The use of the Traditional 'Bakiak Panjang' Games as Media for Reducing Aggressive Behavior of Junior High School Students

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ABSTRACT

The phenomenon of aggressive behavior still often occurs among teenagers and is included in discriminatory acts that are contrary to school and community norms. Aggressiveness can be manifested in the form of words or physical actions aimed at hurting other people. This research aims to find out how the use of the traditional bakiak panjang games reduces aggressive behavior in junior high school students. The research sample consisted of 12 students selected through a pretest using the purposive sampling method. Data was collected through a Likert scale questionnaire which measures students' level of aggressiveness. This questionnaire was distributed to class VII Babul Maghfirah students and the results were analyzed. The research results show that the calculated t value of 7.750 is higher than the t table value of 1.795, (7.750 > 1.795). This shows a decrease in the level of students' aggressive behavior. Therefore the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. In conclusion, the implementation of the traditional bakiak panjang games can help reduce aggressive behavior in students. This research can be a reference for further research regarding the use of the bakiak panjang games as a medium to reduce students' aggressive behavior.

KATA KUNCI

A Perilaku Agresif;
Permainan Bakiak
Panjang;
Siswa Menengah
pertama;

ABSTRAK

Fenomena perilaku agresif masih sering terjadi di kalangan remaja dan termasuk dalam tindakan diskriminatif yang bertentangan dengan norma-norma sekolah dan masyarakat. Perilaku ini merupakan hasil dari ekspresi emosi akibat kegagalan yang dialami dan dianggap sebagai perilaku negatif atau antisosial. Agresivitas bisa terwujud dalam bentuk kata-kata atau tindakan fisik yang dimaksudkan untuk menyakiti orang lain. Penelitian ini bertujuan untuk memahami bagaimana penggunaan permainan tradisional bakiak panjang dalam mengurangi perilaku agresif di kalangan siswa SMP . Sampel penelitian terdiri dari 12 siswa, dipilih melalui uji pretest dengan metode purposive sampling. Data dikumpulkan melalui angket skala Likert yang mengukur tingkat agresivitas siswa. Angket ini disebarkan kepada siswa kelas VII di Babul maghfirah dan hasilnya dianalisis. Hasil penelitian menunjukkan bahwa nilai t hitung sebesar 7.750, lebih tinggi dari t tabel yang bernilai 1.795, (7.750 > 1.795). Hal ini mengindikasikan adanya penurunan tingkat perilaku agresif siswa. Oleh karena itu, hipotesis alternatif (Ha) diterima sementara hipotesis nol (Ho) ditolak. Kesimpulannya, penerapan permainan tradisional bakiak panjang dapat membantu mengurangi perilaku agresif pada siswa. Penelitian ini bisa menjadi referensi bagi penelitian masa depan yang berkaitan dengan penggunaan permainan bakiak panjang sebagai media untuk mengurangi perilaku agresif siswa.

1. INTRODUCTION

A social phenomenon that often occurs among adolescents and involves discriminatory behaviors is aggressive behavior. Aggressive behavior is a form of behavior that involves acts or expressions of violence, and hatred towards others. Aggressive behavior can also be considered negative or antisocial behavior. Aggressive behavior can be shown by a person or group of people by behaving violently and trying to hurt or harm others, either verbally

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or physically. Buss and Perry (in Sentana and Kumala) define aggressive behavior as a behavioral tendency whose intention is to harm others either physically, verbally, or psychologically. Aggressive behavior is carried out to express negative feelings and achieve the desired goals. Moore and Fine (in Kartianti, et al) also suggest that aggressive behavior is physically and verbally violent behavior towards other individuals or certain objects. The cause is the result of an unpleasant and disturbing situation for individuals who interact with each other so it affects a person's internal condition.

Berkowitz, states that several factors cause aggressive behavior, including: a) Frustration can trigger aggressive behavior where a person may carry out an open attack. b) Negative feelings are the basis for emotional aggression, but aggressive urges due to negative feelings are not always apparent. c) Traumatic experiences during childhood can affect children's development. d) The influence of friends, friends teach and act in certain situations by acting as models and providing acceptance. e) Family conflict, many delinquent children become victims of social deviance because their families experience abnormalities. f) The influence of models.

The level of aggressiveness among adolescents, especially those who are junior high school students, is increasing from year to year. This can be seen from the increase in the number of individuals engaging in aggressive behavior, as well as the variety of forms of aggressive behavior they exhibit. In his research, Khabib also revealed that aggressive behavior has a wide impact, not only limited to the emotional and behavioral development of children but also has an impact on learners' academic achievement as well as social interaction with peers and teachers at school. Students who behave aggressively have several observable characteristics (Mustikasari et al., 2021). Aggressive behavior can appear in many different levels and forms, and not all of these traits are necessarily present in every individual. Here are some common traits of students who behave aggressively: Irritable Anger and Frustration: These students often feel angry or frustrated quickly with situations or people. They may feel impatient and have difficulty coping with negative emotions. Aggressive Physical Behavior: This student may tend to use physical violence to express their anger or frustration. This can include punches, kicks, or other physical actions against classmates, friends, or even teachers. Verbal Aggressive Behavior: These students may use abusive words, threats, or taunts as a form of expression of their aggression. They may make physical or emotional threats towards others.

Aggressive behavior is a social phenomenon in adolescents that cannot be ignored. The impact of aggressive behavior can harm both oneself and others. So, it is necessary to have appropriate handling efforts to overcome aggressive behavior in students which aims to enable students to optimize their potential in positive actions (Utomo, 2021). Handling efforts that can be done to help reduce aggressive behavior in students are through group guidance services. There are several techniques in group guidance, one of which is the simulation games technique. Simulation games that are considered to be an alternative and used in research are bakiak panjang games.

Clogs are a traditional games that is often found at independence celebrations, clog games are very fun and challenging. Sujitiarningsih (in Mufidah) explains, bakiak panjang are "footwear made of wood and produces a loud sound".The clogs have a rectangular shape and are equipped with several sandal straps on top. The number of clog players is adjusted to the number of sandal straps available, and each pair of clogs usually has at least three pairs of sandals. The traditional games of bakiak panjang games is held in an open field. The players walk by swinging their footsteps simultaneously and harmoniously in groups. If the footsteps are not aligned or unbalanced, then the player will fall. In addition to being fun and challenging, bakiak panjang game games have several other benefits, namely being able to foster a high attitude of cooperation and good communication between group members so that it helps individuals stabilize their emotions, foster a sense of empathy, and be sportive. Irwan P. suggests the benefits of the bakiak panjang games as follows: a) train coordination of limbs, b) train patience because the clog games requires full patience, c) train cooperation because clog games can train children to cooperate with their group friends so that these benefits can be applied in their daily lives.

The results of previous research by Gemah Ripah entitled "Traditional Bakiak Games in Developing Children's Social in RA Al Muslihun 2 Palangka Raya" show the development of social attitudes that are seen when implementing Traditional Clog Games, namely the togetherness of children in preparing for the game, encouraging friends who are playing and children can be patient to wait for their turn in playing, social attitudes that arise when children play traditional Clog Games.

Based on the results of initial observations and interviews with counseling teachers at schools conducted at SMPS Babul Maghfirah Aceh Besar, several students behave aggressively caused of factors from within and from outside the individual. The aggressiveness shown is such as calling each other parents' names, calling friends bad names, swearing, hitting their friends, and even fighting. Aggressive behavior in adolescents is a social phenomenon that requires serious attention. The impact of aggressive behavior is not only detrimental to the individual concerned but also has the potential to harm others around him. Therefore, appropriate action is needed to

overcome aggressive behavior in students to direct it toward positive potential. One effective method of handling this is through group guidance services.

In group guidance, various techniques can be applied, one of which is the simulation games technique. Simulation games are considered an effective alternative in dealing with adolescent aggressive behavior. For example, the bakiak panjang games is one form of simulation that can be used to reduce aggressive behavior in students. Through this game, it is expected that learners can learn to cooperate, understand the consequences of aggressive actions, and develop positive social skills. With this approach, it is expected that learners can optimize their potential to behave positively and build healthy relationships with their environment.

Based on several relevant studies, researchers found several similarities and differences with the research that the researcher wants to study. The similarity lies in the research variables, both of which use the media of the traditional bakiak panjang games, also both discuss reducing aggressive behavior. The difference lies in the population, sample, research methods, data collection techniques, and games methods applied in the study so that it allows differences in the process and results of the study. With accurate information about matters related to reducing aggressive behavior in students by applying traditional bakiak panjang games, it is hoped that it can be a reference for teachers to provide early intervention to reduce aggressive behavior in students at school.

The purpose of the study was "To find out whether the use of traditional bakiak panjang games media can reduce aggressive behavior in students".

The results of the study are expected to be a guideline for students to raise awareness in reducing aggressive behavior in students through group guidance using traditional clog media. The results of the study are also expected to be useful for counseling guidance teachers as reference material in using traditional clogs to reduce aggressive behavior in students.

2. METHOD

2.1 Research Design

This research uses quantitative methods. Sugiyono argues the quantitative approach is an approach that obtains data in the form of numbers and uses statistics. Quantitative research has a more complicated level of variation because it examines a larger sample. However, quantitative research is more systematic when conducting research from start to finish. The type of research used is the pre-experimental method with a one-group pre-test and post-test design. The one-group design does not have a comparison group (control group) so researchers only compare the situation when given a pretest and posttest.

The population in the study were seventh-grade students totaling 50 students. The consideration of choosing a population is because at the junior high school level students are prone to deviant behavior because at the age of seventh-grade students experience a process of adaptation and adjustment to the social environment of their school, so they need guidance and understanding in behaving by applicable norms. The sampling used in the study was nonprobability sampling, with purposive sampling technique, which is a sampling technique whose sampling does not provide equal opportunities or opportunities for all members of the population to be selected as samples. The research design used can be seen in the table below:

Table 1. Pre-experiment Research Procedure Design with one group pre-test - post-test design:

Pretest	Treatment	Posttest
O_1	X	O_2

2.2 Research Location.

The research was conducted at SMPS Babul Maghfirah Aceh Besar located on Jl. Pasar Cot Keueung, Kuta Baro District, Aceh Besar Regency, Aceh Province.

2.3 Research Subjects

The population in the study were seventh-grade students at SMPS Babul Maghfirah Aceh Besar, totaling 50 students. The consideration of choosing a population is because at the junior high school level and the age of seventh-grade students experience the process of adaptation and adjustment to the social environment of their school, and students are prone to deviant behavior so they need guidance and understanding in behaving by applicable social norms. The total population is presented in table 2:

Table 2. Research Population

No	Class	Students
1.	VII.	20 Students
2.	VII.	30 Students
	Total	50 Students

Sampling data sources with certain considerations, namely students have characteristics that are by the circumstances of the researcher, so that it will make it easier for researchers to explore the object or social situation being studied. The research sample was 12 (twelve) students. The entire sample consists of 6 (six) female students and 6 (six) male students. The students selected are students who have criteria that are by the research objectives and the researcher's intention, as well as having a higher need assessment and having the highest aggressive behavior pretest score results from all seventh-grade students at SMPS Babul Maghfirah Aceh Besar who are the population.

2.3 Data collection

Data collection instruments are means chosen and applied by researchers to collect information in an orderly, organized, and smooth manner during the data collection process. The instruments that researchers use are observation, documentation, and questionnaires with a Likert scale.
The scale is an instrument used in research in the form of a measuring instrument to determine the information provided by the object. The scale intended in the study is a Likert scale questionnaire, which makes several statements related to an issue and object. The Likert scale is used to measure opinions, attitudes, and perceptions, of each individual or group of individuals about social phenomena. Social phenomena that have been specifically determined by researchers are hereinafter referred to as research variables.

Likert scale questionnaires distributed to students related to aggressive behavior, then students are asked to choose one of the answers by giving a checklist mark that matches the actual conditions. Because it is feared that many answers are filled in without consideration and always being neutral, the choices are SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree).

Table 3. Alternative Answer Scoring Categories

Alternative Answers	Favorable	unfavorable
Strongly Agree	1	4
Agree	2	3
Disagree	3	2
Strongly Disagree	4	1

The initial observation technique and documentation were obtained through direct observation and documents or data from the research site as evidence of past and current events. Data collection techniques using documentation are used by researchers to obtain students' personal documents, attendance, case books, and other documents related to research interests.

2.4 Data Analysis

The data collected without being analyzed becomes meaningless and meaningless, therefore data analysis becomes an important stage. The data obtained and then collected are analyzed using the normality test and t-test (treatment), which is to compare and calculate the data from the treatment results (before and after). So, the data analysis technique used in the study was the t-test and normality test.

A normality test is a procedure used to find out whether data comes from a normally distributed population or is in a normal distribution. The normality test is that the data must be normally distributed for variables within the probability level (sig) of 0.05. The basis for making conclusions on the normality test is as follows: if sig ≥ 0.05 then the data is normally distributed if sig ≤ 0.05 the data is not normally distributed. T-test is a difference test, t-test is used to compare the difference (average) results of two samples. The data used in the t-test is data obtained from the pre-test and post-test. The t-test aims to examine the effectiveness of the treatment in reducing aggressive behavior in students by comparing before and after treatment.

2.5 Research Procedures

a) Variable Measurement (Pre-Test)

The form of pre-test is given to students with an instrument in the form of a scale (questionnaire). The purpose of the pre-test is to find out how many students behave aggressively before being given treatment.

b) Giving Treatment (treatment)

Providing treatment or treatment in the study was carried out for 3 weeks with 5 meetings in total. Each meeting session is carried out with a duration of 1 x 45 minutes to carry out counseling guidance services using the traditional bakiak panjang games media.

c) Post-test

Giving a post-test is done to find out how effective the treatment that has been given is in reducing students' aggressive behavior. More detailed research was carried out with steps, namely first students were given a pre-test using a scale to find out or see a picture of aggressive behavior in students before being given treatment. After being given treatment, namely counseling guidance services using traditional bakiak panjang games media to reduce aggressive behavior in students, then a final test (Post-test) is carried out to see students' aggressive behavior after being given treatment.

3. RESULTS AND DISCUSSION

3.1 Results

Changes in aggressive behavior in students can be seen from the comparison of pretest and posttest scores. The change in question is a decrease in the score of aggressive behavior in students, which means that the use of traditional bakiak panjang games can reduce the frequency of student aggressiveness. The results of obtaining data in the questionnaire that has been distributed to students are 12 students have a high level of aggressive behavior, 30 students have a moderate level of aggressive behavior, and 8 students have a low level of aggressive behavior. Based on the results of the score of the acquisition of aggressive behavior categories in students, researchers can group them based on the formula in Table 4:

Table 4. Pretest Category Division Standards

Low	$X < M - 1SD$
Medium	$M - 1SD <= X < M + 1SD$
High	$M + 1SD <= X$

Notes:
M = Mean
SD = Standard Deviation
X = Value

Based on the pretest data formula, researchers grouped students' aggressive behavior in table 5:

Table 5. Categories of Student Aggressive Behavior

Category		F	%
Low	$X < 84$	8	16%
Medium	$84 <= X < 119$	30	60%
High	$X >= 119$	12	24%
	Total	50	100%

Table 5. explains that each category has its value limit, the value limit> 119 is in the high category, meaning that students have a high level of aggressiveness. The value limit <119 is in the medium category, which means that students have a level of aggressive behavior in the medium category. While the value limit of <84 is in the low category, which means that students have a level of aggressiveness in the low category. Data on the pretest and posttest of students' aggressive behavior can be seen in Table 6:

Table 6. Pretest and posttest data of Students' Aggressive Behavior

No	Student	Pretest Score	%	Posttest Score	%
1	R1	141	58.75	115	47.92
2	R2	123	51.25	104	43.33

No	Student	Pretest Score	%	Posttest Score	%
3	R3	120	50.00	63	26.25
4	R4	124	51.67	78	32.5
5	R5	120	50.00	78	32.5
6	R6	120	50.00	105	43.75
7	R7	123	51.25	71	29.58
8	R8	123	51.25	95	39.58
9	R9	132	55.00	97	40.42
10	R10	120	50.00	99	41.25
11	R11	124	51.67	66	27.5
12	R12	122	50.83	102	42.5

Table 6. illustrates the results of the pretest (before treatment) and posttest (after treatment) have changed significantly in students. Apart from being seen from the results of the pretest and posttest, the success of using traditional clogs to reduce aggressive behavior in students can be seen from the results of observations in the field. More detailed results of the average score of the use of traditional clogs to reduce aggressive behavior in students have a pretty good influence. That is, it produces a significant decrease in changes in aggressive behavior scores on the pretest and posttest, presented in Table 7:

Table 7. Calculation Results of Paired t Test pretest and posttest Paired Samples Statistic

t-Test: Paired Two Sample for Means		
	Pretest Score	**Posttest Score**
Mean	124.3333	89.41666667
Variance	38.42424	299.5378788
Observations	12	12
Pearson Correlation	0.440073	
Hypothesized Mean Difference	0	
Df	11	
t Stat	7.750686	
P(T<=t) one-tail	0.0000044	
t Critical one-tail	1.7958848	
P(T<=t) two-tail	0.0000001	
t Critical two-tail	2.2009852	

Basis for decision making:
If t count > than t table = Ha accepted and Ho rejected
If t count < than t table = Ha is rejected and Ho is accepted
Sig value (2 tailed) < (0.05) = Significant
Sig value (2 tailed) > (0.05) = Not Significant

Table 7. shows the acquisition of the calculated t value of 7.750 is greater than the t table of 1.795 (7.750>1.795) and the two-tail (2 tailed) significance level of 0.01 is smaller than the significance level of 0.05, namely (0.01<0.05). it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected and the use of traditional clogs media to reduce aggressive behavior in students gets significant results. The following data normality test has been summarized in table 8:

Table 8. Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
VAR00003	.355	12	.000	.696	12	.001
VAR00004	.210	12	.151	.918	12	.268

a. Lilliefors Significance Correction

Table 8. shows the results of the normality test obtained the significance results in the Posttest group is 0.268 which is greater than 0.05 (0.268>0.05). The basis for decision making is if sig>0.05 then the data is normally distributed and if sig<0.05 the data is not normally distributed.

Figure 2: Treatment Process using Bakiak Panjang Games Media

3.2. Discussion

The overall picture of aggressive behavior is grouped into three categories, namely: high, medium, and low. Based on the results of distributing questionnaire scales to seventh-grade students, several forms of aggressive behavior commonly occur. The students' aggressive behavior includes several characteristics such as physical aggression, verbal aggression, angry aggression, and hostility aggression. Examples of physically aggressive behavior include fighting, hitting friends when angry, and damaging objects. Verbal aggressive behavior includes saying harsh words, mocking or insulting friends, and often shouting when talking. Angry aggressive behavior includes being irritable for no apparent reason, being easily offended, and often feeling annoyed with others. While hostile aggressive behavior includes being jealous of friends, often being prejudiced, and feeling hatred towards others.

To overcome aggressive behavior, efforts were made to apply the traditional game of bakiak panjang games as simulation games. And it is expected to help reduce students' aggressive behavior. In addition, group guidance service activities are carried out which aim to provide an understanding of the adverse effects of aggressive behavior and reinforcement to students.

With the use of bakiak panjang games as a medium in group guidance service activities, it is hoped that students can distinguish right and wrong behavior, be able to place themselves, and be able to adjust wrong behavior to correct behavior by social norms that apply in schools and communities.

Table 9. General Profile of Aggressive Behavior of Students of SMPS Babul Maghfirah Aceh Besar Based on Aspects

Indicator	Frequency	%	Category
	4	8	High
Physical Aggressive	5	10	Medium
	41	82	Low
	7	14	High
Verbal Aggressive	33	66	Medium
	10	20	Low
	6	12	High
Anger	38	76	Medium
	6	12	Low
	8	16	High
Hostility	36	72	Medium
	6	12	Low

Table 9. shows the general percentage of aggressive behavior of seventh-grade students represented by 50 students before implementing services in the form of using traditional bakiak panjang games. The percentage of results obtained by students in the physically aggressive aspect is in the high category, totaling 4 (8%), meaning

that students express their aggressive behavior through fighting, damaging goods, and hitting other people. Students often show physical aggressiveness by directly fighting with their friends, like joining in if a friend is fighting, hitting weaker friends, and expressing anger by damaging objects/objects around them. As many as 5 (10%) are in the medium category, meaning that students do not often express their aggressive behavior physically. Students rarely show their aggressiveness by fighting or hitting others and try to always give in so that fights do not occur. The percentage of the low category is 41 (82%), meaning that students never show physically aggressive behavior either by fighting, hitting friends, or damaging goods.

The aspect of verbal aggression, the number of students who are in the high category is 7 (14%), meaning that students show verbal aggressiveness by often saying harsh words, mocking others, and shouting. Students who when they are at school speak harshly both with friends and teachers at school, often cut off other people's conversations, and like to cuss at others when they feel angry. A total of 33 (66%) are in the moderate category, meaning that students rarely or never speak and speak harshly or mock others both to peers and teachers at school. The percentage of the low category is 10 (20%), which means that students never show verbal aggressiveness by saying harsh words or even shouting when talking. Students never speak harshly when they are at school. Avoiding swear words that can hurt others, not mocking others, and speaking politely and politely.

Aspect of anger. The number of students in the high category is 6 (12%), meaning that students in the high category are easily angered. Often angry for no apparent reason, have difficulty controlling anger, and get angry excessively. They also often feel annoyed and easily offended. A total of 38 (76%) are in the moderate category, meaning that students can control themselves and try to control their anger so that they are not irritable. The percentage of the low category is 6 (12%), meaning that students can control their anger and are not irritable. Students are not easily angry for no apparent reason. Not easily offended or annoyed by others.

Hostility aspect. The number of students in the high category is 8 (16%), meaning that they often show their aggressiveness through hatred for others for no apparent reason, and feel happy to see people they hate have no friends. A total of 36 (72%) are in the moderate category, meaning that students can control themselves from excessive hatred, envy, and prejudice against others. The percentage of low categories is 6 (12%), meaning that students never show their aggressiveness through hatred, do not participate in hating others without reason, and do not want to hate others excessively. Not jealous of other people's achievements and not prejudiced against others.

The achievement of aspects of aggressive behavior of seventh-grade students of SMPS Babul Maghfirah Aceh Besar who were used as research samples before treatment showed that the achievement of indicators of aggressive behavior of students was in the high category, so efforts are needed to reduce aggressive behavior and awareness of achieving to adjust behavior based on the norms that apply at school and society. Through the use of clogs as a learning media in the form of simulation games, it can create a unique, interactive, and entertaining learning experience for students. It can also help develop their cognitive and emotional skills holistically. Discussion of observation results.

This change was evident when students were involved in the bakiak panjang-playing activity that had been planned by the researcher. The observation revealed the transformation in students' actions during the implementation of the activity. In terms of changes in student behavior related to the physical aspect, it was seen that students were no longer quickly involved in fights even though there were peers who tried to interfere with them. Students also showed non-participation when any of their friends were involved in a fight. This indicates students' increased awareness of the importance of avoiding conflict and refraining from aggressive reactions, even in challenging situations. Changes in students' behavior in hitting and damaging things were also highlighted. Students are now able to control their impulses and not resort to physical violence, either in the form of hitting or damaging the belongings of others around them. This indicates an improvement in students' ability to regulate their emotions and avoid actions that are harmful to themselves and others. Overall, the observations depict a positive evolution in the behavior of the students involved in the study. They have shown significant changes in the way they respond to situations that could potentially trigger aggressive behavior. These changes reflect the students' efforts to be more thoughtful and responsive in dealing with social challenges, as well as their willingness to create a more harmonious and peaceful environment.

Students' changes in verbal aspects illustrate that students now avoid using harsh language and respect the speaking time of others. The development in the shouting and booing aspect shows a change in the way of speaking, which is more calm, clear, and polite. Students have also avoided insulting or belittling school colleagues. Changes in irritability indicate that students have developed the ability to control negative emotions so that they do not explode for no apparent reason. This ability is also reflected in their ability to control their sensitivity; students do not feel easily offended by encouragement or interference from their peers. The nature of students' patience is

reflected in the way they handle situations that can irritate them, where they are more able to restrain themselves so as not to be quickly ignited by emotions towards colleagues at school. Changes in the envy aspect show that students now no longer feel jealous of their friends' achievements. Changes in the prejudice aspect show that they have learned to accept all friends without being picky and no longer doubt friends who achieve high achievements. Students have also worked to eliminate any resentment that may exist towards peers, reflecting their efforts to live in harmony with classmates.

All these changes illustrate positive developments in students' interactions and emotions, as well as their commitment to creating a more positive and inclusive school environment. The process of the research to reduce aggressive behavior in students is first given a pretest, then giving treatment (treatment), using traditional bakiak panjang games media. After the treatment, the final stage is to give a posttest.

1) Pretest

The pretest was given to the entire study population of 50 students. The pretest was done by distributing questionnaires to members of the class VII population. The purpose of giving a pretest is to measure the level of aggressive behavior of seventh-grade students, before being given treatment in the form of using the traditional bakiak panjang games media. Pretest results with high categories will get treatment, namely, students who have characteristics that often fight, like to mock friends, attack and intimidate others, get angry for no apparent reason, and are hostile to friends.

2) Implementation of Traditional Bakiak Panjang Games

a) First session

Discussion topic "learning to avoid physically and verbally attacking behavior" After participating in service activities, students managed to change their behavior which tends to be physically and verbally aggressive. They have learned to avoid attacking or hurting others both in the form of physical actions and through words. Students now can control their emotions and communicate dissatisfaction or conflict more peacefully and responsibly.

b) Second session

In the second session of the treatment, the topic of the activity is "learning to control emotions and anger" which represents the aspect of anger, the provision of material in the second treatment aims to enable students to control and refrain from feeling excessive anger and anger for no apparent reason. Students experienced changes after attending the session, marked and visible students began to be able to control emotions and anger. They are now able to manage their anger better, are no longer angry for no apparent reason, are not easily offended, and can control their feelings when they feel upset with friends.

c) Third session

The third treatment was conducted with the topic "Let's avoid hostile behavior". which represents the aspect of hostility. The provision of material at the third meeting aims to enable students to avoid hostile behavior and make good friends with their friends at school. In the third session, students experienced significant changes, namely, students showed the ability to avoid hostile behavior. Students are now able to establish friendships with all classmates, no longer feel jealous of their friends, no longer suspect the good intentions of friends, and no longer show hatred towards certain friends. These changes reflect positive changes in forming healthy and supportive relationships among students.

2) Posttest

The posttest was given to students who received treatment. The purpose of the posttest is to help students measure the level of aggressive behavior after the use of traditional clogs in reducing aggressive behavior in students. The post-test results show a change in the score of students' aggressive behavior before and after the use of traditional clog game media to reduce aggressive behavior in students. Besides being seen based on pretest and posttest scores, the use of bakiak panjang games as a medium in reducing aggressive behavior in students can be seen based on the results of observations of students who behave aggressively experiencing changes in each aspect, in general students who behave aggressively show changes in behavior towards the better. The condition of students who experience changes in behavior is seen through the activities of playing bakiak panjang games which are directly observed and controlled by the researcher.

4. RESEARCH IMPLICATIONS

a) For students

Students are expected to be more aware of the importance of behavior by norms and rules, both at school and in society. So that students no longer face problems, especially related to aggressive behavior. Students are also expected to apply and use bakiak panjang games as a medium to reduce students' aggressive behavior, this has a positive impact not only on the social realm but also greatly impacts the learning aspects of students in the school environment in particular and the external environment in general.

b) For guidance and counseling teachers

Intended as a source of reference for guidance and counseling teachers in assisting students who face problems in various aspects of life, such as personal, learning, career, and social. Especially regarding the use of traditional game media, namely bakiak panjang games, to reduce students' aggressive behavior.

c). For the Next Researcher

Future researchers should coordinate with teachers at school to choose the right time so that the use of bakiak panjang games in reducing students' aggressive behavior can run smoothly and by initial planning. The formulation of interventions formulated and tested can be used for all categories, both high, medium, and low, which aims to change comprehensive changes in students' aggressive behavior.

5. CONCLUSIONS

Research on the use of traditional clogs to reduce aggressive behavior in seventh-grade students at SMPS Babul Maghfirah concluded that the use of traditional clogs to reduce aggressive behavior in students obtained significant results. It can be seen based on the aggressive behavior of students before the use of traditional clog media 12 students who became samples were in the high category, while the aggressive behavior of students after the use of traditional clog media experienced a change that decreased to the medium and low categories. The t-test results obtained a calculated t value of 7,750 greater than the t table value of 1,795, which proves the alternative hypothesis is accepted. This means that the use of traditional bakiak panjang games as a service media can reduce students' aggressive behavior.

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AUTHOR CONTRIBUTION STATEMENT

The author conducted a review of prior studies and authored this article. The author takes full responsibility for its authenticity.

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