	39%	Decrease
2	G.S.P.A	100	66,6%	65	43,3%	35%	Decrease
3	G	98	65,3%	65	43,3%	33%	Decrease
4	I.K.A.S.W	94	62,6%	62	41,3%	32%	Decrease
5	I.P.G.S.D.U	97	64,6%	60	40%	37%	Decrease
Total		484	322,4	310	206,5	176	Decrease
Average		96,8	64,48	62	41,3	35,2	Decrease

To calculate the percentage of achievement above, the formula is used:

$$1. \text{ D.B.P.D.U} = \frac{58}{150} \times 100\% = 38,6\%$$

$$2. \text{ G.S.P.A} = \frac{65}{150} \times 100\% = 43,3\%$$

$$3. \text{ G} = \frac{65}{150} \times 100\% = 43,3\%$$

$$4. \text{ I.K.A.S.W} = \frac{62}{150} \times 100\% = 41,3\%$$

$$5. \text{ I.P.G.S.D.U} = \frac{60}{150} \times 100\% = 40\%$$

$$P = \frac{X}{SMI} \times 100\%$$

To calculate the percentage decrease in student deviant behavior that occurs after the second cycle of action is calculated by means of the score before the action minus the score after the action divided by the score before the action multiplied by 100%.

$$\frac{\text{Score before action} - \text{Score after action}}{\text{Score before action}} \times 100\%$$

$$1. \text{ I.K.E.S} = \frac{95-58}{95} \times 100\% = 39\%$$

$$2. \text{ G.S.P.A} = \frac{100-65}{100} \times 100\% = 35\%$$

$$3. \text{ G} = \frac{98-65}{98} \times 100\% = 33\%$$

$$4. \text{ I.K.A.S.W} = \frac{94-62}{94} \times 100\% = 32\%$$

$$5. \text{ I.P.G.S.D.U} = \frac{97-60}{97} \times 100\% = 37\%$$

The graph of the decrease in deviant behavior of 5 students who received the second cycle of action in the activity can be seen in the following graph:

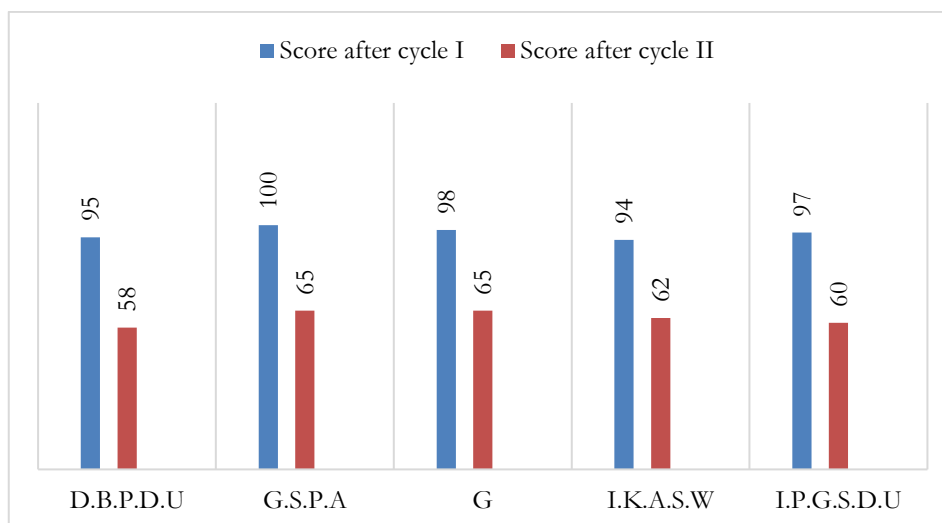


Image 3. Decrease in Deviant Behavior After Cycle II

Based on the evaluation results, it was stated that applying behavioral counseling with self-management techniques can help students reduce deviant behavior. After the implementation of cycle II, the results were satisfactory and more optimal. The results of the score obtained in the action cycle II decreased. The total score before entering cycle I or before the action was 595, and the average score was 119, while the total score after entering cycle I or after being given treatment measures to 484 and an average score of 96.8 with a decreasing percentage of 92% with an average of 18.4% while the total score of the second cycle is 310 and an average of 62 with a decreasing percentage of 176% with an average of 35.2%. It proves that there is a reduction in students' deviant behavior after being given the second cycle of action. The achievement of students' deviant behavior before being given counseling services with self-management techniques and after the guidance and counseling action research cycle I and cycle II can reduce student behavior problems; these results can be seen from the recapitulation results below.

Table 3. Description of Decrease in Deviant Behavior Before Action

No	Name	Before Action		Cycle I Results		Percentage of Decrease in Cycle I (%)	Cycle II results		Percentage of Decrease in Cycle II (%)
		Score	Percentage (%)	Score	Percentage (%)		Score	Percentage (%)	
1	D.B.P.D.U	116	77,3	95	63,3	18	58	38,6	39
2	G.S.P.A	121	80,6	100	66,6	17	65	43,3	35
3	G	121	80,6	98	65,3	19	65	43,3	33
4	I.K.A.S.W	118	78,6	94	62,6	20	62	41,3	32
5	I.P.G.S.D.U	119	79,3	97	64,6	18	60	40	37
Total		595	396,4	484	322,4	92	310	206,5	176
Average		119	79,28	96,8	64,48	18,4	62	41,3	35,2

Based on the table above, the decrease of student deviant behavior that occurred at the end of cycle I and cycle II can be seen in the picture below:

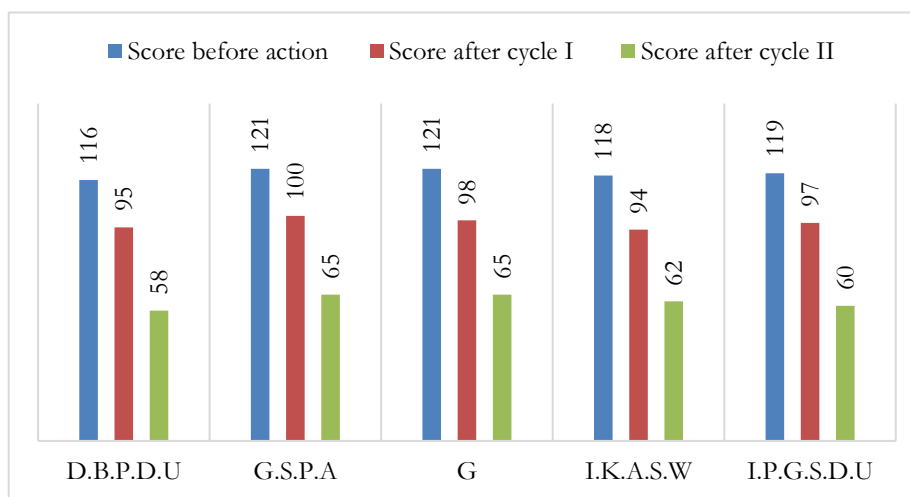


Image 4. The Decrease of Deviant Behavior of class X.1 SMA Dwijendra Denpasar before The Action, after The Action in Cycle I and after The Action in Cycle II

Based on the calculations above, there has been a decrease, and the changes that have been achieved show that the application of behavioral counseling with self-management techniques through group settings is very effective and has a substantial positive effect in efforts to reduce deviant behavior in class X.1 SMA Dwijendra Denpasar, the academic year 2022/2023. Thus, the application of behavioral counseling with self-management techniques can reduce the deviant behavior of class X.1 students of SMA Dwijendra Denpasar, the academic year 2022/2023.

DISCUSSION

The results showed that the deviant behavior of class X.1 SMA Dwijendra Denpasar for the academic year 2022/2023, which was used as the research subject before the action, was 5 students consisting of 5 male students, the decrease that occurred was very good, the total initial score before the action was of 595 with an average score of 119 which is categorized as high. Therefore, deviant behavior needs to be addressed immediately; researchers use self-management techniques to reduce daily deviant behavior in the school environment. This self-management technique can help deal with student behavior because it can be carried out by students without coercion and pressure, where they will control their own behavior and decide what to choose (Asih, 2022).

The changes can be seen from the acquisition of scores in cycle I, with a decrease in the total score to 484 and an average of 96.8, with a percentage decrease of 92% and an average of 18.4%. It indicates that students' deviant behavior has decreased. The application of behavioral counseling with self-management techniques through group settings has the advantage of emphasizing human thinking rationally in deciding desires, acting, and being able to regulate lifestyles that are better for behaving in everyday life (Hortensi, 2020).

It can be seen that in cycle II, there was a decrease in the score of 310 and an average of 62, with a decreasing percentage of 176% and an average of 35.2%. It shows that some decreases and changes are even better than the first cycle and are getting better than before. It can be concluded that the application of behavioral counseling with self-management techniques can reduce deviant behavior in class X.1 SMA Dwijendra Denpasar for the academic year 2022/2023.

CONCLUSION

Based on the data analysis results and limitations of the research analysis results above, it can be concluded that the total score before the action was 595. The average score was 119, which was categorized as high. After being given action in cycle I, the total score decreased to 484, and the average score was 96.8, with a decreasing percentage of 92 % and an average of 18.4%. In cycle II, scores decreased again to 310 and an average of 62, with a decreasing percentage of 176% with an average of 35.2%. Based on these data, in this study, the application of behavioral counseling with self-management techniques can reduce deviant behavior in class X.1 SMA Dwijendra Denpasar for the academic year 2022/2023. Suggestions that can be conveyed based on the results of this study are the application of behavioral counseling with self-management techniques that can be applied in other schools as an alternative to minimize students' deviant behavior.

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