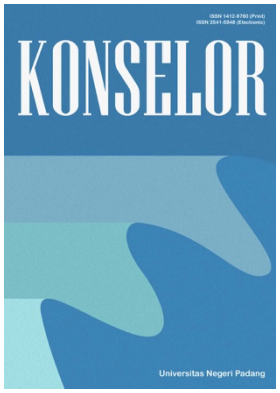
Universitas Negeri Padang & Ikatan Konselor Indonesia
Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang
Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.
☎+62 (0754) 41650; Website: http://pps.fip.unp.ac.id/; jk@konselor.org / info@konselor.org

Volume 12 Number 3 2023



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)
Editor: Eem Munawaroh

Publication details, including author guidelines
URL: https://counselor.ppj.unp.ac.id/index.php/konselor/about/submissions

Reducing violent student behavior through culturally based counseling: Mediation analysis of the fairness

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Article History
Received: Sunday, July 23, 2023
Revised: Wednesday, August 09, 2023
Accepted: Monday, September 18, 2023

How to cite this article (APA)
Sugiharto, DYP., et., al. (2023). Reducing violent student behavior through culturally based counseling: Mediation analysis of the fairness. KONSELOR, 12(3), 183-191 https://doi.org/10.24036/0202312322-0-86

The readers can link to article via https://doi.org/10.24036/0202312322-0-86

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ISSN 1412-9760 (Print)
ISSN 2541-5948 (Electronics)

Original Article

KONSELOR
Volume 12 Number 3 (2023)
https://doi.org/10.24036/0202312322-0-86

Reducing violent student behavior through culturally based counseling: Mediation analysis of the fairness

DYP Sugiharto[1], M Mulawarman[1], S Sunawan[1], Ashari Mahfud[1,2♦], M Muslikah[1], Thrisia Febriyanti[1], Ujang Khiyarusholeh[3], & Nailu Rohmatika[1]

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Abstract: This study investigates the impact of Iso Trimorogo counseling, a culture-based counseling approach rooted in Tri Dharma Mangkunegaran Philosophy, on reducing violent behavior in high school students by fostering the character trait of fairness. The research involved 120 high school students from Central Java Province, Indonesia divided into an experimental group receiving Iso Trimorogo counseling and a control group subjected to conventional counseling methods. The efficacy of the counseling was assessed using a fairness character scale and a bullying behavior scale, administered pre- and post-treatment. The study employed bootstrapping analysis with 5000 resampling iterations, maintaining an error threshold of 5% ($p < 0.005$). The results indicated a significant direct effect of Iso Trimorogo counseling in diminishing violent behavior ($F = 9.027$) and an indirect effect through the mediation of fairness character development ($F = 4.026$), with a negative correlation between fairness character and violent behavior ($R = 0.389$). These findings underscore the importance of integrating character education, particularly focusing on fairness, in counseling strategies to effectively address violent behavior in schools. The study advocates for the adoption of culture-based counseling approaches like Iso Trimorogo in educational settings to enhance student behavior and character development.

Keywords: Iso Trimorogo Counseling; Violent Behavior Reduction; Fairness Character Development; High School Students; Culture-Based Educational Interventions

INTRODUCTION

The phenomenon of violent behavior in schools currently continues to occur, with increasingly diverse forms of behavior. A study in Bangladesh reported that several students at school had received violent behavior from their friends (Ahmed, Ahmed, & Hiramoni, 2021). In the digital era, teenagers' involvement with the internet has increasingly exposed them to the tendency to commit acts of violence against other people (Bork-Hüffer, Mahlknecht, & Kaufmann, 2021). Violent behavior is an important global public health problem that affects millions of people every year, especially school-aged children (Volk, Veenstra, Espelage, 2017). A nationally representative study in Australia, the prevalence of frequent bullying in the past year (every few months or so) among adolescents aged 11 to 14 years was 16% for victimization alone, 2% for perpetration alone, and 3% for victimization and perpetuation (Thomas et al, 2017). This data is quite worrying. Efforts to deal with violence have been carried out so far. However, in fact, this phenomenon still occurs on a large scale, especially for students at school.

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The Child Protection Commission in Indonesia states that as many as 87% of children have experienced violence, including intimidation and intolerance. The National Consortium for Character Development states that acts of violence almost occur in every school with negative effects. Based on gender, violent behavior is almost equally experienced by women (50.5%) more than men (Pratiwi., Herlina., & Utami, 2021). Kustanti, (2015) provides an overview of unfair behavior in the city of Semarang from the results of descriptive research which shows that most students at all levels of education have experienced harassment from friends. At the high school level the presentation is the highest, reaching 70%. This data is quite worrying if it continues to be ignored.

Violent behavior such as violence itself is the behavior of a person or group of people that disturbs or threatens a person's safety and health, both physically and psychologically, threatens a person's property, reputation or social acceptance and is carried out repeatedly and continuously (Coyne et al, 2019). Violence among students is more often associated with aggressive behavior in situations that put pressure on other individuals and occurs repeatedly over a long period of time, even though these two behaviors are basically different (Fleuridas, & Krafcik, 2019). Violent behavior in schools can occur directly or indirectly, such as cyber violence, namely the use of communication media intermediaries such as the internet and digital technology behavior. Olweus divides three forms/types of violent behavior, namely: (a) Direct verbal attacks (via verbal), (b) Direct physical attacks (physical). (c) Indirect or social attacks (indirectly or socially) (Nozaki, 2019).

Violent behavior should be something that students should avoid throughout their development. This is because the impact of violent behavior will greatly influence the developmental tasks that must be achieved by the individual. There are various kinds of research regarding the negative impact of violent behavior on adolescent students. However, few have examined the relationship between violent behavior and aspects of developmental tasks that individuals must master (Dewi, 2019). Macleod, (2014) briefly defines that developmental tasks are normative behaviors that must be carried out by individuals. The assumption regarding the relationship between violence and adolescent developmental tasks lies in the important role of social groups in adolescence. Positive experiences in social groups will have an impact on the quality of an individual's overall development. On the other hand, negative experiences in groups, such as being a victim of violence, are associated with psychological deviance (Jeong, Kwak, Moon, & San Miguel, 2013). Research conducted in several countries shows that being a victim of violence is a problem that has long-term and short-term impacts on psychological health and academic consequences, including decreased self-esteem (Hilliard et al, 2014). Then the psychological symptoms resulting from violence can make the victim fail to master developmental tasks.

Violent behavior at school is caused by several factors, including a lack of concern for other people, failure of teenagers to adapt to the social environment, past trauma, low empathy, and irrational thoughts and inability to express feelings well. (Muijs, 2017; Sivo., Shannon., Fox., Taub., & Robinson, 2017). Violent behavior towards students occurs in a system of student social relations in which there are interrelated components. The three components/aspects that influence each other are the perpetrator, the victim, and the audience (witnesses). All three contribute to the realization of violent behavior (Pala, 2011). Therefore, a strategy is needed that can streamline all these aspects simultaneously.

Strategies to stop violent behavior among students at school, handling students who are victims of violent behavior have also been highlighted by several studies. Psychoeducators at schools have helped students who are victims of bullying. The impact on victims of bullying at school will greatly affect students' mental health conditions. So, as has been reported, victims of violence have received assistance based on the research findings above. The new strategy is an effort to organize the education system. This strategy is character building in students. Therefore, character building is the main target sought by educators, especially psychoeducators in schools, in reducing student violent behavior. This is in accordance with the opinion of Carol Anderson who states that as a psychoeducational therapy, current counseling services place more emphasis on preventive-developmental functions (Espelage, 2016). Gysbers, Norman & Patricia Henderson (2012) say that guidance and counseling in schools must also undergo reform, changing from a service model position (which is oriented towards a curative function) to a comprehensive program rooted in the principles of student growth and development. Therefore, when looking at the problem of unfair behavior such as violence, it should not be rooted in the problem, but in the realm of students' self-development, namely the character of Justice.

One of the characters that students are expected to have to avoid violent behavior is the character of Fairness (Hilliard et al, 2014). Justice means not liking to take advantage of other people's weaknesses for personal gain, respecting equality between individuals, playing according to one's role or obeying applicable rules, being transparent and fair towards other people. The character of justice is realized through the attitude of students who treat other individuals without discrimination. Students with this strength of character do not let their feelings influence their negative views of others. Students will give everyone the same opportunity to try and apply the same sanctions according to their mistakes (Lind, 2019).

The same thing was also conveyed by Rubini, Permanasari, and Permana, (2018) who stated in their research results that violent behavior was negatively related to the character of feirness. This means, the higher the level of fairness within a student, the lower the risk of violent behavior occurring in that student. Vice versa. In a description of research results from Hilliard, et al. (2014) explains the relationship between fairness and violent behavior. These results convey that, basically, unfair behavior that occurs in adolescents occurs due to a lack of understanding and attention to the welfare or fairness of other people. Therefore, to reduce acts of injustice, it is necessary to make efforts to improve the character of Fairness in teenagers, who in this case are students.

Violent behavior in schools that still occurs today needs wider attention. This research tries to combine a paradigm in counseling services that is rooted in social justice theory, with local wisdom values in the form of the values of the Tri Dharma Mangkunegaran Philosophy (iso Trimorogo Counseling). This is an effort to realize steps that are currently being pursued by academics and practitioners in the field of counseling services. Therefore, the treatment process using Iso Trimorogo counseling in realizing the character of fairness has been developed through an indigeniusization process. Indigenization, namely the process of rebuilding (reconstructing) a particular science or its derivatives, which is suitable to the culture where the science is applied (Opuni, 2012).

Iso Trimorogo Counseling does not only focus on the function of handling behavior and victims of bullying, we try to look at the phenomenon of violence from the perspective of the character of justice as a need that students must have. This has escaped the attention of most previous studies. We will try to fully explain the relationship between the character of justice and violent behavior in students. Apart from that, the explanation will continue with predictions of the character of justice in reducing violent behavior in students. So, we hope this will be a recommendation for psychoeducators in schools who work in the field of student mental health.

METHOD

Experimental research methods were carried out in this study to determine the level of effectiveness of Iso Trimorogo's counseling services in reducing student violent behavior at school by increasing students' fairness characteristics. This type of experiment is one group pre-test post-test control group carried out involving a control group as a comparison for the experimental group. The subjects involved in this research were 120 high school students selected from schools in Central Java Province. Research subjects were selected using a cluster sampling technique. Subjects were then grouped into 2 (control-experiment); each group consists of 60 students. In the control group, students will receive counseling services usually provided by counseling teachers at their school. However, in the experimental group, researchers will provide iso trimotogo counseling treatment. Treatment is carried out in 6 sessions over three months. Subjects received two direct measurements, namely before being given treatment and after being given treatment.

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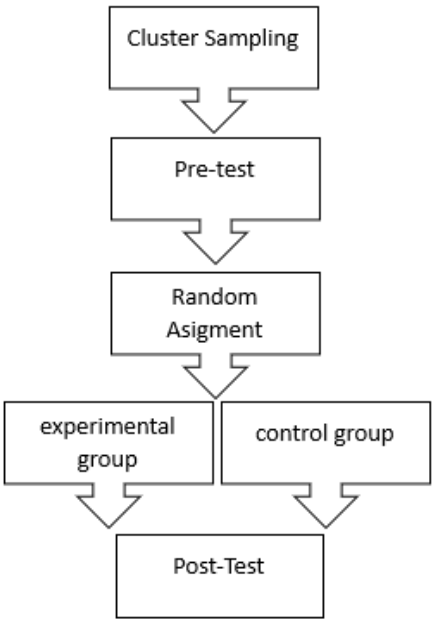

Figure 1. Research Procedure

The fairness character scale and the violent behavior scale which have been developed previously. The fairness instrument was previously developed using the factor analysis method by Mahfud et al, (2023) with evidence of validity (<0.30) and good reliability (0.84). The violent behavior instrument has also been developed previously by Suryana, Akbar and Ridwan (2020) with validity (0.5 > MNSQ < 1.5) and good reliability (0.99). This instrument is used to see differences in the level of development of fairness character and tendencies towards bullying behavior in students before receiving treatment and after receiving treatment. The analysis was carried out using the bootstrapping technique to see the level of effectiveness of the Iso Trimorogo counseling service in reducing violent behavior in students through developing the character of fairness. The bootstrapping analysis technique was carried out with 5000 resapling times with an error rate of 5% (p<0.005).

RESULTS

The collected data (pretest-posttest) was tabulated and prepared before analysis. There were 120 students selected as research subjects with a low level of fairness character development and a high tendency for violent behavior. After the intervention was carried out in the experimental and control groups, the level of development of the fairness character increased and the tendency for violent behavior decreased. Of the 60 students in the experimental group, initially 45 students had a high tendency for violent behavior with a low level of fairness character development. 5 students tend to violent behavior and the development of fairness character is at a moderate level. Meanwhile, the remaining 10 students had a high tendency for violent behavior and low fairness character development. The difference is that 60 students in the control group consisting of 52 students have a high tendency for violent behavior with a low level of fairness character development. The other 3 students have a tendency towards violent behavior and moderate fairness character development. Meanwhile, the remaining 5 have a high tendency towards violent behavior with a moderate level of fairness character development. When treatment is complete, changes occur. In the experimental group, 55 students had a low tendency to violent behavior with high fairness character development. The remaining 5 students have a tendency towards violent behavior and the development of fairness character is in the medium category. Meanwhile, in the control group, 55 students tended to violent behavior and the development of a fairness character was in the medium category, while the remaining 5 students tended to violent behavior in the medium category and the development of a fairness

character was in the high category (Table 1).

Table 1. Results of cross tabulation of pretest-posttest data (n = 120)

				Score Fairness											
				Low				Medium				Hight			
				Pretest		Postest		Pretes		Postest		Pretest		Postest	
				E	K	E	K	E	K	E	K	E	K	E	K
Score Violent Behaviour	Low	Pre test	E												
			K												
		Pos test	E							5				55	
			K												
	Mediu m	Pre test	E					5							
			K						3						
		Pos test	E												
			K								55				5
	Hight	Pre test	E	45				10							
			K		52				5						
		Pos test	E												
			K												

Explanation: E = Experiment; K = Control

Data were analyzed using the 4th Boostreping model. The results of the analysis show that Iso Trimorogo counseling has an impact on students' justice character ($F = 23.975$, $p < 0.01$) and violent behavior of students ($F = 9.027$, $p < 0.01$). This can be seen from the maps of justice and violent behavior of students in the experimental group (justice, M = 69.4, SD = 5.44; violent behavior, M = 65.4, SD = 4.46) and the control group (fairness, M = 56.6, SD = 7.61; violent behavior, M = 52, SD = 6.29). Besides that. The results of this analysis also prove that fairness has a significant relationship with violent behavior ($R = 0.389$, $P < 0.01$) (Table 2).

Table 2 Results of bootstrapping data analysis (N = 5000)

	Effect	*P*	Confidence interval (95%)	
			Upper limit	**Lower limit**
C – F (a)	4.026	< 0.01	3,382	5,674
F – VB (b)	0.389	< 0.01	0,178	0,963
C – VB (c)	9.027	< 0.01	4.792	13.303
Total Effect	23.975	< 0.01	18,787	26,782
Mediating effect	14.928	< 0.05	0,181	15,574

The magnitude of these results can be concluded that Iso Trimorogo counseling is effective in increasing justice ($F = 4.026$, $p < 0.01$) and reducing student violent behavior ($F = 9.027$, $p < 0.01$) in schools. A negative relationship was also demonstrated between justice and violent behavior in school students ($R = 0.389$. $P < 0.01$). Apart from that, Iso Trimorogo counseling was effective in providing an indirect impact on students' violent behavior through increasing the character of justice with a mediation effect of 14.928 (CI = 0.181, 15.574).

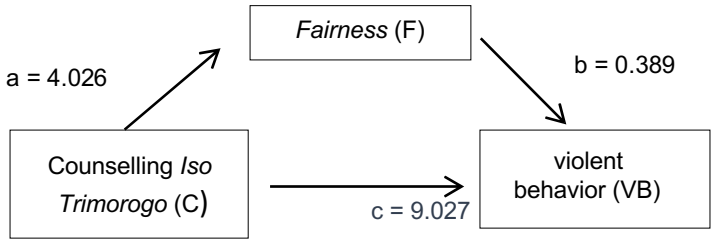

Figure 2. Bootstrapping analysis results (F = 23,975 and c '= 14,928 CI [0.181, 15,574])

https://doi.org/10.24036/0202312322-0-86

DISCUSSION

The results of the quantitative analysis above show that violent behavior in schools can be overcome by increasing the character of justice in students. Culture-based counseling services (iso trimorogo counseling) effectively provide an indirect influence on reducing violent behavior in schools through developing the character of fairness. These findings can complement the results of previous research that has been carried out. In the description of research results, Hilliard, Bowers, Greenman, Hershberg, Geldhof, Glickman, and Lerner, (2014) explain the relationship between justice and violent behavior. These results convey that basically violent behavior that occurs in adolescents occurs because of a lack of understanding and concern for the welfare or justice for other people. Therefore, to reduce acts of violence and attitudes of injustice, efforts need to be made to improve the fair character of the younger generation, in this case students.

Research on interventions to reduce violent behavior carried out by Yang, Sharkey, Chen, & Jimerson, found that justice has a mediating effect on the formation of violent behavior. Therefore, to reduce violent behavior, it is necessary to improve the Fairness character first (Mar'ati, 2014). Pala (2011) also conveyed the same thing that the character of Justice is one of the characters that students need and strive for through education through the character education process. This means that this character becomes a big asset for students when they develop and become adults. This is done so that students can fulfill their personal needs, through methods and efforts that are justified by the norms and ethics that apply in society.

In Indonesia, research has been carried out to improve the character of fairness over the last six years (Krisphianti., Hidayah., & Irtadji. 2016; Setyaputri., Krisphianti., & Dhian. 2018). However, in its application there are still several limitations. These limitations include the rationalization that research subjects have in developing the character of fairness in themselves (Krisphianti, Hidayah, & Irtadji. 2016). This is in line with what Beck and Burns (Corey, 2015) stated that one of the problems according to cognitive-oriented counseling theory is caused by disturbances in the cognitive system in the form of cognitive distortion or cognitive chaos.

Unjust behavior occurs in the student's social system as a relationship in which there are interrelated components (Espelage, 2016). The components/aspects that influence each other are the perpetrator, victim, and audience (witnesses). Therefore, reducing the risk of unfair events occurring in schools needs to involve various components that are the focus of intervention. These components include the student's environmental system, psychological aspects within students, as well as factual conditions regarding policies in the educational environment (Jeong., Kwak., Moon., & San Miguel, 2013).

The meaning of justice sought in the embodiment of the Fairness character has previously been reviewed in psychological studies (Ortega Ruiz, Rey Alamillo, & Casas Bolaños, 2012). The realization of justice often involves interference from personal interests. Thus, there is an assumption that a sense of justice will emerge if the concept of justice is beneficial for the individual. This then gives rise to justification for violent or similar unfair behavior towards other students at school. In several studies, violent behavior is considered an adaptive behavior because it is a survival mechanism used by individuals to maintain existence, maintain self-esteem, and fortify themselves before being oppressed by the environment. Therefore, in realizing the character of justice, understanding the assessment of justice is a foundation that must be built from the start as capital for students so that fair behavior does not reappear.

Research with efforts to improve the character of justice has been carried out over the last six years (Suparwi, 2014). However, in its application there are still several limitations. These limitations include the rationalization that research subjects have in developing the character of justice within themselves (Volk, Provenzano, Farrell, Dane, & Shulman, 2019). This is in line with what Beck and Burns said that one of the problems according to cognitive-oriented counseling theory is caused by disturbances in the cognitive system in the form of cognitive distortions or cognitive disorders (Wang, 2018).

The environment is one aspect that influences the formation of the character and behavior of adolescent students (Menesini., & Salmivalli, 2017). Researchers have conducted more in-depth studies

to look for evidence whether this counseling model is effective in reducing the risk of unfair behavior through the mediating effect resulting from developing fair character in adolescent students.

Apart from that, increasing the fairness character of students requires the involvement of local cultural values (Setyaputri., Krisphianti., & Dhian. 2018). This is because the concept of justice is involved with the concept of cultural values where the subject is located. Therefore, the concept of justice that will be developed will be pursued through the development of social and moral values that depend on individual identity that is accessible to everyone. Zhao and Chang (2019) say that there are three types of identity that every person has, namely material identity (physical, self and ownership), social identity (existence in a social group and self-image in the environment) and moral identity (moral authenticity and attainment of maturity). This is in accordance with the treatment carried out, namely counseling based on cultural values (Iso Trimorogo counseling).

Iso Trimorogo counseling services, providing services as a model of counseling and psychotherapy, Iso Trimorogo counseling has a cross-paradigm proposition. This is because the counseling model developed is the result of the integration of two counseling approach paradigms. The iso trimorogo model is linked to the social environment, so it intersects with the system relations paradigm which emphasizes relationships and the environment as well as various psychological conditions and factual data as the focus of study and the target of intervention. Therefore, it can be said that this approach is a good example of developing theories and techniques that integrate two different paradigms.

CONCLUSION

The issue of violent behavior towards students in schools presents a significant challenge for psychoeducators. Addressing this issue requires proactive strategies rather than waiting for the behavior to escalate and cause severe impact on victims. In this context, guidance and counseling teachers, serving as psychoeducators in school environments, play a crucial role. They are expected to implement preventative strategies and foster character development among students to curtail instances of violence within the school setting.

A key finding from an experimental study in this domain highlights the effectiveness of culture-based counseling in directly reducing student violent behavior. Additionally, the study reveals an indirect effect of such counseling through the mediation of justice or fairness character development, which positively correlates with a reduction in student violence at school.

In conclusion, the study emphasizes the importance of culture-based counseling and the development of fairness and justice in students as effective strategies for preventing and addressing violent behavior in schools. These findings offer a roadmap for psychoeducators and school authorities in creating safer and more nurturing educational environments.

ACKNOWLEDGEMENTS

We would like to thank all the institutions that have collaborated, so that this activity can run according to the appointed time. This research was carried out in collaboration between Universitas negeri semarang and the Central Java Province Counseling Guidance Association. We would also like to thank all the school and youth counselors who were involved in this research

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