

THE EFFECT OF INTERPERSONAL COMMUNICATION TRAINING ON THE PREVENTION OF AGGRESSIVE BEHAVIOR

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Abstract

This research aims to determine the effect of interpersonal communication training on preventing aggressive behavior. The subjects of this research were students of Vocational School. The data collection tool used was the aggressive behavior scale. The research subjects used as samples were 20 people from a population of 100 vocational school students. This number was obtained from students at Vocational School which means it is not significant. In the aspect of verbal aggression, $z = -1.477$ with $p > 0.05$ ($p = 0.140$, 2 tail; $p = 0.70$ 1 tail) which means it is also not significant. The analysis of differences for the anger aspect was also not significant $z = -0.557$ with $p > 0.05$ ($p = 0.564$, 2 tail; $p = 0.282$, 1 tail). A new significant difference was found in the hostility aspect which was indicated by $z = -2.138$ with $p < 0.05$ ($p = 0.033$, 2 tail; $p = 0.0165$, 1 tail). The research results show that interpersonal communication training has an effect on preventing aggressive behavior.

Keywords: interpersonal communication; klitih; aggressive behavior; aggressiveness

INTRODUCTION

Children have the right to protection. Children's rights are contained in Law of the Republic of Indonesia Number 35 of 2014 concerning Child Protection which aims to guarantee the fulfillment of children's rights so that they can live, grow, develop and participate optimally in accordance with human dignity, as well as receive protection from violence and violence. discrimination, for the sake of realizing Indonesian children who are qualified, have noble character and are prosperous. Current developments in the era of globalization greatly influence how teenagers think and behave and show their existence, which is sometimes dangerous. Teenagers are challenged in acting and carrying out their roles with groups that they consider to be able to contribute to making themselves "recognized" and known to many people. The progress of everything in society has caused teenagers to be

carried away by the current of deviation and thus become victims of globalization and modernization (Mu'ti, 2015). The development of the times also makes teenagers easily trapped in delinquency and in the end it disturbs the comfort of many people and creates anxiety for society.

The phenomenon currently occurring in the field is that some teenagers create problems that cause conflict or problems for themselves and other people. Based on data from the Yogyakarta Special Region Police (CNN Indonesia, 2023), there is an increase in the number of street crime cases or what are usually called klitih along the way. in 2023. Yogyakarta Regional Police note that street crime reports came in as many as. In the January-February 2023 period, there were 52 klitih cases recorded, an

increase from 33 cases in the same period in 2022. This increase in klitih cases occurred in all areas of DIY, but was dominated by areas Sleman. In the January-February 2023 period, 32 cases of klitih were recorded in Sleman, followed by Yogyakarta City with 12 cases, and Bantul Regency with 8 cases. Of the total 52 klitih cases that occurred in the January-February 2023 period, 42 cases involved child and adolescent perpetrators. The mode of crime (klitih) carried out includes assault, possession of sharp weapons (sajam), and vandalism. According to the Deputy Chief of Regional Police for DIY, Brigadier General R Slamet Santoso (CNN Indonesia, 2023), most of the perpetrators of these street crimes are students.

Students are the nation's next generation, which is growing and developing. In the development process, of course it doesn't always go smoothly, so there needs to be assistance or guidance from parents, teachers and the surrounding environment. Adolescence is a period where individuals search for their identity and can tend to commit violence due to the influence of their environment (Srimulyani, 2019). Research conducted by Hidayah & Huriati (2023) shows that an environment full of violence can be a factor that encourages teenagers to commit violence. With the characteristics of teenagers who are still looking for their identity, it will certainly be very easy to fall into negative things such as bullying among teenagers. The results of observations and evaluations show that teenagers at SMK Negeri 1 Kalasan have several problems, including many cases of violence between friends, students' lack of knowledge about relationships in the midst of modernization, and not understanding interpersonal communication models.

Efforts that can be made to prevent aggressive behavior in teenagers (klitih) include improving interpersonal communication. Interpersonal communication is a relationship between individuals that refers to interaction or a set of skills to communicate effectively so that messages can be conveyed

well (Nurdin, 2020). This research is very important to carry out considering that sexual behavior among teenagers is increasing, causing concern to society.

This research aims to prevent cliché behavior among teenagers through interpersonal communication training. It is hoped that this research will be the basis for developing guidance and counseling services in the personal and social fields for teachers in the school environment to prevent abusive behavior in adolescents.

RESEARCH METHODS

This research uses a quasi-experimental research type, the one-group pretest–posttest design. The one-group pretest–posttest design is carried out by assessing the training participants' responses twice, namely before (pretest) and after (posttest) giving the intervention or treatment in exactly the same way. The training participants' responses after giving the intervention (posttest) were then compared with the participants' responses before giving the intervention (pretest) to find out whether there were changes such as an increase or decrease, or indeed no changes at all either before or after being given the intervention.

The data collection method in this research uses a measuring instrument in the form of an aggressive behavior scale which is prepared based on the Likert Scale model. The aggressive behavior scale in this study consists of 20 items which are arranged based on four aspects of aggressive behavior, namely physical aggression, verbal aggression, anger and hostility. Researchers conducted an aggressive scale trial on 100 students at SMK X in Magelang. The results of the validity analysis of the 20 items on the aggressive scale showed that 13 items

were declared valid while 7 items were declared invalid. Cronbach's Alpha for the aggressive behavior scale was 0.841. The figure 0.841 is greater than 0.60 ($r > 0.60$). So, the aggressive behavior scale with 13 items is declared reliable.

The interpersonal communication training module in this research is structured based on five aspects of effective interpersonal communication according to DeVito (2016), namely aspects of openness, empathy, supportive attitude, positive attitude, and equality. This training module has several parts, namely the initial part which contains basic concepts of interpersonal communication, training objectives, and training design. The second part emphasizes the aspects of a supportive attitude and positive attitude with its implementation. The final part is a session containing aspects of openness, empathy and equality in interpersonal communication with their application. The second session and third session each consist of two activities, namely "Activity 1" and "Activity 2". The population in this study were all students of SMK N 1 Kalasan. The sampling technique in this research used a purposive sampling technique and consisted of 20 students.

RESULTS AND DISCUSSION

Analysis of different tests on pretest and posttest data on aggressive behavior of subjects after participating in interpersonal communication training in this study used the Wilcoxon Signed Rank Test technique. The Wilcoxon technique in this study aims to test whether there is a significantly different or significant increase in the aggressive behavior data of the group of research subjects after being given the training intervention compared to before being given the training. Adolescents experience physical, emotional and social changes that can cause stress and anxiety which contribute to negative behavior. In line with research by Singh, Mishra, & Tiwari (2020) which tested the effectiveness of effective interpersonal communication training to

prevent aggressive behavior in adolescents. Adolescents who receive effective interpersonal communication training have lower aggressive behavior than adolescents who do not receive training.

The results of the analysis produced an average value of aggressive behavior data which was descriptively lower after participating in the training when compared to before participating in the training. Average difference data, the mean pretest value for aggressive behavior of subjects was 40.33 while the mean posttest value was 42.67. This shows that the subject's understanding of aggressive behavior after following the training increased or was higher. Apart from that, the table also shows that the maximum posttest score is higher (49) than the maximum pretest score (46). Interpersonal communication training needs to be given to individuals in order to reduce aggression in these individuals. This is in line with research conducted by Egeten & Gerungan (2021) which shows that there is an influence of parental interpersonal communication on child aggression.

In addition, research is in line with the results of research by Smith, Jones, & Brown (2020) which shows that children who receive effective interpersonal communication training have lower levels of aggressive behavior than children who do not receive training. These results suggest that effective interpersonal communication training can be an effective intervention for the prevention of aggressive behavior in children.

The number of ranking orders derived from the difference between the posttest and pretest data on the subject's aggressive behavior along with the number of subjects in the negative ranks,

positive ranks and ties categories can be seen in table 2. The table shows that there were three subjects who had high aggressive behavior after being given training. interpersonal communication (negative ranks). Meanwhile, there were 13 subjects who had low aggressive behavior after being given interpersonal communication training (positive rank). There were still four people who experienced no change in aggressive behavior at all after being given training.

Interpersonal communication skills play a role in preventing aggressive behavior (Brown, Smith, & Jones, 2020). The most effective interpersonal communication skills in reducing aggressive behavior are active listening skills, expressing feelings skills, and negotiation skills.

In addition, the number of ranks (sum of ranks) of subjects whose data on aggressive behavior was higher after being given interpersonal communication training was 5, while the number of ranks of subjects whose data on aggressive behavior was lower after being given training was 100 (the number of subjects in the ties category in this case was not included). This shows that both the number of subjects and the number of ranking subjects who experienced a decrease in aggressive behavior after being given interpersonal communication training exceeded the number of subjects whose aggressive behavior did not decrease at all or even increased. In line with research conducted by Johnson, Johnson, & Johnson (1986) that individuals who receive training focused on developing interpersonal communication skills, such as listening skills, speaking skills, negotiation skills, and problem solving skills are more able to resolve conflicts constructively and are better able to establish relationships. positive interpersonal relationships.

Adolescents who are given interpersonal communication training will be better able to regulate their emotions, thereby reducing their aggressiveness. In line with

research conducted by Aisyah & Istiqomah (2021) and Atikah, Aisyah, & Nurjanah (2021) that interpersonal communication training increases emotional regulation abilities and reduces aggressiveness in adolescents.

The results of the analysis to test the hypothesis in this study showed that the p value (Asymp. Sig. 2-tailed) was 0.003. This value is then divided by two to determine significance in accordance with the hypothesis in this research, namely using one-tailed testing. The p value is 0.067 which is divided by two to produce a p value (one tailed) of 0.0015. The p value (one tailed) of 0.0015 is less than 0.05 ($p < 0.05$), so it can be said that there is a significant increase in the data on understanding the subject's aggressive behavior after attending interpersonal communication training. Training can help students to develop more effective interpersonal communication skills, so they can better manage conflict and stress. Interpersonal communication training can be an effective intervention to prevent aggressive behavior in students (Rahman, Marsi, Astuti, 2022).

Based on these results, the hypothesis in this study is accepted, namely that there is an influence of interpersonal communication training on reducing aggressive behavior. The results of this research are in line with research conducted by Zhang, Zhang, & Wang (2023) which shows that training in interpersonal communication skills can significantly reduce aggressive behavior in adolescents. After participating in interpersonal communication training, aggressive behavior was lower than before participating in interpersonal communication training. Therefore, the hypothesis in this research is accepted. Interpersonal Communication Training is effective in reducing aggressive behavior, especially bullying. In line with research

conducted by Wulandari, Aisyah, & Nurjanah (2022) that interpersonal communication training can improve the quality of social relationships and reduce adolescent aggressiveness. Apart from that, research conducted by Al-Athrash, Al-Qudah, & Al-Smadi (2022) also proves that interpersonal communication training can significantly reduce aggressive behavior.

Further analysis was carried out to test differences in the average increase in understanding of aggressive behavior in each aspect to find out which aspect had the largest average increase. The results of the analysis of differences in means showed that the results of the analysis of each aspect of aggressive behavior showed that the largest average increase occurred after participating in interpersonal communication training compared to before participating in the training. It turned out that the highest increase was in the aspect of verbal aggression (0.68), while the lowest was in the aspect of anger (0.68). 0.18).

Next, to find out whether there were significant differences in each aspect of aggressive behavior, it was found that the difference in the physical aggression aspect was $z = -1.387$ with $p > 0.05$ ($p = 0.166$, 2 tail; 1 tail $p = 0.083$), which means it was not significant. Furthermore, for the verbal aggression aspect $z = -1.477$ with $p > 0.05$ ($p = 0.140$, 2 tail; $p = 0.70$ 1 tail) which means it is also not significant. The analysis of differences for the anger aspect was also not significant $z = -0.557$ with $p > 0.05$ ($p = 0.564$, 2 tail; $p = 0.282$, 1 tail). A new significant difference was found in the hostility aspect which was indicated by $z = -2.138$ with $p < 0.05$ ($p = 0.033$, 2 tail; $p = 0.0165$, 1 tail).

The results of this research data analysis are also supported by follow-up data completed by all subjects in this study after they carried out several action plans that they made themselves within a period of one month. On the action plan sheet, each research subject wrote a different number of behavioral plans according to their respective abilities to carry them out

within one month. All behavioral plans made by each subject contain the five aspects of interpersonal communication which, according to DeVito (2016), are aspects of openness, empathy, supportive attitude, positive attitude, and equality.

Research subjects who had carried out behavioral plans that they had made themselves within a period of one month were then evaluated on the success of implementing these behavioral plans in the follow-up session. Evaluation is carried out by providing a checklist mark in the realization column which is given only to each behavior plan that has been successfully implemented. Based on the number of checklists that have been given by the research subjects in the realization column, the percentage of success for each subject in implementing behaviors related to aspects of interpersonal communication is then calculated.

Based on the follow-up data in the table below, it is known that the majority of research subjects were completely successful in carrying out the behavioral plans they made themselves within a period of one month. It was found that one subject could only carry out four of the six behavioral plans he made within one month. Subjects who were only able to carry out four of the six behavioral plans they made only achieved a percentage of success in implementing interpersonal communication behavior of 66.67%. Based on the overall data from the follow-up results of the research subjects, the average percentage of success in implementing interpersonal communication behavior achieved by all research subjects was 98%. With an average success percentage of 98%, it can be said that overall the research subjects have been successful in implementing interpersonal communication behavior according to its aspects, namely aspects of openness, empathy, supportive attitude,

positive attitude, and equality (DeVito, 2016).

The results of the final training evaluation analysis include 20 items grouped into four categories, namely training content, facilities/infrastructure, facilitators/trainers, and training implementation, as well as additional suggestions and suggestions if the subject wants to add them in the form of a description. The assessment score range for each final training evaluation item starts from a score of 1 to 10 with alternative answer choices being very unsatisfactory (STM) to very satisfactory (SM). The closer to 10 the assessment score for each item in the final training evaluation, the higher the level of satisfaction from the training. Conversely, if the assessment score for each item in the final training evaluation is closer to 1, then the level of satisfaction from the training will be lower.

Based on the calculation of the final training evaluation results from 20 research subjects, the average score obtained from the final training evaluation results was 8.2. The details of the average score of the final evaluation results of the training are: training content is 8.7, facilities/infrastructure is 8.0, facilitator or trainer is 8.1, and training implementation is 8.2. The average score of the final evaluation results of the training both overall and for each category shows a score that is closer to a score of 10, so it can be said that the level of satisfaction of the subjects with the interpersonal communication training that has been followed is considered satisfactory. All subjects of this experimental research were satisfied with the interpersonal communication training they had participated in.

CONCLUSION

Based on the results of the data analysis that has been carried out, it was found that the hypothesis in this study was accepted, namely that there is an influence between interpersonal communication training and aggressive behavior. After participating in interpersonal communication training, aggressive behavior was lower compared to before participating in

interpersonal communication training. If the hypothesis is accepted, interpersonal communication training is effective in reducing aggressive behavior, in this case bullying behavior. The results of this study support previous research. Selly & Atrizka (2020) researched adolescent aggressiveness in terms of parental interpersonal communication, from this research there was a negative relationship between parental interpersonal communication and aggressiveness in adolescents, meaning that the higher the interpersonal communication of parents, the lower the aggressiveness in adolescents and the lower the communication between parents and adolescents. interpersonal relationships between parents, the higher the aggressiveness in adolescents.

Research conducted by Kholifatun (2019) regarding the relationship between interpersonal communication skills and aggressiveness in adolescents also concluded that there is a negative relationship between interpersonal communication skills and aggressiveness in adolescents. Another research conducted by Putri (2021) regarding the relationship between parental interpersonal communication and the aggressiveness of Generation Z concluded that there was a negative relationship between interpersonal communication and aggressive behavior. This shows that the higher the interpersonal communication between teenagers, the lower the aggressive behavior in teenagers.

This research also shows a change in behavior in the research subjects as indicated by the results of the follow-up action plan which shows that 98% of the research subjects were able to carry out their activity plans in accordance with the aspects they were trained in. The final evaluation results of the training also

showed that the average evaluation score was 8.1, which means that the training participants were satisfied with the training provided.

Based on the results of the analysis that has been carried out, it can be concluded that interpersonal communication training has an effect on preventing aggressive behavior. This has been proven by increasing understanding of aggressive behavior and teenagers being able to communicate well with their peers after attending the training. Therefore, this interpersonal communication training has proven to be effective in preventing bullying behavior in teenagers at SMK N 1 Kalasan.

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