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## REDUCING AGGRESSIVE BEHAVIOR USING SOLUTION-FOCUSED BRIEF COUNSELING (SFBC)

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**Abstract.** The purpose of this study was to test the effectiveness of Solution-Focused Brief Counseling (SFBC) in reducing students' aggressive behavior in Tuban District, East Java. The research approach is quantitative by using experiment with single subject research type AB. Data analysis uses descriptive statistics. The results of preliminary study toward 162 students showed that 30 students (19%) were in high category, while in the low category was 26 students (16%). Empirical test explained that SFBC had shown effective to reduce aggressive behavior in four students in all aspects. In the other hand, two students others did not reduce in verbal aggression aspects.

Keywords: Agresive Behavior; Aggression; SFBT; SFBC; Tuban

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### I. INTRODUCTION

Aggressive behavior is one form of destructive behavior that is often experienced by individuals in adolescence. Data of Jakarta Social Disorder Control Center in 2009 stated that 0,08% or 1,318 of 1,647,835 elementary, junior high, and senior high school students in DKI Jakarta were involved in brawl. The number has increased from year to year (Lampost.co, November 20, 2013). The Indonesian Child Protection Commission (KPAI) described cases of student violence between the ages of 9-20 years reported to the police having increased by 20 percent by 2013 (Okezone.com, 2 January 2014).

The rise of adolescent problems associated with aggressive behavior raised concerns for the world of education, education should be able to help them cultivate good behavior in their daily lives. Lustin Pikunas [1] refers to adolescence as a period of "storm & stress", frustration and suffering, conflicts and crisis adjustments, dreams and daydreams about love, and feelings of marginalization from adult social life. Yusuf [1] added that adolescence is a period of development attitude toward self-direction.

Stanley Hall [2] reveals the fact that many teenagers are under stress that can disrupt their success through a period of transition from childhood to adulthood. Santrock [2] defines stress in this case is the individual response to stressors. The

situations and events that threaten teenagers. In adolescence, individual physical and psychic functions are immature, so the psychological process becomes increasing. The effects of increased psychological processes on the individual in adolescence lead to the emergence of impulsive behavior that often leads to aggressive behavior.

Aggressive behavior is a destructive behavior that must be immediately reduced because it has the potential to damage and / or hurt others. This behavior is motivated by frustration and a stimulus that is considered dangerous to the individual. It is important that interventions address and prevent frustration in students who can ultimately reduce their aggressive behavior. In addition to helping to overcome frustration, help to establish constructive behavior in the face of dangerous stimuli is also important to implement.

Based on the above considerations, the researcher chose the Solution-Focused Brief Counseling (SFBC) approach as a solution to reduce the student's aggressive behavior. The selection of this counseling approach is also based on the assumption that each individual is tenacious, competent, capable, and has the ability to construct solutions that can change their lives [3].

SFBC is able to facilitate counselee changes effectively. This was stated by Cotton [4] in Kimso Insoo case study on how the findings of Solution-Focused Brief Counseling Facilitate the change of counselee using Recursive Frame Analysis (RFA). The results of the study mentioned the questions formulated by Berg in the counseling process contains a therapeutic conversation that is able to bring changes to the counselee.

The role of counselors is to help counsees recognize the competence they have for reducing aggressive behavior. The counseling process focuses on the discovery and creation of solutions, not problems. This is done by minimizing the occurrence of frustration in students, and helping students harness the power and resources they have to behave constructively in the face of the stimuli that are considered dangerous.

Based on the problems identified, the formulation of the problem in this thesis is, "Is Solution-Focused Brief Counseling effective for reducing students' aggressive behavior?".

## II. METHOD

The research method used quantitative approach with experimental method. The study design was a single subject with type AB. While the data analysis using descriptive statistics. To determine the trend of data was using standard deviation parameters.

The study involved 162 high school students in Tuban District. The six students who had the highest score of aggressive behavior questionnaire results were the subjects of the SFBC intervention study.

Technical implementation of SFBC conducted once a week for four weeks. Each session averages approximately 60 minutes. Questionnaires and observation sheets are filled at each SFBC meeting.

## III. RESULT AND DISCUSSION

### A. Result

The description of categories of students' aggressive behavior is described in Table 1, while the description of the average score of aspects of aggressive behavior is described in Table 1.

TABLE 1  
 DESCRIPTION OF STUDENT'S AGGRESSIVE BEHAVIOR LEVEL

Categorization	Frequency	Percentage
High	30	19%
Medium	106	65%
Low	26	16%
Total	162	100%

Table 1 describes the frequency of aggressive behavior of students in each category namely; high, low, and medium. There are 30 students (19%) are in high category, while in low category there are 26 students (16%).

TABLE 2  
 DESCRIPTION OF AVERAGE SCORE IN STUDENTS' AGGRESSIVE BEHAVIOR ASPECTS

Categorization	Average (range 1-5)
Physical Aggression	2.59
Verbal Aggression	2.81
Anger	2.89
Hostility	3.34

Table 2 illustrates the average score of aggressive behavior's aspects with a range of 1-5. The highest average score was in the aspect of hostility (3.34), while the lowest average score was in the aspect of physical aggression (2.59).

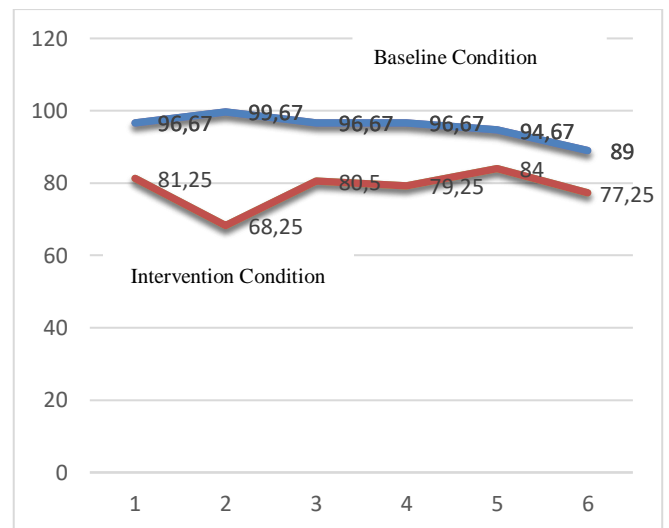


Fig. 1 Comparison between Aggressive Behavior's Average Scores Between Baseline Conditions and Interventions Conditions in Every Subject Research

In Figure 1 the scores on intervention conditions were smaller than baseline conditions, this occurred in the six subjects studied. So, it can be concluded that SFBC effectively reduces students' aggressive behavior.

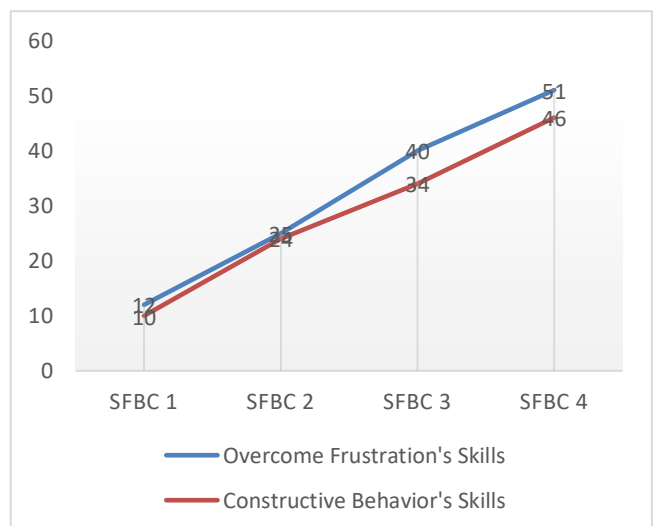


Fig. 2 Comparison of Total Skills Ability to Overcome Frustration and Constructive Behavior Ability in Each SFBC Session

Figure 2 shows an increase in scores on every SFBC session both on the ability to overcome frustration (12, 25, 40, and 51) as well as constructive behavioral abilities (10, 24, 34, and 46). So, it can be concluded that SFBC proven to help students in improving the ability to overcome frustration and constructive behavior so that the impact on reducing student aggressive behavior.

### *B. Discussion*

The preliminary study shows an image of aggressive behavior perpetrated by six students of research subjects with initials IRW, SYK, SWA, SKD, SPY, and AYP are likely to be hostile aspect, as indicated by the highest average score compared to the other three aspects. Thus, the tendency of aggressive behavior that students do is verbal behavior that is expressed implicitly in the form of suspicion to others with the aim to protect themselves from the stimuli that are considered dangerous.

Manifestations of aggressive behavior that arise in aspects of verbal aggression, anger, and hostility are vocal responses that tend to lead to the behavior of verbal aggression. The results of this preliminary study are in line with previous research conducted by Onukwufor [5] on 360 adolescents from three secondary schools in Obio Nigeria, the results of previous studies show the prevalence of students who perform verbal aggression is greater than the students prevalence doing physical aggression. The aspect of verbal aggression has a higher tendency compared to aspects of physical aggression.

In the study, there were six research subjects who all had the highest tendency on hostility aspects compared to other aspects of aggressive behavior. Horney [6] states that hostility occurs in individuals aimed at protecting themselves and always being alert about their safety. The behavioral tendency that arises is excessive suspicion. Hostilities have the potential to reduce consciousness, this is because fear exposes personal weakness. Hostility leads to a great need for love and unconditional love demands, when these needs and demands are not met, the individual will experience failure in controlling the emotions thus creating hostility.

The results of this research, SFBC proved to be effective in reducing students' aggressive behavior. The focus of SFBC is to increase students' competence in dealing with frustration and constructive behavior in the face of dangerous stimuli, thus not ending in aggressive behavior. Harmful frustrations and stimuli are responsible for the emergence of aggressive behavior [7]. SFBC in this case is in line with the research recommendations of Campbell et. al [8], that is, to manage aggressive behavior through the things behind it and then directing it to behave constructively is a very important thing done in the process of giving intervention.

Any student should have the ability to construct a solution to reduce his aggressive behavior. Corey [3] emphasizes the importance of creating collaborative therapeutic relationships in counseling. Creation of a collaborative relationship that is by placing a counselee as an

expert who is able to understand and understand his life experience. By placing the counselee as an expert is able to make the counselee become more open about the problem and build solutions to the problem.

Therapeutic questions used as a technique in SFBC, namely; exceptional questions, miracle questions, and scaling questions are helpful in finding solutions in a relatively short period of time.

In IRW, SWA, and SKD counsees for example, they initially tend to be convoluted about the problems they are facing. IRW tends to re-discuss the heartache of being abandoned by ex-girlfriends, the SWA tends to not yet find the strengths they have, and SKD tends to blame others for causing trouble, but after the facilitators ask therapeutic questions make them focus on finding solutions to their problems by exploring the forces it has to reduce aggressive behavior.

In addition to making the counselee focus again on the search for solutions, therapeutic questions in SFBC are also able to explore the strengths of the counselee in a relatively short time. Bannink [9] in his research mentions that SFBC is able to meet the needs of counselors in a shorter time than counseling in general. In research, SYK's counselee since the first session of counseling has found the strength he possesses of writing poetry, and the counselee SKD finds the power he possesses to occupy himself with sports.

Therapeutic questions are an important component in the counseling process to be distinctive in the implementation of SFBC. Cotton [4] in his research mentioned that the questions formulated in SFBC by Insoo Kim Berg contain a therapeutic perception that can help change the counselee.

Changes that occur in the counselee leads to a decrease in the level of aggressive behavior that is done. The study found that SFBC was able to reduce students' aggressive behavior in all aspects. But on the aspect of verbal aggression, there are two students who did not experience a significant decrease in scores, the counsel of SWA and SPY. Research conducted by Yaran and Orhan [10] on 1481 students at a University in Northern Cyprus found that verbal aggression has a significant positive relationship with emotional fatigue, cynicism and burnout. In line with the results of previous research, in research, SWA and SPY showed characteristics of experiencing emotional fatigue and burnout, especially SWA also appears to be a cynical person.

Stockdale, et. al. [11] in his research found that women tend to perform verbal aggression compared with men in romantic relationships, another research finding is that the behavior of verbal aggression is relatively more likely to be performed compared to physical aggression regardless of gender.

Decreased score of aggressive behavior SWA and SPY are less significant because of less optimal counseling process in developing students' social intelligence. The counseling process tends to develop the ability to overcome the frustration and ability to engage in constructive behavior when faced with perceived harm, so that the aspect of verbal aggression does not decrease significantly. Shekarey [12] in

his research using BPAQ proved a significant relationship between social intelligence with aggressive behavior, especially verbal aggression. Increased social intelligence is positively associated with a decrease in aggressive behavior.

Research also found new facts, three of six research subjects known to engage in aggressive behavior due to a conflict that occurs with their partner in a romantic relationship that causes them to become frustrated and feel in danger. The three subjects were IRW, AYP, and SPY. Weichold and Bonnie [13] argue that romantic relationships can make teenagers enjoy the happiest moments, but also cause teens to experience the saddest moments of life.

Teenagers feel sad moments when dating aggression occurs. Dating aggression is an aggressive behavior committed between adolescents who have a romantic relationship [14]. Nocentini, et. al. [15] in his study of 181 adolescents aged 16 to 18 who are dating aggression in a romantic relationship due to unpreparedness of teenagers in a relationship.

The diverse behaviors appear in dating aggression, Giordano et. al. [16] in a study of 956 adolescents classifies the types of aggressive behaviors that occur in the relationship of teen romanticism, such behavior is jealousy, verbal conflict, and cheating.

AYP, IRW, and SPY feel jealous so do aggressive behavior to both romantic partner and to others. AYP feels threatened to do with their partner when there are other men who approach their partner, when in fact the presence of men in the life of AYP couples may not necessarily interfere with the romantic relationship between them.

IRW and SPY are frustrated in their life when they fail in their relationship with their partner. IRW and SPY rigged by their romantic partner. IRW was disconnected by her partner after IRW learned of her partner's relationship with another female teenager. The more painful incident felt SPY. SPY betrayed by his own friend by establishing a relationship with SPY partner, ultimately SPY romance relationship ended.

Saini [17] in his research stated that aggressive behavior in the context of the relationship of adolescent romantic cause social anxiety, loneliness, symptoms of depression, and frustration. Guidi et. al. [18] mentions in his research that aggressive behavior that occurs in romantic relationships has a severe consequence to the psychological and physical health of adolescents, especially for those who become victims.

The study of 149 adolescents aged 12-18 years mentions aggressive behavior that teens do to their peers are potentially also done to romantic couples [19]. The results are consistent with AYP behaviors that claim to be more involved in fights compared to their friends, AYP also admits to having been angry to his partner when he was anxious and jealous, but angry AYP to his partner was not as angry as his anger to others. This proves that aggressive behavior done by AYP to build friendship also done to romantic couples though with different levels.

Another new fact that is found in research is the role of peers is helpful in reducing aggressive behavior in adolescents, and become one of the resources utilized in SFBC to achieve counseling goals. The six research subjects claimed to have good friends in school and at home. Santrock [2] states a friend is a place to devote the problems experienced. Companions will be good listeners of the feelings and thoughts that his friend feels. Demir and Kathryn [20] also mentioned that the quality of positive friendships affects adolescent adjustment of emotion.

Research conducted on 421 adolescents aged 14-19 years mentioned negative interactions in the relationship of friendship and romantic relationships led to an increase in social anxiety for adolescents. Conversely, positive interactions in both friendship and romance can prevent social anxiety for teenagers [21].

Parker [2] states that adolescent girls and teenagers who have low self-esteem tend to develop jealousy-filled friendships, meaning that they often feel jealous of their friend's relationships with other teenagers. This happens not on the female counselee, but the male counselor is AYP. AYP admitted jealous when he saw his friend hanging out with people who considered the enemy, this causes AYP often threaten his friend.

AYP also admits to enjoying friendship in the neighborhood around his house compared to the school environment, AYP is happier to associate with friends who are older than he. AYP feels positive support from friends who have more mature age.

AYP's acknowledgment of its relationship with an older friend tends to contradict Billy's statement. al. (Santrock, 2007: 73). Billy states that older teenagers tend to invite younger teenagers to behave deviantly. AYP actually said that his older friends can help change AYP into a better person. For example, when AYP is angry with someone who rides a motorcycle with a noisy sound, the AYP companions prohibit AYP from hitting it. The friendship treatment for AYP is enough to affect his actions. The tendency of teenagers to do deviant or not deviant behavior is not caused by age alone, but tend to the attitude of adolescents in mingling and choosing friends in teen communities.

The same is found in IRW counselees. IRW claims to be more sociable with his friends at home who are mostly older than IRW. IRW feels his friends are making himself more mature in addressing the problem. When IRW was disconnected by his girlfriend, his best friend supported IRW to get up and forget his past with his girlfriend instead of crying and lamenting his passion. Facts that happen to IRW support Magnusson's research findings [2], adolescent girls who tend to be friendly with older girls but biologically have similarities tend to have more maturity compared with adolescents who mingle with adolescent age.

#### IV. CONCLUSION

SFBC in this study aims to reduce the aggressive behavior of students with a focus on improving the ability to overcome frustration and form constructive behavior in response to the emergence of stimuli that are considered dangerous. The results show positive results, meaning that SFBC has generally been shown to be effective in reducing aggressive behavior in four students in all aspects of aggressive behavior, but in two other students did not show a significant reduction in aspects of verbal aggression.

Based on the analysis of research results and discussion, then recommendations for further researchers are as follows:

1) This study uses a single A-B subject design that does not measure behavior after completion of intervention or baseline 2, so it cannot be known the changes that occurred when the counseling session has been terminated. Subsequent research is important to use single subject A-B-A design studies in order to recognize behavioral changes when the counseling session has been discontinued.

2) Further research can also use ABAB design by testing two interventions simultaneously, testing SFBC in individual counseling settings in intervention 1 and testing SFBC in group counseling settings in intervention 2. This design allows to compare the effectiveness of two counseling interventions at once in reducing aggressive student behavior.

3) This study also does not test the effectiveness of Focused Counseling Solutions using adequate samples so that the results cannot be generalized. Subsequent research is important to use quasi-experiments (pre- and posttest, posttest only) research designs with sufficient samples so that the results can be generalized.

4) Using the Research and Development approach, researchers recommend the development of a Short Focus Counseling Model Solution for reducing aggressive behavior to both adolescents and adults.

5) Taking into account the findings and limitations of the study, it is recommended for later researchers to raise research themes on aggressive behavior associated with "dating aggression", friendship, and "self-esteem".

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