



Bibliocounseling containing Ronggolawe folk tales: An effective strategy to reduce aggressive behavior in junior high school students

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ABSTRACT

The purpose of this study was to determine the effectiveness of bibliocounseling containing the Ronggolawe folk tale in reducing aggressive behavior among junior high school students. This study used a pre-experimental design with a one-group pre-test post-test design. The subjects in this study were eight eighth-grade students at SMP Negeri 1 Palang who had high levels of aggression. The instrument used was an aggressive behavior scale that had been tested for validity and reliability. The analysis used to test the difference in aggressive behavior levels before and after counseling was the Wilcoxon signed-rank test. The results of the study showed a decrease in students' aggressive behavior scores from the high category to the moderate and even low categories after being given treatment in the form of group counseling using the bibliocounseling technique. Thus, it can be concluded that bibliocounseling containing the Ronggolawe folk tale is effective in reducing aggressive behavior in junior high school students.

Keywords: Aggressive behavior, bibliocounseling, folklore.

INTRODUCTION

Aggressive behavior is a serious problem frequently encountered in adolescent students. Aggression can manifest physically, such as hitting, kicking, or pinching, or verbally, such as teasing, insults, and swearing (Myres & Twenge, 2013; Hafifah & Anggraeni, 2022). During adolescence, aggressive behavior is often considered normal due to the transitional period. However, if left untreated, it can negatively impact students' personality development and social relationships (Ariwkhani, 2024; Taufik & Amir, 2023).

Various studies in Indonesia show that the level of aggressive behavior in students remains relatively high. A 2020 study by Yunalia & Etika found that aggressive behavior in the form of physical violence was 52%, verbal aggression 46.9%, and hostility 36% (Yunalia & Etika, 2020). A 2020 study by Ferdiansa & Neviyarni showed that physical aggression was 10%, verbal aggression 16%, anger 24%, and hostility 50% (Ferdiansa & S, 2020). Furthermore, a 2023 study by Hardining & Erliana found that the average aggressive behavior in students was in the high category, both in physical, verbal, and anger aspects (Hardining & Erliana, 2023). These facts confirm that student aggression remains a real problem in schools.

Aggressive behavior has both academic and non-academic impacts. Academic impacts include decreased academic achievement and poor interactions with teachers and peers (Zuyina et al., 2025). Non-academic impacts include increased conflict between students, damage to school facilities, and disruption of a conducive learning environment (Iskandar & Isba, 2025). If left unchecked, this behavior can develop into more serious social problems, such as juvenile delinquency and crime (Abhishek & Balamurugan, 2024; Shabrina et al., 2025).

Various counseling interventions have been used to reduce aggressive behavior, including sociodrama, contingency contracting, problem-solving, and bibliocounseling. Bibliocounseling is considered effective because reading materials enable students to self-reflect, identify emotions, and learn alternative strategies for solving problems (Zahara et al., 2024; Sudirman et al., 2021). Research has shown that bibliotherapy has been proven effective in reducing levels of aggression in adolescents (Aryani et al., 2020).

However, research on bibliocounseling that integrates local wisdom values is still very limited. Yet, folktales, as part of regional culture, contain moral and character messages relevant to student education (Novianti, 2022; Rahmawati et al., 2023). One such folktale is the Ronggolawe folktale, which is rich in religious values, honesty, peace, social awareness, and responsibility. These values can be used as a means of internalizing positive behaviors to reduce students' aggressive tendencies.

Based on this gap, this study starts from the problem: is bibliocounseling containing Ronggolawe folklore effective in reducing aggressive behavior of junior high school students? Thus, the purpose of this study is to test the effectiveness of bibliocounseling containing Ronggolawe folklore in reducing aggressive behavior of junior high school students.

METHODS

This study used a quantitative approach with a one-group pre-test-post-test pre-experimental design. This design was chosen to determine differences in students' levels of aggressive behavior before and after treatment in the form of group counseling using bibliocounseling techniques based on Ronggolawe folklore. In this design, the test was administered twice: a pre-test (O_1) before the treatment and a post-test (O_2) after the treatment, with treatment (X) consisting of bibliocounseling group counseling services.

The study participants were selected using a purposive sampling technique. The subjects were eight eighth-grade students at SMP Negeri 1 Palang who had high aggressiveness scores based on the pre-test results on the aggressive behavior scale. Participant characteristics were determined based on the following criteria: students with the highest aggressiveness scores, both male and female, willing to participate in all counseling sessions, received approval from their parents and guidance counselor, and were cooperative in the research process.

The data collection instrument used was an aggressive behavior scale developed based on the theory of Buss and Perry (1992), which encompasses four aspects: physical aggression, verbal aggression, anger, and hatred (Gallagher & Ashford, 2016). This scale is a Likert scale with four response options, consisting of 50 initial statement items. After validity testing using product-moment correlation analysis, 12 items were disqualified, leaving 38 valid items. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.826, indicating the instrument was reliable. Furthermore, a structured interview guide was used as supporting data to explore changes in students' aggressive behavior after treatment.

The research procedure was conducted over six group counseling sessions. The first session consisted of an introduction and counseling contract, followed by five subsequent sessions implementing the values of the Ronggolawe folktale, including religious values, honesty, peace, and social awareness. The counseling process consisted of bibliocounseling stages: identification, reading literature, identifying feelings, understanding behavioral dynamics, self-exploration, gaining insight, and follow-up. The data analysis technique used was the Wilcoxon test with the help of the SPSS version 25 program. This test was chosen because the sample size was small and the data did not meet parametric assumptions, so it could describe the differences in the level of aggressive behavior of students before and after treatment.

RESULTS AND DISCUSSION

RESULTS

The results of the effectiveness test of the bibliocounseling technique containing the Ronggolawe folktale to reduce students' aggressive behavior are presented in Table 1. Data analysis was carried out using the Wilcoxon signed rank test with the help of the SPSS 16 program to obtain the required calculation results.

Table 1. Comparison of Pretest and Posttest Scores of Students' Aggressive Behavior

| No | Inisial Subjek | Pretest | Kategori | Posttest | Kategori |
|-------------|----------------|-------------|----------|-------------|----------|
| 1 | DA | 99 | Tall | 65 | Medium |
| 2 | FA | 92 | Tall | 62 | Medium |
| 3 | FH | 96 | Tall | 56 | Low |
| 4 | AT | 96 | Tall | 63 | Medium |
| 5 | AP | 91 | Tall | 66 | Medium |
| 6 | RN | 79 | Tall | 56 | Low |
| 7 | CA | 99 | Tall | 62 | Medium |
| 8 | GM | 99 | Tall | 67 | Medium |
| Mean | | 93,9 | Tall | 62,1 | Medium |

Table 1 shows that all study subjects experienced a decrease in aggressive behavior scores after participating in bibliocounseling-based group counseling services. The average pretest score of 93.9 decreased to 62.1 in the posttest, resulting in a mean decrease of 31.8 points. The diagram below shows the decrease in aggressive behavior among eighth-grade students at SMP N 1 Palang.

Based on the diagram above, it can be seen that there was a decrease in students' aggressive behavior between before and after treatment. This can be seen from the gray posttest diagram, which is lower than the blue pretest diagram. Therefore, based on the diagram, it can be concluded that there was a difference in the form of a decrease in aggressive behavior in students after treatment. The results of the Wilcoxon Signed Ranks Test analysis are presented in Table 2 below.

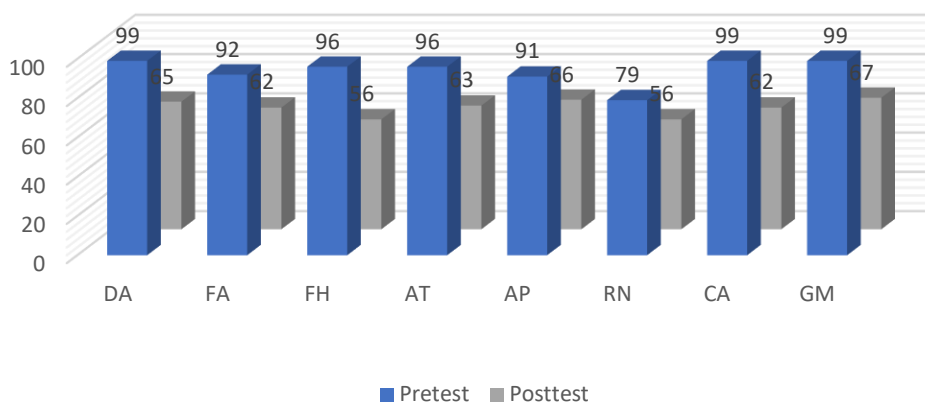


Figure 1. Tabulation Chart of Aggressive Behavior Scores

Table 2. Calculation Results Using the Wilcoxon Signed Ranks Test

| Test Statistics ^b | Post-test - Pre-test |
|------------------------------|----------------------|
| Z | -2.521a |
| Asymp. Sig. (2-tailed) | .012 |

Berdasarkan uji Wilcoxon Signed Rank Test, diperoleh nilai $Z = -2.521$ dengan $p\text{-value} = 0.012$. Karena $p\text{-value}$ lebih kecil dari 0.05, maka hipotesis alternatif (H_a) diterima. Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan signifikan antara skor pre-test dan post-test, di mana skor post-test lebih rendah. Hal ini menunjukkan bahwa layanan bibliocounseling muatan cerita rakyat Ronggolawe efektif untuk mereduksi perilaku agresif siswa SMP.

DISCUSIONS

Experimental testing demonstrated that group counseling services using bibliocounseling techniques based on Ronggolawe folklore were effective in reducing aggressive behavior in junior high school students. This was demonstrated by a decrease in the average aggressive behavior score from 93.9 in the pretest to 62.1 in the posttest. Thus, students who were previously in the high aggressiveness category experienced a shift toward the moderate and even low aggressiveness category. The Wilcoxon Signed Rank Test results further supported this finding, with a $Z\text{-value}$ of -2.521 and a $p\text{-value}$ of 0.012 ($p < 0.05$), indicating a significant difference between the pretest and posttest scores.

The effectiveness of bibliocounseling in this study can be explained through its mechanism, namely the use of literature as a medium for self-reflection. According to Pertiwi et al. (2018), bibliocounseling enables students to identify emotions, understand behavioral dynamics, and learn alternative problem-solving strategies through reading materials. In this study, the reading materials were Ronggolawe folklore, which is rich in moral values such as religiosity, honesty, peace, and social concern. Through characters and storylines, students are encouraged to compare their own behavior with the characters in the story, thereby fostering self-awareness and reducing aggressive behavior.

The bibliocounseling process includes identification, reading literature, identifying feelings, understanding behavioral dynamics, self-exploration, gaining insight, and follow-up. First, students are guided to

recognize their aggressive behavior issues. Second, students read sections of the Ronggolawe folktale that relate to specific values. Third, students identify the characters' emotions and their own. Fourth, students understand the behavioral dynamics through the characters. Fifth, students explore their own behavior. Sixth, students gain new insights from this reflection. Finally, students follow up by developing a commitment to behavior change. This series of processes has been shown to help students reduce aggressive behavior, as evidenced by differences in pretest and posttest scores.

The findings of this study are supported by previous research. Aryani et al. (2020) demonstrated that bibliotherapy can reduce levels of aggression in adolescents in the LPKA (Rehabilitation and Rehabilitation Center) (Aryani et al., 2020). Similar results were also reported by Syakur and Budianto (2024), who found bibliocounseling effective in reducing problematic behavior through reading materials and discussions (Syakur & Budianto, 2024). Research by Kerigan and Öncü (2022) added that folklore-based bibliocounseling contains elements of meaning and novelty, making it more easily accepted by students (Kerigan & Çelebi Öncü, 2022). Similarly, Budiono and Pratama (2024) demonstrated that folklore can be an effective medium for instilling ethics and morals in shaping students' character (Budiono & Pratama, 2024).

Therefore, this study shares similarities with previous studies in demonstrating the effectiveness of bibliocounseling in reducing aggressive behavior. However, the uniqueness of this study lies in the use of Ronggolawe folklore as reading material. The use of local wisdom in counseling adds contextual value and cultural affinity, making the moral message more easily accepted by students. These results also reinforce the view that cultural integration in counseling can be an innovative strategy for addressing student behavioral issues. From the above explanation, it can be concluded that bibliocounseling, incorporating Ronggolawe folklore, is effective in reducing students' aggressive behavior. This intervention not only significantly reduced aggression scores but also contributed to the development of positive character traits in students. This research also enriches the practice of culture-based counseling, making it relevant to educational needs in Indonesia.

CONCLUSION

The research findings showed a significant decrease in students' aggressive behavior before and after group counseling intervention using bibliocounseling techniques based on Ronggolawe folklore. This was evidenced by a decrease in the average student aggressiveness score from high to moderate and even low, as well as a significant Wilcoxon test result ($p < 0.05$). The strength of this study lies in the use of folklore-based bibliocounseling as an intervention strategy. The integration of Ronggolawe local wisdom with religious values, honesty, peace, and social concern provides a more contextual approach and is closer to students' experiences, making the moral message easier to understand and internalize. Counselors should refer to and utilize folklore-based bibliocounseling as an alternative service to reduce students' aggressive behavior. Furthermore, collaboration with schools and other educational institutions is important so that this counseling strategy can be more widely introduced and implemented. However, this study still has limitations. The research design used was a pre-experimental with a one-group pre-test post-test design, so the internal validity of the study is still limited. Therefore, further research is recommended to use a stronger experimental design, such as a quasi-experiment or true experiment, so that the research results are more convincing and can be generalized more widely.

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