Group Guidance E-Book Utilizing Comic Webtoon Using Cognitive Behavior Therapy Approach in Improvement of Self-Identity towards Decreasing Adolescent Aggressiveness

Rezki Hariko[1], Firman[2], Fitriani Syamal[3]

[1] Departement of Guidance and Counseling,
Universitas Negeri Padang, Indonesia
hariko.r@fip.unp.ac.id
[2] Departement of Guidance and Counseling,
Universitas Negeri Padang, Indonesia
firmanprofunp@gmail.com
[3] Departement of Guidance and Counseling,
Universitas Negeri Padang, Indonesia
fani02905@gmail.com
*Corresponding author : hariko.r@fip.unp.ac.id

Abstract

Adolescents' awareness of self, which is reflected in their belief in self-identity, is an important part of overcoming aggressiveness behavior. Low adolescent self-identity results in vulnerability to deviant behavior, one of which is aggressiveness. The research aims to (1) describe the self-identity of adolescents, (2) produce a group guidance e-book utilizing webtoon comics using a CBT approach that is valid, practical and effective for improving self-identity in relation to reducing adolescent aggressiveness. The research used a development research method following the ADDIE model development procedure. The research trial subjects consisted of 3 experts to test the feasibility of the e-book display, 3 experts to test the feasibility of the e-book material and 4 school counselors to test the usability of the e-book. The data were analyzed using descriptive analysis and non-parametric statistics.The results showed that (1) students' self-identity was in the low category,(2) Group guidance e-books utilizing webtoon comics using a cognitive behavior therapy approach in improving self-identity towards reducing adolescent aggressiveness are considered feasible in content and very feasible in appearance, the level of use of e-books in the very good category and the level of effectiveness of e-books has increased before and after being given.

Keywords: Self-identity; Aggressiveness; Psychoeducational Group; Comic Webtoon

1. Introduction

Acts of violence in the form of assaults, brawls, extortion, bullying that show aggressiveness among adolescents today are increasing.In general, aggression is defined as any behavior directed at another individual that is done with the intent to cause harm to the other individual(Anderson & Bushman, 2002). Aggressive behavior can be an act of attacking others directly or indirectly to harm others both physically and psychologically(Zera et al., 2021). Aggression is an action intended to damage someone either physically or emotionally(Murray, 2017).Aggressive behavior damages and injures others causing others to suffer(Karneli et al., 2018). The tendency to behave aggressively is shown in living beings with the intention of hurting, injuring or damaging by inflicting physical or psychological harm on someone (Alawiyah,

2020).The physical form of aggression involves attacks with fists, pushing, slapping, kicking, even using weapons, while the verbal form is shown by words, such as insults, curses, gossip, accusations, and so on (Illahi et al., 2018).

The Indonesian Child Protection Commission (KPAI) report revealed an increase in data on youth aggressiveness from 2016 to 2020(KPAI, 2021). In 2016 there were 896 cases, in 2017 there were 987 cases, in 2018 there were 1,084 cases, in 2019 there were 947 cases, in 2020 there were 240 cases. Furthermore, based on data from the Indonesian Ministry of Women's Empowerment and Child Protection (PPPA), in Indonesia there

were 21,241 victims of child abuse in 2022.One of the various forms of violence is physical and psychological violence. The increase in aggressive behavior has not only occurred in Indonesia, but in European and American countries there has also been an increase in aggressive behavior in children and students in schools, the increase in the number of aggressive behaviors reflects the seriousness of the problem(Zera et al., 2021).The results prove that acts of violence and aggression are committed by some adolescents (25%) in West Sumatra, by committing one form of violence and aggression, namely: hitting, cursing, slapping and threatening. The intensity of the actions taken include killing, causing the victim to be hospitalized, injuring, being detained by the police, and injuring themselves(Zera et al., 2021).

Cases of student violence in West Sumatra, especially in Padang City, have also increased from year to year. Based on existing data recorded (1) Haluan daily newspaper (July 25, 2022) revealed that cases of violence against children in West Sumatra until July 2022 had increased. There were 233 cases recorded against children with 254 victims (2) data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA) revealed that the number of violence against children in West Sumatra in 2022 was quite high. Reports of violence reached more than 300 cases (3) July 2022, there was a case of student attack on SMKN 1 Padang armed with a celurit, and uploaded the video of the attack to social media (4) There were 220 cases of high school students brawling, followed by junior high schools (SMP) totaling 90 people, non-students totaling 123 people (Harian Haluan, 2022). The results of research on students of SMP Negeri 16 Padang show that aggression behavior is in the high category with a percentage of 58.37%(Sagarmatha & Karneli, 2020).

Santrock & Kartono suggest factors that influence student aggressiveness, one of which is self-identity (Herawati, Nirwana, & Syahniar, 2018). Self-identity is a psychological condition that as a whole makes individuals accept themselves, have orientation and purpose in directing their lives and confidence in considering things(Murray, 2017). Marcia suggests that the formation of self-identity requires two important elements, namely exploration (crisis) and commitment. Exploration refers to a period in which a person tries to explore the various alternative choices available, and establishes and gives attention to these alternatives. While commitment refers to the effort to make decisions about work or ideology, and determine various strategies to realize these decisions. A person is said to be committed when elements of their identity function to direct their actions and subsequently make no significant changes to these identity elements. The aspects of self-identity according to Murray (2017) include 4 concepts of identity status, namely achievement identity, foreclosure identity, moratorium identity, diffusion identity.

The results of research by Irianto et al., (2018) show that adolescent self-identity is still at the unattainability level, in the aspect of achieving identity with a percentage of 26.67%, and aspects of identity moratorium with a percentage of 4.67%, aspects of identity confiscation with a percentage of 2.67%, and identity diffusion with a percentage of 2% stated as very unattainable. The results of Rahayu et al.'s research (2021) also show that the aspect of identity achievement is in the low category with a percentage of 26.3%, and the aspect of identity moratorium is in the low category. low category with a percentage of 5.8%, the aspect of identity confiscation is in the low category with a percentage of 18.8%, and the aspect of identity diffusion is also in the low category with a percentage of 7.9%. In accordance with the results of the above research, it is necessary to form and improve students' identity in schools.

Adolescence is a critical period characterized by the emergence of a tendency to commit deviant behavior(Yani & Retnowuni, 2019). Adolescence is a period of self-identity crisis, adolescents who experience an identity crisis need to improve their identity(Rahayu et al., 2021). Adolescence is a period of self-discovery (Ramdhanu, Sunarya, & Nurhudaya, 2019). Related to the phenomenon of student behavior, researchers seek to improve students' low self-identity through guidance and counseling services. Guidance and counseling is assistance provided to individuals with the aim of making individuals independent, successful, and running an effective daily life(Murray, 2017).Guidance and counseling services will be more meaningful if the activities carried out are in accordance with needs, are specific, right on target, practical and can be applied in real life (Firman, 2019). One of the guidance and counseling services that can be used is group guidance services. Prayitno & Amti, (2004)argues that group guidance is a guidance and counseling service provided in a group setting.Group guidance is the most popular type of guidance and counseling service for students(Hariko, 2021; Hariko et al., 2023).Group guidance is believed to be an effective and

efficient service to facilitate the development of positive aspects and prevention of negative aspects of students, the frequency of its use for students has not been optimal (Hariko et al., 2021).

Cognitive behavioral therapy (CBT) is the first therapeutic approach that centers on thought processes and their relation to emotional states, behaviors, and psychology centered on the idea that certain people are able to change their cognitions(Wijaya, Kurniawan, & Irmayana, 2021). CBT is an approach that focuses on reconstructing or cognitive distortions of adverse events both physically and psychologically, and then building more productive ways of thinking and more positive behaviors(Fitriana, Firman, & Daharnis, 2018). Group

guidance services using CBT techniques organized by counselors can discuss various topics related to aspects of identity and adolescent aggressiveness. Nowadays, technological advances make many changes in the learning process towards the digital era in the field of education. E-book media can be an interesting and interactive learning media choice today in accordance with technological advances(Murray, 2017).E-book learning media in terms of practicality is able to be used from the ease of implementation and is attractive to students(Murray, 2017)stated that e-books can be an effective medium in learning because they are interesting, effective, and easy to use. E-comic learning media can also integrate characters. The integration of characters in e-books can improve students' character values(Murray, 2017)

Based on the previous explanation, seeing how bad the impact of aggressive behavior on others can have a negative impact, not only psychologically and psychologically, even leading to the death of the victim, also seeing the increasing number of cases of student aggressiveness is certainly the focus of attention of adolescents, teachers and parents. Therefore, the author is interested in conducting self-identity research on reducing students' aggressive behavior. Furthermore, the results of this study can be the basis for providing group guidance services to students at school.

2.   Method

Based on the problem to be studied and the objectives to be achieved, this type of research is research and development. Discussion in development research includes development models, development procedures, product trials, test subjects, types of data, data collection instruments, and data analysis techniques. The development model carried out is the ADDIE model (Analyze, Design, Development, Implementation and Evaluation) based on the development research steps proposed by Branch (2009).

3.   Findings and Discussion

The presentation of development data presented in this section is guided by the ADDIE model development pattern proposed by Branch (2009), with the following steps:

Analyze Stage. E-Books for improving self-identity in relation to student aggressiveness are developed according to the conditions experienced by students that can be observed based on needs analysis and the implementation of group guidance services at school. Based on the results of identification in the field, a needs study was conducted to answer the first development objective, which is to describe self-identity in relation to student aggressiveness. Based on a study conducted on 114 students from one high school in Padang City revealed that, 1 student was in the very low category with a percentage of 0.9%, 1 student was in the very high category with a percentage of 0.9%, 9 students were in the low category with a percentage of 7.9%, 37 students were in the high category with a percentage of 32.5% and 66 students were in the medium category with a percentage of 57.9%.Thus, it can be concluded that self-identity in relation to student aggressiveness is in the moderate category. In that sense, it is necessary to improve the self-identity of Padang City high school students.

Design Stage. Based on the results of the description presented at the analysis stage related to counseling services in schools and ways to improve self-identity in relation to student aggressiveness, the initial design of an e-book to improve self-identity in relation to aggressiveness was prepared. The initial design for what is intended is the concept of self-identity towards adolescent aggressiveness, recognizing aggressive behavior in everyday life, exploring potential as self-identity, and tasks in adolescence. Through the activities at this design stage, the initial product design is obtained, namely the e-book of increasing self-identity towards reducing adolescent aggressiveness. The cover image of the e-book design is as follows.

Figure 1. E-book Design Cover

Development Stage. This development stage is carried out through two types of activities, namely research product development and product revision. At the product development stage, research products are developed in the form of e-books to increase self-identity to reduce adolescent aggressiveness by containing materials to increase self-identity to reduce adolescent aggressiveness. Researchers developed research instruments to collect data from the designed e-book. The instrument used aims to determine the validation of e-books from experts. The expert validation instrument was used to assess the feasibility of the e-book in terms of appearance and guide material by three experts. Table 1 below presents the results of expert validation regarding the assessment of the guide material as follows.

Table 1. Data from Expert Validation Results on E-book Materials

No.	Aspects	Expert Score			∑Expert Score	∑Expert Score	%	Cat.
		A	B	C				
1.	Terms of reference (4)	17	16	18	51	60	85,00	High
2.	General guidelines (6)	27	24	24	75	90	83,33	High
3.	Contents of the guide (8)	35	37	35	107	120	89,17	High
4.	Topics presented in the guidelines (5)	19	16	18	53	75	70,67	High
5.	Service plan (3)	14	12	12	38	45	84,44	High
	Total	**112**	**105**	**107**	**324**	**390**	**83,08**	**High**

Overall, the experts' assessment of the e-book material is in the very feasible category with a percentage of 83.08%. This means that the experts gave a positive assessment of the material in the designed e-book. The following table shows the results of expert validation regarding the assessment of the appearance of the guide, namely in Table 2.

Table 2. Data from Expert Validation Results on E-book Display

No.	Aspects	Expert Score			∑Expert Score	∑Expert Score	%	Cat.
		A	B	C				
1.	Cover design (4)	20	19	16	55	60	92	High
2.	Type and size of letters in the material (3)	15	14	15	44	45	98	High
3.	Colours used in the material (3)	13	14	15	42	45	93	High
4.	Punctuation used in the material (4)	20	19	20	59	60	98	High
5.	Images used in the material (3)	14	14	11	39	45	87	High
6.	Space or blank space in the material (4)	19	17	17	53	60	88	High
7.	Consistency (4)	20	19	18	57	60	95	High
8.	Quality of the guide (3)	15	15	15	45	45	100	High
	Total	**136**	**131**	**127**	**394**	**420**	**94**	**High**

Furthermore, the feasibility assessment of the e-book display was carried out by three experts with the overall results of the experts on the e-book display in the very feasible category with a percentage of 94%. This means that the experts gave a positive assessment of the appearance of the e-book designed. Product revision activities aim to make improvements to improve the e-book that has been prepared based on input from experts.

Implementation Stage. The product that has been revised, then continued with a limited trial applied to three counseling teachers. This was done to see an assessment of the usability aspects of the e-book developed. The school counselor filled out the usability test instrument and provided suggestions on the products that had been developed. The suggestions were taken into consideration in revising the product at a later stage. The following is a description of the data from the school counselor's assessment of the usability of the guide as shown in Table 3 below.

Table 3. Applicability Validation Result Data

No.	Aspects	Expert Score				$\sum$ Expert Score	$\sum$ Expert Score	%	Cat.
		A	B	C	D				
1.	Planning (4)	17	18	16	18	51	80	86	High
2.	Implementation (7)	29	31	31	29	75	140	86	High
3.	Evaluation (4)	18	19	19	17	107	80	91	High
	Total	**64**	**69**	**63**	**64**	**262**	**300**	**87**	**High**

Overall, the assessment given by counseling teachers on the usability of e-books is very good with a percentage of 87%. This means that school counselors give a positive assessment of the development of e-books as a medium in providing counseling services, especially group guidance services using the CBT approach in schools. School counselors can use the e-book well because it is seen in terms of planning, implementation and evaluation which are in the category of very good use. Furthermore, testing the effectiveness of the guide to 10 students. The effectiveness test activity is carried out by providing material in the e-book to increase self-identity to reduce adolescent aggressiveness.

After the implementation of the guide's usability test, the researcher conducted an effectiveness test on 10 students. The effectiveness test activities were carried out by providing material in the self-identity improvement guide in relation to aggressiveness. The guide material used for the effectiveness test is as follows.

Table 4. Guideline Topics Used in the Effectiveness Test

No.	Topics	Times
1	The concept of self-identity in relation to adolescent aggressiveness	90 min
2	Recognize aggressive behavior in everyday life	90 min
3	Exploring potential as self-identity	90 min
4	Tasks in adolescence	90 min

After the implementation of the effectiveness test of e-books for self-identity improvement in relation to aggressiveness, students are given an instrument. After the implementation of the effectiveness test of e-books for self-identity improvement in relation to aggressiveness, students are given an instrument. The analysis of the results of data distribution before and after group guidance using e-books to improve self-identity in relation to aggressiveness for 10 students can be seen in Table 5 below.

Table 5. Results of Self Identity Questionnaire Distribution

Category	Interval	Pre-test		Post-test	
		f	%	f	%

Very High	≥ 105	0	0	2	20
High	85 – 104	2	20	6	60
Medium	65 – 84	4	40	2	20
Low	45 – 64	4	40	0	0
Very Low	≤ 44	0	0	0	0
Jumlah		**10**	**100**	**10**	**100**

In Table 1, it can be seen that the results of the distribution of self-identity on aggressiveness have increased before and after group guidance using the CBT approach utilizing e-books. Before group guidance using e-books, self-identity in relation to the low category with a percentage achievement of 40% there are also students who are in the medium category with a percentage achievement of 40% and students who are in the high category by reaching 20% and there are no students who are in the very high and very low categories. However, after group guidance using e-books to improve self-identity has increased. Based on the results of data distribution, it can be seen that 20% of students are in the very high category, 60% of students are in the high category and 20% are in the medium category and there are no students who have low and very low understanding categories. The results of the distribution of the questionnaire prove that there is an increase in self-identity in aggressiveness before and after group guidance using e-books. Research data obtained based on instruments that have been given to 10 students before treatment (pre-test) and after treatment (post-test).

Evaluation Stage. At this stage the product that has passed the feasibility test process to the expert and the use test to the counseling teacher/counselor is evaluated. The evaluation stage is a stage that aims to assess all aspects of the usability of the product developed. After the product revision, the research was then re-evaluated whether the developed product was in accordance with the development plan and needs analysis carried out at the initial stage. Based on the results of the evaluation conducted by the researchers, the revised research product has basically fulfilled the various demands of planning, development and needs analysis

carried out on the developed product, so the researchers concluded that the product has been empirically tested and is ready for use.

4. Conclusion

Based on the development of e-books to improve self-identity for the prevention of aggressiveness that has been carried out, it can be concluded (a) the results of this study prove that students' self-identity towards preventing aggressiveness is in the low category. This shows that a special strategy is needed in dealing with these conditions, one of which is by using an e-book (b) The feasibility test of the guide by experts in terms of material / content and appearance of the e-book is in the feasible category in terms of topics / content and very feasible category in terms of appearance. This means that the service implementation e-book is suitable for implementation or use by school counselors. The use test of the aggressiveness prevention e-book is in a very high category. This means that school counselors give a positive assessment of the development of e-books as a medium in providing guidance and counseling services, especially group guidance services at school. School counselors can use e-books well because it is seen in terms of planning, implementation and evaluation which are in the category of very high usability.

References

1. Abdurrahman, F., Mudjiran, M., & Ardi, Z. (2020). Hubungan Persepsi Mahasiswa tentang Keluarga Harmonis dengan Kesiapan Menikah. *Jurnal Neo Konseling*, *2*(4).
2. Aeni, W. A., & Yusupa, A. 2018. Model Media Pembelajaran E-Komik Untuk Sma. Jurnal Kwangsan, 6(1).
3. Afriyanto, H. 2023. Analisis Perilaku Penyimpangan Sosial Tawuran Antar Pelajar di SMKN 1 Kota Jambi (Doctoral dissertation, Universitas Jambi). Jurnal.
4. Alawiyah, T. (2020). The Relationship Between Aggressiveness of Students and Student's Cognitive Achievement in Islamic Religious Education (PAI) in SMA Negeri 1, Cirebon City. International Journal of Nusantara Islam, 8(2), 146–154.
5. Anderson, C. A., & Bushman, B. J. (2002). Human aggression. Annual Review of Psychology, 53(1), 27–51.

6. Anjani, M. (2022, December). Peran Perencanaan Karir Bagi Generasi Milenial Di Era Revolusi Industri 4.0. In *Senmabis: Conference Series*.

7. Arga Dian Zera, Firman, Yanuar Kiram. 2021. Increasing student identity in preventing student aggressive behavior. International Journal of Applied Counseling and Social Sciences Vol 02 No. 02.

8. Branch, R. M. (2009). Instructional Design: The ADDIE Approach. Springer. https://doi.org/10.1007/978-0-387-09506-6

9. Buchori, A., & Setyawati, R. D. 2020. Development Learning Model Of Character Education Through e-Comic In Elementary School. International Journal of Education and Research, 3(9), 369–386.

10. Bungin, B. (2011). Metodologi penelitian kuantitatif. Jakarta: Kencana Media.

11. Darniyanti, Y., Efriani, N., & Susilawati, W. O. 2021. Pengembangan Media Komik Penerapan Sila Pancasila PPKn Kelas 3 Di Sekolah Dasar Kabupaten Dharmasraya. Jurnal Pendidikan, 30(3).

12. Desyanti, D., Suhaidi, M., & Fitra, F. 2019. Meningkatkan kemampuan menghafal juz amma melalui media pembelajaran audio visual. Jurnal 7(2).

13. Firman, F. (2019). Strategi dan Pendekatan Pelaksanaan Bimbingan Konseling di Sekolah untuk Menghadapi Revolusi Industri 4.0.

14. Fitri Malau, Yesika Lumiam Sinaga, Rut Lumayan Silitonga, Sartika Afrida, Hartati Sepriani Gultom, Maria Widiastuti. 2022. Studi Kasus Peserta Didik Yang Bertingkah Laku Agresif Di Salah Satu Sekolah Sma. Jurnal, 2964-9463.

15. Fitriana, F., Firman, F., & Daharnis, D. (2018). Effectiveness of Cognitive Behavior Therapy Counseling Group Setting in Overcoming Student's Social Anxiety. 751–756. https://doi.org/10.29210/20181109

16. Hariko, R. (2021). Bimbingan Kelompok Agentik: Model Peningkatan Perilaku Prososial Siswa (Agentic Group Guidance: A Model for Improving Students' Prosocial Behavior). Literasi Nusantara.

17. Hariko, R., Hanurawan, F., Lasan, B. B., & Ramli, M. 2021. Dimensionality of Prosocial Tendencies on Minangkabau Early Adolescents. International Journal of Learning and Change, 13(1).

18. Hariko, R., Hanurawan, F., Ramli, M., Afdal, A., Lestari, M., Fikri, M., & Suri, G. D. (2023). Towards an Effective Agentic Group Guidance Model to Improving the Prosocial Behavior of Minangkabau Adolescents. J*ournal for ReAttach Therapy and Developmental Diversities*, 6(6s), 198–208.

19. Hariko, R., Nirwana, H., Fadli, R. P., Ifdil, I., Hastiani, H., & Febriani, R. D. 2021. Students' Motivation to Attend Group Guidance Based on Gender and Ethnic. *International Journal of Research in Counseling and Education*, *5* (1).

20. Illahi, U., Neviyarni, N., Said, A., & Ardi, Z. (2018). Hubungan antara kecerdasan emosi dengan perilaku agresif remaja dan implikasinya dalam bimbingan dan konseling. *JRTI (Jurnal Riset Tindakan Indonesia)*, *3*(2), 68-74.

21. Irianto, A., Aimon, H., Nirwana, H., & Prasetya, A. T. (2018). Komunikasi Interpersonal antara Orang Tua dan Anak Remaja serta Identitas Diri Remaja: Studi di Bina Keluarga Remaja Parupuk Tabing, Koto Tangah, Padang, Sumatera Barat. Populasi, 26(1), 16–25.

22. James E. Marcia .2009. Adolescence, Identity, and the Bernardone Family, Identity: An International Journal of Theory and Research, 2:3, 199-209, DOI: 10.1207/S1532706XID0203_01

23. Karneli, Y., Firman, F., & Netrawati, N. (2018). Upaya Guru BK/Konselor untuk menurunkan perilaku agresif siswa dengan menggunakan konseling kreatif dalam bingkai modifikasi kognitif perilaku. Pedagogi: Jurnal Ilmu Pendidikan, 18(2), 113–118.

24. KPAI. (2020). Data Kasus Pengaduan Anak 2016–2020 | Bank Data Perlindungan Anak. Komisi Perlindungan Anak Indonesia.

25. Kurniawan, W., & Sanyata, S. (2021). The Effectiveness of Rational Emotive Behaviour Therapy Approach Counselling on Students' Prosocial Behaviour. Jurnal Pendidikan Dan Pengajaran, 54(2), 328. https://doi.org/10.23887/jpp.v54i2.33163

26. Lazarusli, B., Ginting, R., Buchori, A., & Setyawati, R. D. 2015. Pengembangan model pembelajaran pendidikan karakter melalui e-comic di sekolah dasar ditinjau keefektivannya. Aksioma, 4(2).

27. Lestari, R. D., Mangantes, M. L., Kasenda, R. Y., & Tinus, D. 2021. Strategi Guru Bk Dalam Mengatasi Krisis Identitas. *Educouns Journal: Jurnal Pendidikan dan Bimbingan Konseling*, *2*(1), 70-74.

28. Malau, T. F., Sinaga, Y. L., Silitonga, R. L., Padang, S. A., Gultom, H. S., & Widiastuti, M. (2023). Studi Kasus Peserta Didik Yang Bertingkah Laku Agresif Di Salah Satu Sekolah Sma. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, *1*(1), 15-24.

29. Muhamad Reizal Muhaimin, Nia Uzlifatun Ni'mah, Danang Pratama Listryanto. 2023. Peranan Media Pembelajaran Komik Terhadap Kemampuan Membaca Siswa Sekolah Dasar. Jurnal Pendidikan Dasar Vol. 4 (1) 2023, hal. 399-405

30. Murray, R. (2017). Ebook: How to write a thesis. McGraw-Hill Education (UK).

31. Neviyarni, G. R., Marjohan, M., Ifdil, I., & Afdal, A. (2023). Konseling Kelompok Realita untuk Meningkatkan Identitas Diri Pengguna Aplikasi TikTok. *Journal on Education*, *5*(3), 5980-5989.

32. Oemarjeodi, K. 2003. *Pendekatan Cognitive Behavior dalam Psikoterapi*.Jakarta: Kreatif Media.

33. Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Pub. L. No. 87, 1 (2017).

34. Prayitno, E. A., & Amti, E. 2004. *Dasar-dasar Bimbingan dan Konseling.* Rineka Cipta.

35. Putri, R., Syahel, S., & Sholihah, A. 2018. Layanan Bimbingan Kelompok terhadap Pembentukan Pemahaman Bahaya Pernikahan Dini Siswa SMP di Mukomuko. *Consilia : Jurnal Ilmiah Bimbingan dan Konseling*. *1* (1).

36. Rahayu, G., Nirwana, H., & Netrawati, N. (2021). Uncovering the Identity Conditions of High School Students. International Journal of Applied Counseling and Social Sciences, 2(1), 27–33.

37. Raseman, & Pramasdyahsari, A. S. 2014. International JOURnal of Education, Vol.2, No.11 Nov 2014. International Journal of Education and Research, 2(11), 535–544.

38. Ridwan. 2023.KONFLIK ANTAR PELAJAR (Studi Kasus Tawuran Antar Pelajar Di Kecamatan Hu'u Kabupaten Dompu). Jurnal.

39. Rostantie, T. 2023. Analisis Buku Pendidikan Agama Islam dan Budi Pekerti Kelas X, XI, XII SMA/SMK dalam Mencegah Perekelahian Pelajar (Doctoral dissertation, IAIN Ponorogo). Jurnal.

40. Sagarmatha, G., & Karneli, Y. (2020). Relationship Of Authoritary Parents Patterns (Authoritarian Parenting Style) Towards Aggressive Students' Behavior And Its Implications In Counseling And Counseling Services. Jurnal Neo Konseling, 2(4).

41. Sansabila Ivana Putri, Made Warka. 2023. Bureaucracy Journal: Indonesia Journal of Law and Social-Political Governance. 3 (2).

42. Sugiyono. 2016. Metode penelitian & pengembangan (research and development) (2nd ed.). Bandung: Alfabeta.

43. Wijaya, R. S., Kurniawan, U. T., & Irmayana, R. 2020. Efektivitas Bimbingan Kelompok Teknik Modelling Simbolis untuk Meningkatkan Efikasi Diri Siswa IX SMP Negeri 3 Baubau. *Psychocentrum Review*. *2* (1).

44. Yani, A. L., & Retnowuni, A. (2019). Faktor-faktor yang mempengaruhi perilaku agresif pada remaja yang tinggal di Pesantren. Journal of Holistic Nursing Science, 6(1), 36–43.

45. Karneli, Y., Firman & Netrawati. 2018. Upaya Guru BK/Konselor untuk Menurunkan Perilaku Agresif Siswa dengan Menggunakan Konseling Kreatif dalam Bingkai Modifikasi Kognitif Perilaku. Pedagogi: Jurnal Ilmu Pendidikan, 18(2), 113–119.

46. Zera, A. D., Firman, F., & Kiram, Y. (2021). Increasing student identity in preventing student aggressive behavior. International Journal of Applied Counseling and Social Sciences, 2(2), 147–153.