

# Interpersonal Communication Training To Reduce Student Aggressiveness

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## Abstract.

*Aggression is a behavioral problem that often occurs in students. Aggression can be caused by various factors, one of which is a lack of interpersonal communication skills. Excessive aggressive behavior can have a negative impact on students and their environment. Aggressive students can experience problems in learning, socializing and establishing relationships with other people. Aggressive behavior can also cause problems in the school environment, such as brawls, bullying and sexual violence. Interpersonal communication training is one effort that can be made to reduce aggression in students. Students who need to reduce aggression are students who have excessive aggressive behavior or often carry out aggressive behavior. This study aims to test the effectiveness of interpersonal communication training in reducing aggression in students. The research results show that interpersonal communication training can reduce aggression in students. Students who took part in interpersonal communication training showed a significant reduction in aggression scores compared to students who did not take part in the training.*

**Keywords:** *Interpersonal communication training, interpersonal communication, aggressiveness and klitih.*

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## I. INTRODUCTION

Vocational school students are in their teens. Adolescence is a transition period for a person from childhood to adulthood. At this time, teenagers are looking for their identity or identity. This is characterized by certain actions to determine for themselves who they really are. A phenomenon that occurs in the field today 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, there was an increase in the number of street crime cases or what are usually called klitih throughout 2021. According to the Yogyakarta Regional Police's records, there were 58 street crime reports in 2021, an increase of 6 cases compared to the previous period. A total of 40 cases were resolved with a total of 102 perpetrators being prosecuted. Of the 102 perpetrators in 2021, 80 of them are still students and the rest are unemployed [1]. 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, the perpetrators of these street crimes are mostly students [2]. Apart from that, the news is currently highlighting cases of teenagers behaving in this way. The klitih behavior that went viral at Zero Kilometer Point Yogyakarta occurred on Tuesday, February 7 2023, one of the six klitih perpetrators were still teenagers [3]. In this case, the motive for this klitih behavior was that the warning given by the victim was not responded to with communication so that the perpetrator invited the victim to fight using a sickle [4]. One of the causes of this conflict phenomenon is because teenagers are unable to communicate effectively so that teenage conflicts emerge. In establishing communication, teenagers need to use communication appropriately.

Based on interviews at school, one of the guidance and counseling teachers at SMK Negeri 1 Kalasan said that communication between students was still not optimal so that there were often conflicts between students. According to an interview with one of the guidance and counseling teachers at SMK Negeri 1 Kalasan, students who often have problems at school often get into fights with their friends and say rude words to their peers. This has the potential to cause conflict between teenagers at the school and could

also potentially lead to fights between students. Given the potential conflict problems that arise, guidance and counseling teachers at SMK Negeri 1 Kalasan really hope for training to improve communication between students. Apart from not being able to communicate effectively, teenagers' knowledge of teenage relationships in the midst of modernization is still minimal. Modernization has a negative impact that causes social problems, especially for teenagers. The unreadiness of teenagers to accept modernization, which is faced with the problem of not being left behind by other teenagers, actually forces this modernization, giving rise to negative impacts from the modernization process. Teenagers who are affected by the negative impacts of modernization do not filter existing information. It is not uncommon for teenagers to swallow information whole, which has the potential to cause conflict without communication. Teenagers need to know about their relationships in this era of modernization in order to avoid social problems [5].

Based on an interview conducted by the service team with one of the students, the students did not yet know about teenage relationships in the modernization era and the negative impacts of teenage relationships in the modernization era. There is a need for education for students who are in their teenage years to know about teenage relationships in the midst of modernization to minimize the occurrence of conflict. Efforts that can be made to minimize klithih behavior include improving interpersonal communication. According to Nurdin [6], interpersonal communication is a relationship between individuals which refers to interaction or a set of skills to communicate effectively so that messages can be conveyed well. In addition, interpersonal communication is a complex transaction and there are overlapping messages simultaneously, influencing and being influenced by other people and other factors [7]. The problems found so far have been anticipated by the Guidance and Counseling Teacher at SMK Negeri 1 Kalasan through personal and social guidance services, but services related to specific adolescent conflict problems such as prevention of conflict through interpersonal communication have never been carried out at SMK Negeri 1 Kalasan. Following up on this, the service team was interested in providing training. Following up on this, the service team is interested in providing interpersonal communication training to prevent teenage behavior at SMK Negeri 1 Kalasan. This service aims to prevent cliché behavior by increasing students' knowledge about teenage relationships in the era of modernization and teenage interpersonal communication.

## **II. RESULT AND DISCUSSION**

### **2.1. Implementation Stage**

Implementation of service is carried out in three stages, the first stage is the preparation stage. In the preparation stage, the service group conducted a preliminary survey to see conditions in the field regarding teenagers' communication with friends and teenage acquaintance behavior. The service team also analyzed adolescent interpersonal communication through several scientific article studies at this stage. The second stage is the stage of implementing service activities. In the service stage, the service team provides assistance to the subject. The method for implementing this activity is face-to-face training. The location of the activity is at SMK Negeri 1 Kalasan. The activity participants numbered 35 people. This training method uses several interventions. The following is a description of the interventions used in interpersonal communication training for teenagers to prevent cliché behavior. The first activity is Instruction. Instruction is a verbal explanation of what is meant by a certain concept. Training participants gain a conceptual understanding of the meaning and scope of interpersonal communication, methods and evaluation of interpersonal communication. The second activity is drill (exercise). The training method in this training is carried out by carrying out interpersonal communication practices in groups with certain themes or topics as well as interpersonal communication methods including case discussions, games, role playing and group discussions. This is carried out after participants understand the training material provided by the presenter. The third activity, feedback. Feedback is the provision of feedback from a source that is useful for managing skills and competencies. The implementing team in the service is directly involved in providing feedback related to the interpersonal communication practices carried out by the training participants.

Feedback is concrete so that participants can follow up with improvements. Fourth activity, Transfer of Training (Giving Homework). Giving homework is the most common tool for effective transfer of newly learned skills. By using homework assignments, group members are explicitly instructed to practice the skills

they have learned in the group in real situations outside the group. Training participants practice carrying out interpersonal communication independently with topics/themes according to problems encountered in their respective homes using one of the interpersonal communication methods. This training consists of four main activities that will be carried out in one day. The four activities are providing material regarding the phenomenon of childhood in adolescents, adolescents and their development, adolescent interactions in the midst of modernization, and interpersonal communication. Monitoring and evaluation in this training is measured by pre-tests and post-tests given during the activity. The pre-test and post-test were measured using a questionnaire with open questions to reveal the participants' analytical and planning abilities. Indicators of the success of this activity are that participants are able to demonstrate the ability to analyze juvenile delinquencies that occur and are able to apply interpersonal communication to their friends in accordance with good criteria, namely a minimum scale of 4 out of 5 (the assessment scale range that has been created by the service team). Through the domestic cooperation PKM activity scheme, the service team carries out service activities as an empowerment effort for partners. This activity involves a team that has a supporting background in their field.

## 2.2. Activity Results

### Material/Transfer of Knowledge

At the transfer of knowledge stage, four materials are presented to provide an understanding of interpersonal communication to reduce confusion in teenagers. The following is the process for delivering each material. Presentation of Adolescent Development Material and Clinical Behavior Phenomenon was presented by Eka Aryani, M.Pd. The speaker begins by providing an overview of teenage life. The presenter then asked the participants questions related to child development in adolescence. In his presentation, the material presented included the phenomenon of clairvoyance in adolescents; Adolescence and Development; Adolescent relationships in the midst of modernization. The documentation for the presentation of the material can be seen in Figure 1.



**Fig 1.** Presentation of Adolescent Development Material and Clinical Behavior Phenomenon

Presentation of Material on Interpersonal Communication was presented by Abdul Hadi, S.Pd., M.Pd. The speaker explains the interpersonal communication of students at SMK N 1 Kalasan. Apart from that, the presenters also gave participants a simulation of how to apply interpersonal communication so that they can then apply it in everyday life. Documentation of the material presentation can be seen in Figure 2.



**Fig 2.** Presentation of Material on Interpersonal Communication

### **Mentoring and Assignments**

In this session, students are asked to complete the assignment given, namely practice on interpersonal communication with friends. Mentoring and assistance is carried out via WhatsApp groups where participants can ask questions about the assignments given. All participants present can submit reports or assignments on time and then be analyzed by the PKM team.

### **Monitoring and Evaluation**

Monitoring and evaluation of interpersonal communication is carried out by providing a pretest and posttest. Considering that the result measured in this activity is understanding, the results of the pretest and posttest are qualitative data which are then converted into a scale according to the assessment indicators that have been carried out by the service team. The increase in the average understanding of analysis can be seen that after training on interpersonal communication was held for students, there was a 20% increase in students' understanding of adolescent development, a 25% increase in understanding of child behavior as a type of juvenile delinquency. The biggest increase lies in understanding interpersonal communication, namely 35%. In December 2023, the service that has been achieved is the implementation of interpersonal communication training to reduce cliché behavior in teenagers. This activity was attended by 35 students at SMK N 1 Kalasan. Next, the service will prepare a final report and then an article will be prepared which will be published in an accredited National Community Service journal.

## **III. CONCLUSION**

There are several problems faced by students, namely students do not understand interpersonal approaches and communication, students still have minimal knowledge about teenage relationships in the midst of modernization, students do not understand interpersonal communication models. Based on the problems that occurred, the service team conducted interpersonal communication training to reduce cliché behavior in teenagers.

From the results of this training, there was a 20% increase in students' understanding of adolescent development, a 25% increase in understanding of juvenile behavior as a form of juvenile delinquency. And the biggest increase lies in understanding interpersonal communication, namely 35%. One of the follow-up training programs that needs to be carried out is self-instruction-based communication training for teenagers. The training is intended to help teenagers manage themselves by providing positive instructions and trying to avoid negative instructions.

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