



# OVERCOME THE PROBLEM OF DEVIANT BEHAVIOR THROUGH GROUP GUIDANCE TECHNIQUES FOR JUNIOR HIGH SCHOOL STUDENTS

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## ABSTRACT

The main problem in this research is to overcome the low ability of students to solve problems. Which almost every day many problems that arise such as: personal, social, career and even learning difficulties. The sample in this study, namely 7th grade SMP 12 Malang. The results of the assessment appear in table 4.3 which states "I feel a loss if I do not go to school" shows the 35% increase in cycle II to 59%. Besides that, based on the analysis of observational data at the time of the action, it can be seen in the average results of students' understanding of behavior during the first cycle of 5.83 and at the meeting of the first 2 cycles there was an average increase of slightly to 6.5. Similarly the average results at the meeting 3 is 7 and at the 4th meeting of the second cycle II the average value of the assignment (post test) was 8.3. Based on the findings of this study it is suggested to the Guidance and Counseling Teachers to apply group guidance techniques in alleviating student problems. With the use of group guidance on students, it can help enlighten the problem in accordance with the group guidance goals referred to in this study.

**Keywords:** *Deviant behavior, Middle School Students, Group Guidance*

## INTRODUCTION

In human life can not be separated from problems both minor and severe problems, as well as the world of education. The world of education is a major role in managing individual development, especially those that occur in schools, in this case an important role of teachers is needed not only to teach but also to guide students. Good learning achievement is expected that students can grow and develop according to their level of development as expected.

In recent times, deviant behavior, which could be described as behavior that is different from the norm, has become a daunting global problem. Each year, the number of pupils with deviant behavior (also known as aberrant behavior) in general education schools steadily increases (Hayden, 2007; Damron-Bell, 2011). Aberrant behavior may not only lead to problems that include peer-pressure, bullying, and violence right within a school setting, but to also more serious consequences such as social maladaptation and crime (Rodger, 2008; Furniss, 2000).

Social deviance has been investigated by numerous psychologists for over one century. Durkheim, Thomson, Vygotsky, Eisenstein among others, were the first scholars to address the issue (Goode, 2016). Social deviance inseparably mirrors socially-acceptable behavior (Vygotsky, 1934/1998). 'Social norms', can be interpreted as the limits or measures of conduct permissible within a society that ensure a society functions as it should, and, most importantly, social norms help to preserve societies (Aitchison, 2012).

According to Amanuel. (2009), children come into this world helpless and unable to fully develop without us adults. As teachers, our job is to nurture them and teach them how to decent lives. Bear (2010) stated that worldwide, school violence wears many faces. It includes gang activity, locker thefts, bullying and intimidation, gun use and assault, just about anything that produces a victim. The number of pupils being excluded or playing truant is increasing every year in the country. Bambara et al (2009) concurred with

the above when they said teachers complain that bullying is a serious problem and that pupils are becoming more and more violent. Disciplining students, particularly those with chronic or serious behavior problems, is a longstanding challenge for educators. At the heart of this challenge is the use of punitive versus supportive disciplinary practices. In recent years schools have adopted a zero tolerance approach to school discipline that usually entails the expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or drugs (Skiba 2011).

Bloom (in Bennet, 1963) which states that in the implementation of group guidance, group discussion is not only to solve a problem, but also to enlighten a problem, as well as for personal development. The use of group discussion in conducting group guidance has the following advantages: (a) makes group members more active because each member has the opportunity to talk and contribute to the group, (b) group members can exchange experiences, thoughts, feelings and values the values that will make the problem discussed become clearer, (c) group members learn to listen well to what other group members say, (d) can improve understanding of oneself and understanding of others. Through feedback given by other members, especially in small group discussions, each member can see himself in depth, and (e) provide an opportunity for members to learn to be group leaders and by observing the behavior of group leaders.

The problem sought for answers in this study can be formulated as follows: (1) Can the group guidance technique help alleviate the problem of students who have deviant behavior? (2) How to apply group guidance techniques that can help alleviate the problems of students who have deviant behavior?

### Understanding Group Guidance

Group guidance is one type of counseling guidance service aimed at a person or several people by utilizing group dynamics to obtain various kinds of information and understanding from various aspects, topics discussed.

Group guidance service is one of the support services of guidance. Bloom (in Bennet, 1963) which states that in the implementation of group guidance, group discussion is not only to solve a problem, but also to enlighten a problem, as well as for personal development.

According to Corey (2012), a group is a collection that offers understanding and support to its members, as well as nurturing the desire of its members to explore the problems that exist in themselves that it brings into the collection. Therefore, intensive group dynamics are indispensable for the achievement of the goals of group guidance services.

### Purpose of Group Guidance

Group guidance aims to develop the personality aspects of group members, including speaking out in public, daring to respond to the opinions of others, being able to hold back and be tolerant, and strive to develop their talents and interests.

### Definition of Deviant Behavior

It is important to realize that each student has unique characteristics. There are those who behave well, comply with school rules and there are also those who behave in deviant ways, violating established regulations. Both of these student behaviors indicate that there are two situations that develop in school, namely student behavior that interferes with the course of teaching and learning activities and student behavior that complies with regulations that are in accordance with the plan. Student behavior that interferes with the course of teaching and learning activities and school values is referred to as bad behavior. Owen, Froman dan Moscow (1981) menyatakan *teachers view misbehavior ...as you already may have not. The teachers were concerned about behavior that affronted their concepts of morality, or represented aggression, or otherwise impede classwork* it means that the teacher views deviant behavior as behavior that demeans the concepts of morality or shows aggression or interferes with class activities. Teenager deviant behavior often has social causes, for example, deficiencies in education and care. Crime shoots from home in many cases. The first sprout of deviations was carried out for fear of punishment or as protests, which then turn into reflexes like stereotypes (Denzin, 2010).

Deviant behavior by adolescents includes antisocial actions, mischief, wrong, aggressive, self-destructive, and suicide. These actions can cause various abnormalities in personal development. Often these deviations include children's reactions to the difficult circumstances experienced (Wolfe, Marcum, Higgins & Ricketts, 2014).

Based on the above opinion the authors argue that what is meant by deviant behavior is behavior that is not in accordance with the values prevailing at school because it can interfere with general calm and teaching and learning activities.

## RESEARCH METHODS

The approach in this study uses qualitative and quantitative approaches. The qualitative approach aims to describe the meaning and process of service in order to overcome the problem of students who behave strayed. While the quantitative approach is used to supplement qualitative data, it means to correlate the acquisition of student results through numbers.

This research is broadly divided into two cycles; The first cycle is scheduled to take place once and every time the meeting takes 2 x 45 minutes. The second cycle, also the length of 2 x 45 minutes that discusses the continuation of the discussion and presentation in front of the class in each group. The population of research is 7th grade students of SMP Negeri 12 Malang with a total of 200 students. The research sample was 36 students (7F) who were netted with simple sampling techniques. The method of collecting data is taken from student attendance data and student observation sheets. Besides that, reflection data taken from research journals and collaborators is then collected and analyzed quantitatively and qualitatively. Quantitative analysis is carried out descriptive statistics, while the qualitative analysis uses answer data from observations and interviews.

## RESULTS AND DISCUSSION

### First Cycle

The teacher observes the activeness of students in answering the teacher's assignment (post-test) and makes an assessment to be analyzed.

**Table 1**

**Post Test Results Meeting 1 and 2 in First Cycle**

Meeting							
1				2			
No	Score	f	$\Sigma$	No	Score	f	$\Sigma$
1	6	24	124	1	6	20	120
2	7	10	70	2	7	11	77
3	8	2	16	3	8	3	24
4	9	-	-	4	9	2	18
5	10	-	-	5	10	-	-
$\Sigma$		36	210	$\Sigma$		36	239
Mean		5,83				6,63	

f = frequency

Based on observational data on students, it can be seen in Table 4.1. The average result of understanding student behavior during the first cycle was 5.83 and at the second meeting of the first cycle there was a slight increase in the average to 6.63.

### Second Cycle

The teacher observes the activeness of students in group guidance and makes an assessment to be analyzed.

**Table 2.****Meeting Post Test Results in Second Cycle**

Meeting							
3				4			
No	Score	f	$\Sigma$	No	Score	f	$\Sigma$
1	6	6	36	1	6	1	6
2	7	2	14	2	7	2	14
3	8	6	48	3	8	2	16
4	9	6	54	4	9	7	63
5	10	11	110	5	10	20	200
$\Sigma$		36	252	$\Sigma$		36	300
Mean		7		Mean		8,3	

Table 2 showed that the average at meeting 3 is 7 and at meeting 4 cycle II the average value of the assignment (post test) is 8.3. From the whole group guidance service, Cycle 1 and Cycle 2, can be obtained graphs of changes and behavior development of 7th grade F students as below:

**Table 3.**  
Student Attitude Questionnaire

No	Statement	Opinion							
		1 <sup>st</sup> Cycle (%)				2 <sup>nd</sup> Cycle (%)			
		SA	A	LA	Ds	SA	A	LA	Ds
1.	If I encounter problems I run away / avoid		1,76	17,1	26,1		0,1	12	11,4
2.	I play hooky because I'm lazy	6,6		9,3	27,1	2,1	6,6	8,7	17,6
3.	I once skipped because I didn't do my work		12,2	14,06	23,3	4,2		6,7	19,8
4.	I immediately did not enter if there were family interests.	35,5	28	21,8		8,56	0,3	13,4	7,35
5.	I do not enter if there is a conflict at school with friends			14,6	7,4		5	10,6	17,6
6.	I feel loss if I do not go to school	35,5	31,5			59	5		

SA= Strongly agree, A = Agree, LA = Agree Less, TS = Disagree

Table 3 showed students often choose SA 6,6% and in 2<sup>nd</sup> it decreases to 2.1%, which means that with group guidance, students were truant because they were lazy and there was a change to positivity. Likewise in statement 4 in the first cycle SS showed 35.5% decreased in cycle II to 8.56 and in statement 6 (Strongly Agree) showed 35.5% changed to 8.56%. From the results of the discussion above in accordance with the formulation of the problem of this class action, it states that the group guidance technique can help alleviate the problem of students who behave straying and by applying the technique of group guidance it can help alleviate the problem of students who behave strangely. Bloom (in Bennet, 1963) states that group guidance can not only solve a problem, but also enlighten a problem, as well as personal development.

## CONCLUSION

By observing the results of the analysis relating to the formulation of the problem, the following conclusions can be drawn: Student responses to group guidance are happy because holding group counseling can encourage students to help one another better care, care and cooperate in groups. With the applied group guidance technique can help alleviate the problem of students who behave badly (play

truant) which brings a positive impact towards meaningful progress. Alleviation of student problems is not only the behavior of students who have deviant behavior that is immediately addressed, for the next researcher may be able to develop other problems such as learning decline, career selection, also social problems.

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