

Effectiveness of Dance Counseling to Increase Self Disclosure to Students Victims of Aggressive at Junior High Schools in Palangkaraya

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Abstract: This study aims to determine the effectiveness of dance counseling to increase self-disclosure for students aggression victims in junior high schools Palangkaraya. This study uses a quantitative approach with experimental design, design specifically experiment design used is the equivalent time series design modification. The population in this research is Islamic Junior High School Nurul Ihsan and MTs Hidayatul Insan. The selection of research subjects conducted by using purposive sampling technique, as for subject research amounted to 20 people student. Data analysis to test the research hypothesis using nonparametric statistic test that is wilcoxon sign rank test. Implementation of dance counseling consists of nine session involving 20 subjects (counselee). First session pre-test, second session dance counseling, three session post-test 2, four session dance counseling, five session post-test 2, six session dance counseling, seven session post-test 3, eight session dance counseling and nine session post-test 4. The results obtained by Asymp value. Sig. (2-tailed) is 0,000. Because of the value of Asymp. Sig. < the real level ($\alpha / 2 = 0.05$) then H_0 is rejected. It means that there is a difference of self disclosure student of aggression victim before and after session by using dance counseling.

1 INTRODUCTION

The rise of aggressive behavior lately by teenagers is an interesting study to discuss. Fighting between students who are generally teenagers is very detrimental and requires efforts to find a way out of this problem or at least reduce the problems that arise due to aggressive behavior. There has been a steady increase in research analysing problems of aggressive behaviour among children and adolescents at school, reflecting the growing seriousness of these problems in Indonesia. These behaviours involve aggression against school property and that of other classmates, as well as aggression against peers themselves.

Although there are numerous ways one can define aggression, the definition that best represents the research today is that aggression is behavior that is intended to harm another individual. Aggressive behaviors come in many forms. Words as well as deeds can be aggressive. Quarreling couples who intend their spiteful remarks to hurt are behaving aggressive. Spreading a vicious rumor about

someone is another form of aggression. Even failure to act can be aggressive, if that failure is intended to hurt someone, such as by not helping someone avoid what you know will be a humiliating outcome (Kassin, Fein, & Markus, 2011)

The phenomenon of aggressive has long been part of school dynamics. Connecting people to know more about terms like bullying, intimidation, exclusion, intimidation and others. The term aggressive itself has a broader meaning, encompassing various forms for others from victims who are depressed, traumatized and helpless.

Feelings of stress and stress that are incapable of students who are victims of aggression must receive serious treatment from adults, especially school counselors. During this time, the more aggressive the detachment was to the perpetrators, while the victims did not get any attention. Handling victims of aggressiveness because it is not open to others. Therefore, counselors need to integrate the self-disclosure of students who are victims of aggressiveness. The counseling approach and techniques that can be used to increase students' self-

disclosure of victim aggressiveness are senior counseling, tariff counseling.

Through creative art counseling, students of aggression get help by counselors. Jourard & Landsman (Gladding, 2011) As a group, the creative arts enhance and enliven the lives of everyone they touch. Cultivation of the arts outside of counseling settings is enriching for people in all walks of life because it sensitizes them to beauty, helps heal them physically and mentally, and creates within them a greater awareness of possibilities.

2 LITERATURE REVIEW

2.1 Aggression

Coie, Dodge, & Pellegrini (Champion, Vernberg, & Shipman, 2003) Proactive aggression includes behavior intended to hurt or harm for the purpose of obtaining privilege, reward, or dominance for the aggressor. The motivation is instrumental and involves little fear-based emotional arousal, appearing instead to be carried out in a cold, callous, and unemotional manner. Bullying is a form of proactive aggression intended to achieve, demonstrate, or maintain social dominance. Reactive aggression, in contrast, involves aggression in response to a preceding insult, frustration, or some other provocation. High emotional arousal and lessened self-control are important aspects of reactive or "hot" aggression.

Bandura (Jara, Casas, & Ortega-Ruiz, 2017) From a purely descriptive perspective, aggressive behavior can be proactive or reactive. There is no doubt that both predation and revenge can be grounds for violent acts. Some studies identify aggressive action as a response to an aggression received earlier. The figure of the aggressive victim or the victimized aggressor in bullying responds to the difficulty in clarifying the action-reaction interplay which is frequently implicit in aggressive actions that occur within relatively stable interpersonal relationships. As mentioned, certain aspects of interpersonal violence are related to social judgments, which underlie the intention or not to do harm.

2.2 Types and Characteristics of Aggression

Different forms of aggression include physically harming another (i.e., physical aggression such as

hitting, biting, kicking, clubbing, stabbing, shooting), hurting another with spoken words (i.e., verbal aggression such as yelling, screaming, swearing, name calling), or hurting another's reputation or friendships through what is said to others verbally or digitally (i.e., relational aggression). Aggression may also be direct (with the victim physically present) or indirect (enacted in the absence of the victim; for example, smashing someone's property or spreading rumors about them) (Warburton & Anderson, 2015).

2.3 Gender and Aggression

Examinations of social support, friendship, and aggression must consider gender differences. Cairns et al (Champion et al., 2003) Boys as a group consistently exhibit more physical aggression compared to girls. Crick, Bigbee, & Howes (Champion et al., 2003) Girls' overall lower incidence of physical aggression may make victimized girls less prone to reactive aggression during confrontation than victimized boys. On the other hand, gender roles define expectations for aggression and assertiveness, and girls who exhibit these responses to victimization (and boys who do not) may possibly be seen as violating gender-normative behaviour.

2.4 Effect of Aggression

Egger and Angold (Schick & Cierpka, 2016) report evidence of a continuous increase in social behavior disorders from early childhood into adolescence, and a peak incidence of oppositional defiant disorder at preschool age, whereas.

2.5 Factor of Aggression

Musitu & Garcí'a (Estévez López, Pérez, Ochoa, & Ruiz, 2008) Regarding factors that may underlie these problems, previous research has documented the association between aggressive behaviour in adolescence and particular individual and social factors, these later relating mainly to the family and school contexts, the most important social contexts for development and psychosocial adjustment in this period of life. The family environment and the school environment have regularly been linked in the scientific literature to psychosocial and behavioural adjustment problems in the adolescent period

2.6 Self Disclosure

Trenholm & Jensen (Day, 2013) Self-disclosure is the process of revealing information about yourself during the development of relationships. Traditionally this has been face-to-face during verbal exchange and includes information that helps people understand those things about you that they would be unlikely to discover elsewhere.

Pennebaker, Zech, & Rimé (Bareket et al, 2011) In most cases, self-disclosure refers to disclosure of negative events or affect, during which emotional load is expected to be reduced. Surprisingly, no clear evidence supports the supposition that sharing an emotion alleviates emotional distress. Utz et al (Day, 2013) This type of communication also allows users to present a unique self-view by engaging in strategic self-disclosure.

2.7 Dance Counseling

The National Coalition of Creative Arts Therapies Associations (NCCATA) in the USA goes about answering the question with one of the broadest of definitions: the arts therapies consist of: Arts modalities and creative processes during intentional intervention in therapeutic, rehabilitative, community, or educational settings to foster health, communication, and expression; (they) promote the integration of physical, emotional, cognitive, and

social functioning; enhance self awareness; and facilitate change. (Jones, 2005)

Like other forms of psychotherapy and counseling, it is used to encourage personal growth, increase self-understanding, and assist in emotional reparation and has been employed in a wide variety of settings with children, adults, families, and groups. It is a modality that can help individuals of all ages create meaning and achieve insight, find relief from overwhelming emotions or trauma, resolve conflicts and problems, enrich daily life, and achieve an increased sense of well-being (Malchiodi, 2003)

Franklin Stevens, (Cattanach, 2008): said: ‘We are all dancers. We use movement to express ourselves – our hunger, pains, angers, joys, confusions, fears – long before we use words, and we understand the meanings of movements long before we understand those of words.

3 METHODOLOGY

The population in this research is Islamic Junior High School Nurul Ihsan and MTs Hidayatul Insan. The selection of research subjects conducted by using purposive sampling technique, as for subjek research amounted to 20 people student. This study uses a quantitative approach with exsperimental design, desing specifically experiment design used is the equivalent time series design modification.

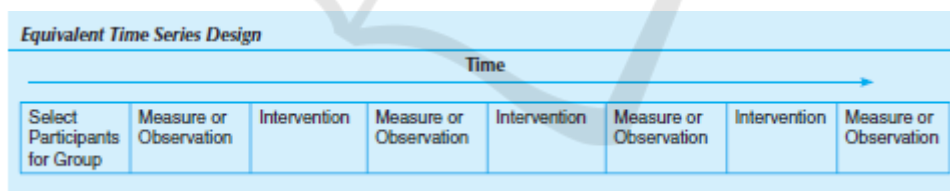


Figure1. Research Design (Creswell, 2012)

4 RESULTS AND DISCUSSION

Data analysis to test the research hypothesis using nonparametric statistic test that is wilcoxon sign rank test. The results obtained by Asymp value. Sig. (2-tailed) is 0,000. Because of the value of Asymp. Sig. < the real level ($\alpha / 2 = 0.05$) then H0 is rejected. It means that there is a difference of self disclosure student of aggression victim before and after session by using dance counseling.

Implementation of dance counseling consists of nine session involving 20 subjects (counselee). First

session pre-test, second session dance counseling, three session post-test 2, four session dance counseling, five session post-test 2, six session dance counseling, seven session post-test 3, eight session dance counseling and nine session post-test 4. The results obtained that with counseling dance can increase self-disclosure of students aggressiveness victims. Dance counseling has a calming benefit so that students of aggressiveness are relaxed expressing the aggressiveness experienced.

Table 1. Pre-Test and Post Test Results

No	Subjek	Pre tes	Post-test 1	Post-test 2	Post-test 3	Post-test 4
1	DN	54	88	92	98	111
2	EK	65	76	87	95	109
3	HY	45	84	95	100	112
4	NS	37	66	81	93	100
5	DK	46	57	74	96	106
6	MG	49	92	76	85	105
7	ZI	58	67	84	91	101
8	TR	61	81	93	99	117
9	SA	68	74	85	96	109
10	RF	54	83	91	99	104
11	AD	39	69	86	95	122
12	CN	57	68	88	97	113
13	MR	43	74	83	98	100
14	KH	52	82	91	99	115
15	MU	61	83	95	98	114
16	JK	55	75	88	98	107
17	WA	47	79	85	102	105
18	AH	43	67	82	100	109
19	RD	62	71	91	99	105
20	NK	65	82	94	98	110

Table 2. Statistics Test

	Posttes4 - Pretest
Z	-3.922b
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Graphic of trend and level self-disclosure student victim below.

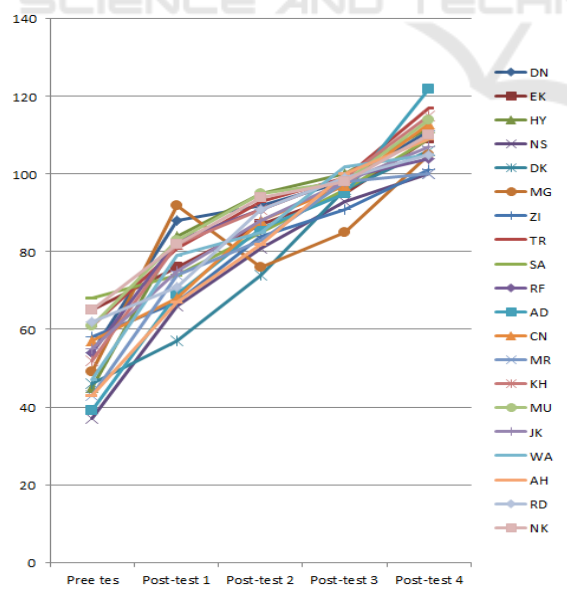


Figure 2. Change of Trend and Level Self Disclosure Student Victim of Aggressiveness

Ritter & Low (Gladding, 2011) The use of dance and movement in counseling and therapeutic settings has been found to benefit clients in one or more of five areas: (1) Resocialization and integration within a larger group system; (2) Nonverbal creative expression for emotional expression; (3) Total self- and body awareness and enhanced self-esteem; (4) Muscular coordination, broader movement capabilities, and tension release; and (5) Enjoyment through relaxation

Through dance counseling students who are victims of aggressiveness can reveal that they are victims of aggression shown by movement. Dosamantes-Beaudry (Gladding, 2011) In a similar manner, people worldwide are oft en moved vicariously or otherwise by different stimuli to take action on their own behalf or that of someone else. From ancient communities to modern times, individuals have recognized and revered the nature of movement and dance in the healing and helping process. However, the practice of dance and movement therapy varies according to the worldview of those who participate in it. Cultural sensitivity is called for in appreciating the many ways participants express themselves physically.

Physical goals may include releasing physical tension through activities and broadening one's movement repertoire. Psychological goals might include channeling one's self-expression in a meaningful way and helping a client adjust to reality. Social goals may involve getting a client to join a group interaction and to develop social relationships with others. (Gladding, 2011).

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