

## **Effectiveness of Group Guidance with OARS Technique in Preventing Student Brawling Behavior**

**Dahlia Aulia<sup>1</sup>, Ahmad Syarqawi<sup>1</sup>**

<sup>1</sup>Universitas Islam Sumatera Utara Medan, North Sumatra, Indonesia

Corresponding author e-mail: [dahlia303213152@uinsu.ac.id](mailto:dahlia303213152@uinsu.ac.id)

Article History: Received on 23 May 2025, Revised on 12 July 2025,  
Published on 26 July 2025

**Abstract:** The increasing incidence of student brawls in various regions of Indonesia often becomes headline news in various media, both print and social media. However, in reality, not all students have knowledge about the dangers of brawling. The reality in schools shows that nearly 50% of students are still unaware of the dangers of such behavior. The purpose of this study is to explore in depth how the OARS technique, when applied in group counseling services, can significantly enhance students' knowledge about brawl prevention. This research is categorized as quantitative and employs a pre-experimental method using a One Group Pretest-Posttest design. The subjects of the study were 32 students from class XI-8 of SMA Tamansiswa Pematangsiantar. The data analysis technique used was a non-parametric statistical test with the Wilcoxon test. Based on the results of the Wilcoxon test, an Asymp. Sig (2-tailed) value of 0.005 was obtained, indicating a statistically significant result since the value is  $< 0.05$ . Therefore, the alternative hypothesis ( $H_a$ ) is accepted. From these results, it can be concluded that group counseling services using the OARS technique are effective in preventing student brawling behavior among students at SMA Tamansiswa Pematangsiantar.

**Keywords:** Group Guidance, OARS Technique, Prevention of Brawling Attitudes

### **A. Introduction**

The increasing incidence of brawls between students in various regions in Indonesia often makes headlines in various media, both print and social media (Tempo 2018). The Indonesian Child Protection Commission (KPAI) also noted that in the past two years there were around 202 children who had faced the law due to brawls. In addition, the KPAI institution also recorded the number of cases of violence against children in the field of education, specifically in cases of children who were perpetrators of brawls as many as 31 cases (19.3%) and cases of children who were victims of brawls as many as 23 cases (14.3%). In addition, in cases of brawls there were also around 74 cases of children in possession of sharp weapons. Head of Education Retno Listyarti stated that cases of student brawls in 2018 reached 144 cases or 32.35% (Intan, 2018).

The North Sumatra Education Office held a limited coordination meeting regarding a joint commitment to upholding the character of high school, vocational school, and Islamic elementary school students. The Head of the Education Office stated that this coordination meeting was held to align perceptions of various elements on how to respond to the increasing number of brawls between students that have resulted in fatalities in recent weeks (H13/Diskominfo Sumut). Brawls between high school and vocational school students in Pematangsiantar City are increasingly disturbing the community and have even become anarchic and brutal. This prompted the acting head of the Pematangsiantar Education Office to take decisive action to discuss how to resolve brawls between students (Luhut, 2022).

Brawls are no longer unfamiliar to Indonesians. A brawl is an act of beating or violence perpetrated by a group or groups of people. In Indonesia, brawls have become a tradition and culture. This unusual behavior is usually caused by trivial matters, or it can also be caused by serious issues that lead to conflict. Generally, it is considered unfair behavior. Since the formation of youth gangs, fights between students and the younger generation have become more frequent. Hostilities between schools often start from very minor issues. Teenagers who are still emotionally unstable find this difficult. These trivial issues can lead to mutual teasing and fighting over women. Another trigger is usually revenge (Ilmi, A. A., et al., 2024).

Ilmi & Nst (2024) argue that student brawls are a serious problem that threatens the educational environment and student well-being. In this discussion, we identify the problem of student brawls as a detrimental phenomenon, which includes negative impacts on students' physical and mental well-being, disruptions to the learning process, and threats to the image and security of the school. Students no longer feel that such actions are highly reprehensible and can disturb the peace of society. Instead, they feel proud if the community is afraid of their groups. A student should not commit such reprehensible actions (Setiawan, 2015).

However, in reality, not all students are aware of the dangers of brawls. For example, at Tamansiswa High School in Pematangsiantar, several students experienced trivial issues such as fighting over partners and staring at each other, which led to conflict between students. They felt unhappy, which led to high emotions, leading to brawls involving groups (Ilmi, A. A., et al., 2024).

The reality in schools is that nearly 50% of students are unaware of the dangers of brawls. Behaviors that cause social conflict are low. This is evidenced by the increasing number of reports about juvenile delinquency in Indonesia, especially in large cities. Recent cases of juvenile delinquency include truancy, motorcycle gangs, premarital sex, drug abuse, intimidation, alcohol consumption, murder, brawls, gambling, deception, and so on (Azizah, B. 2014).

Preventive measures are needed by providing guidance and counseling services. Guidance and counseling are efforts to provide assistance to students by creating a conducive developmental environment, carried out systematically and continuously, so that students can understand themselves and be able to direct themselves and act appropriately, in accordance with the demands of developmental tasks (Syaqawi, A. 2018). Guidance and counseling services cover the personal, social, academic, and professional domains of students. One type of guidance and counseling service is group guidance (Sukmawati, E. 2016).

Group guidance is an activity that is more oriented towards group dynamics. Through this group dynamics, students are guided and directed to understand how to prevent brawls. In group guidance services, students are encouraged to express their opinions collectively on the topics discussed and develop jointly the problems discussed in the group. This allows communication between individuals within the group, and students can then develop desired attitudes and actions that can be expressed within the group (Azhar et al., 2020).

Group counseling is believed to prevent brawls because it helps students socialize by communicating directly with all group members. This way, students feel less alone in preventing brawls and are aware of their dangers (Zurriyati, P. et al., 2024). Group counseling allows students to share experiences, build a sense of mutual support, and feel less alone in preventing brawls.

Members who are directly involved and experience group dynamics in group guidance will also be able to achieve dual goals, namely getting the opportunity to develop themselves, acquire social skills such as adaptability, and other areas, namely obtaining various information, insights, understanding, values and attitudes (Putri Evita et al., 2023), as well as expanding experiences that can be put into practice in everyday life (Zurriyati, P. et al., 2024).

Based on the results of observations conducted by researchers at SMA Tamansiswa Pematangsiantar, the phenomena that emerged were minor problems such as colliding with each other, fighting over partners and staring at each other which led to social conflict. The lack of conflict between students is closely related to learning programs that have not empowered students to maintain good social relationships that can foster sensitivity, empathy, and self-control (Revnika, F. et al., 2024). Learning has not developed strategies that involve students in various conflict resolution activities. This factor has hampered the development of students' interpersonal and social skills, while teachers have not utilized local potential for the benefit of learning goals, thus becoming an obstacle to the emergence of social character (Riza, N. H. 2021).

Students experiencing low levels of social conflict can be addressed through group guidance (Galih, W. et al., 2018). Group guidance is a support service provided to

students in a group setting. Group guidance provides assistance to individuals within a group, providing information or group activities that address educational, work, personal, and social issues (Syarifudin, 2021).

Various services and strategies can be implemented to prevent student brawls. One of them is the *OARS technique*, an acronym for four basic skills in motivational counseling (*Motivational Interviewing*) used to build empathetic relationships, explore feelings, and encourage voluntary behavioral change. This technique creates open, supportive, and non-judgmental communication. According to Miller and Rollnick in 1983, *OARS (Open-ended Questions, Affirmations, Reflective Listening, Summarizing)* explains that this skill involves four processes necessary in the practice of using *Motivational Interviewing* (Mutia, A. et al., 2024). An open *-ended* question is a question that invites someone to think for a moment before answering and gives a lot of freedom to answer. Engaging in conversation about a topic, focusing attention in a particular direction, *affirming* serves several positive functions in helping relationships. Affirmation is a boon to engagement because positivity is reciprocal (William R. et al., 2013). *Reflective* listening is more about checking your guesses as a counselor than assuming you already understand what the client means. *Summarizing* is a summary that gathers what someone has said, and paraphrases it (Mutia, A. et al., 2024).

This study used group guidance with the *OARS technique* to address student issues and prevent student brawls. This study aimed to examine in depth how the *OARS technique*, applied in group guidance, significantly provided brawl prevention knowledge (Mhd, H. 2020). to students at Tamansiswa Senior High School in Pematangsiantar.

*OARS technique* focuses on providing assistance to students using *open-ended questions, affirmations, reflective listening, and summarizing* about the dangers of brawls. It changes mindsets when facing problems that may be considered trivial, which are the root of brawls. By guiding students to be more responsive and able to overcome these negative thoughts, students can develop a more positive and realistic perspective on trivial problems that often occur. Through this process, students learn to respond to difficult situations calmly and without emotions that hinder their development (Sulfikar, K. et al., 2019).

Guidance and counseling in schools is expected to help students better understand themselves, so they can determine the appropriate attitudes and behaviors in facing certain situations and be responsible for the decisions made. Therefore, efforts to prevent and resolve brawls between students require attention and handling involving all parties, including parents, teachers, schools, and the police (Oktoriny, F. et al., 2024). This study aims to identify significant differences between students' brawling attitudes before and after treatment, with the hope of providing empirical evidence regarding the effectiveness of guidance group services in preventing

brawls. Thus, the results of this study are expected to be a useful reference for schools and related parties in preventing brawls, as well as in developing guidance and counseling services in educational environments.

## **B. Methods**

In this study, the steps we took began by identifying the respondents involved, namely students of Tamansiswa High School in Pematangsiantar who actively participated in the problem of student brawls. This research was conducted at Tamansiswa High School in Pematangsiantar, which is the location of the welfare group using the OARS technique. The instruments used to collect data included questionnaires and interviews. The questionnaires were administered in two stages, before and after the group counseling treatment, to measure changes in students' attitudes towards brawls. Meanwhile, interviews were conducted to delve deeper into students' and teachers' perceptions regarding the effectiveness of the OARS technique in preventing brawls. The group counseling was implemented using the OARS technique (Open-ended Questions, Affirmation, Reflective Listening, Summarizing) which aims to encourage discussion, share experiences, and provide an understanding of the dangers of brawls. The collected data were then analyzed using quantitative analysis to compare pretest and posttest scores, and qualitative analysis to explore the interview results, in order to determine the impact of group counseling on students' attitudes towards preventing brawls.

Method uses *pre-experiments* with *One Group Pretest-Posttest Design* (Dewi Kumala et al., 2024). This research was conducted by providing service (X) to each group member. Before being given the test, the group in question will take a *pretest* (O1), and after that a *posttest* (O2) will be conducted, to compare the conditions before and after the test (Sugiyono 2023). The sample size of this research includes 31 students of class XI-8 of SMA Tamansiswa Pematangsiantar. To collect the sample, the researcher used a *purposive sampling technique*. According to Sugiyono *Purposive sampling* is a technique for sampling data sources with specific considerations. The researcher's purpose in using *purposive sampling* is because not all samples meet the criteria appropriate to the phenomenon being studied (Zurriyati, P. et al., 2024).

## **C. Results and Discussion**

Based on the results of data processing in accordance with the research objectives, namely to determine the description of students' brawling attitudes before being given treatment (pretest), to determine the description of students' brawling attitudes after treatment (posttest), to determine the differences in brawling attitudes before and after being given treatment.

### **Overview of Student Brawl Attitudes Before Treatment**

The description of the pretest data on students' brawling attitudes can be seen in the following table: Researchers conducted an initial identification of brawling attitudes among grade XI-8 students at Tamansiswa High School. From these results, 10 students were selected as the research sample, categorized as high and very high. This sample was selected based on the results of a previous questionnaire that described the distribution of scores and percentages of students' brawling attitudes.

Based on the pretest results in the table above, out of 10 students, there are 2 students in the very high category (AD and DBH) with scores of 169-176 and a percentage of 89%-93%. Meanwhile, 8 students are in the high category (AA, AS, BFB, FWN, NRA, MAK, RAN, and YBK) with scores of 143-159 and a percentage of 75%-84%. The overall average score is 155 with an average percentage of 82%, which is included in the high category. These students were selected because they are in the category that requires intervention to reduce brawling attitudes.

### **Overview of Student Brawling Attitudes After Treatment**

After 10 high and very high-risk students at Tamansiswa High School received group counseling using the OARS technique, an evaluation was conducted to determine changes in their brawling behavior. The data is summarized in the following table:

**Table 1. Distribution of Categories, Intervals, Frequencies and Posttest Presentations**

No.	Name	Score	Percentage (%)	Category
1.	A A	91	48	Low
2.	US	89	47	Low
3.	AD	61	32	Very Low
4.	BFD	82	43	Very Low
5.	DBH	57	30	Very Low
6.	FWN	64	34	Very Low
7.	NRA	94	49	Low
8.	MAK	96	50	Low
9.	RAN	77	41	Very Low
10.	YBK	82	43	Very Low
Average		79	42	Very Low

Based on the table, of the 10 selected students, there are 4 students who fall into the low category (AA, AS, NRA, MAK) and 6 students in the very low category (AD, DBH, FWN, RAN, YBK). A total of 40% fall into the low category with a score of 88-94 and a percentage of 47%-49%. While the other 60% fall into the very low category with a score of 57-82 with a percentage of 30%-43%. The average overall score is 79 with an average percentage of 42% which is included in the very low category.

After the group guidance intervention using the *OARS technique*, there was a decrease in the category of student brawling behavior. Before the service, 80% were in the high category and 20% were in the very high category. However, after the service, there was a change, with 40% of students in the low category and 60% in the very low category. The average score decreased from 155 to 79, with an average percentage of 82% to 42%.

The results of the data analysis showed that there was a significant difference in students' brawling attitudes before and after receiving group guidance services using the *OARS technique*.

### **The Effectiveness of Group Guidance Services Using the OARS Technique to Prevent Brawling Behavior Among Students at Tamansiswa High School, Pematangsiantar**

In this study, researchers conducted a Wilcoxon test to compare the pretest and posttest scores of 10 students. The following are the results of the Wilcoxon test.

**Table 2. Wilcoxon Yes Test Results**

Test Statistics a	
	Posttest - Pretest
Z	-2.805 b
Asymp. Sig. (2-tailed)	,005

Based on the results of the Wilcoxon Test, the Asymp. Sig (2-tailed) value of 0.005 indicates that the results are significant, because the value is 0.005. This means that there is a significant change after students are given services, which indicates that  $H_a$  is accepted. Thus, the results of this hypothesis indicate that group guidance services with the *OARS technique* are effective in preventing brawl attitudes between students, the effectiveness of this service is also seen during the implementation of group guidance, where the group dynamics that are formed help students in the knowledge of brawl attitudes that can endanger themselves and others. This is in line with the view of (Ade, C. P. H. 2021). which states that group guidance can utilize group dynamics to discuss relevant topics and is useful for developing student knowledge, especially in reducing brawl attitudes.

Inter-student brawls are a serious problem that threatens the educational environment and student well-being. In this discussion, researchers identify inter-student brawls as a detrimental phenomenon, encompassing negative impacts on students' physical and mental well-being, disruptions to the learning process, and threats to school image and security. This aligns with the relevance of group guidance services as a strategy for addressing inter-student brawls. Group guidance has the potential to provide a space for students to express and understand the

feelings and conflicts underlying brawl behavior. Through group guidance activities, students can acquire social skills, constructive conflict resolution, and emotional support from peers and guidance facilitators (Apriliana, 2021).

Maharani et al., (2023) in preventing student brawls, namely introducing the definition of student brawls, the causes of student brawls, the impact of student brawls, factors that cause brawls between students, and efforts to prevent student brawls. However, in reality, there are still students involved in brawls between students. The role of guidance and counseling teachers and school officials is crucial in addressing these youth brawls. As school counselors, guidance and counseling teachers play a crucial role in developing the character of students and adolescents from the start of school. They also play a role in addressing these youth brawls.

Group guidance services are essential for students involved in student brawls. Group guidance services are activities carried out by a group of individuals, utilizing group dynamics to develop their potential, namely: talents, interests, and communication skills, as well as to acquire new information on the topics discussed (Agustina & Saputri, 2019).

This study used the *OARS technique* because it can help reduce students' brawling behavior. It is implemented by developing a more positive mindset and identifying negative thoughts by stating positive sentences when they arise. This will then turn negative thoughts into positive thoughts, and students will be able to act with positive thinking, as explained in the explanation (Yuanita, L. R. et al., 2021).

Huuriyyah & Bakti, (2022) OARS is a set of skills proposed by Miller & Rollnick, which aims to help clients resolve discrepancies. OARS is an acronym for open-ended questions, affirmations, reflecting skills, and summaries. With the *OARS technique*, positive behavior can be fostered, as emphasized by (T Chircop et., al 2008). The *OARS technique* which focuses on changing negative behavior and building a new, more positive way of thinking. The changes in thinking that occur have a positive influence on the individual as the main capital in adapting to the environment in the process of interaction with all age levels.

The implementation of group guidance activities using the *OARS technique* is inseparable from the results of the questionnaire before being given treatment (pretest) and the results of the questionnaire after being given treatment (post-test). This can be seen in the comparison that there was a decrease in the attitude of student brawls after the treatment was carried out, so from the results of this study it can be concluded that group guidance services using the *OARS technique* are effective in reducing the attitude of student brawls at SMA Tamansiswa Pematangsiantar.

From the explanation above, it can be concluded that group guidance with the *OARS*

*technique* can prevent brawling behavior in students because group guidance with the *OARS technique* Students can develop a more positive and realistic perspective on trivial problems that often occur.

Group counseling services using the *OARS technique* are conducted in six meetings. The first meeting discusses building strong relationships by: 1) Understanding the Root of the Problem: Open-ended questions help counselors explore the reasons behind the brawl, such as peer pressure, anger, or personal problems; 2) Building Empathetic Relationships: Without judging, the counselor shows concern so that students feel safe to open up; 3) Increasing Sense of Appreciation: Students feel heard and important, especially if they rarely receive attention at home or school; 4) Encouraging Self-Reflection Questions such as "*How did you feel after the brawl?*" help students realize the impact of their behavior; and 5) Increasing Counseling Participation: A dialogic approach makes students more active and open in the guidance process, making it more effective in preventing brawls. The second meeting discussed reinforcement and support in the context of brawls through: 1) Positive Reinforcement (Affirmations): positive reinforcement is a strategy for rewarding good student behavior. In the context of brawls, it helps build self-confidence, shift motivation away from violence and toward positive ones, and increase participation in school activities. Students who feel appreciated are more motivated to avoid violence. Examples include teacher praise, classroom responsibilities, or certificates of behavior change; 2) Emotional Support Emotional: support is crucial for students involved in brawls, particularly through empathy, counseling, parental involvement, and a safe and inclusive school environment. When students feel heard and supported, they are more open and able to manage conflict without violence.

Meeting discussed better understanding (reflective approach) by: 1) Building Trust: Students feel safe and not judged when the counselor truly listens with empathy; 2) Revealing the Roots Problem: Students are more open about their reasons for getting involved in brawls, such as peer pressure, family problems, or a need for recognition; 3) Encouraging Self-Awareness: Reflections from counselors help students understand their own feelings and motivations; and 4) Seeing Consequences: Through reflective questions, students become aware of the negative impacts of brawls emotionally and socially. Encouraging Positive Change: When they feel understood, students are more open to guidance and begin to find ways to channel their emotions in a healthy way. The fourth meeting discussed creating awareness in the context of brawls (summarization) by: 1) Affirming Understanding: Summarizing at the end of the session makes students feel understood and appreciated; 2) Helping to See Patterns and Impacts: Students begin to recognize the connection between emotions, stress, and the brawls they engage in; 3) Building Awareness and Responsibility: Listening back to what they have shared helps students more objectively assess their behavior. Encouraging Direction for Change: The summary can be closed with a concrete call to action, such as avoiding friends

who trigger conflict or participating in positive activities. The fifth meeting discussed increasing motivation by: 1) Building Empathetic Relationships: The OARS technique creates a safe and non-judgmental atmosphere, making students feel heard and valued; 2) Encouraging Self-Reflection: Open-ended questions and reflective listening help students realize the reasons and impacts of their involvement in brawls; 3) Cultivating Awareness and Hope: Affirmations give students confidence that they can change, while summarizing helps them understand the situation holistically; and 4) Triggering Internal Motivation: Students are motivated to change not because of pressure, but because of their own awareness and will. The sixth meeting discussed collaboration in action planning by: 1) Active Involvement: Counselors encourage students to express their own ideas for change, so they feel valued and responsible; 2) Joint Planning: Plans are made together, for example by avoiding friends who trigger conflict, participating in positive activities, or learning to manage emotions; 3) Sense of Ownership: Involvement in the process makes students feel that the change is theirs, not because of coercion, so that motivation is stronger; and 4) Clear Goals: Counselors help students understand that change is not just about avoiding punishment, but for their own future. Before group guidance is carried out, students take a *pre-test* and after group guidance is carried out, students take a *post-test*. Students are very enthusiastic about participating in group guidance services because previously students had never known what group guidance was. Although initially students or group members were still shy and had difficulty expressing their opinions in discussing problems experienced by group members, but after the second, third, and fourth meetings, students have shown enthusiasm in participating in group guidance activities. This is indicated by students who already look relaxed and feel comfortable because group guidance includes games so that group dynamics are created that make students feel happy. Students become more active in group guidance with techniques that can prevent student brawls.

#### **D. Conclusions**

Based on the research results, it can be concluded that before the treatment (pretest), there were 8 students who were included in the "high" category and 2 students in the "very high" category regarding brawling attitudes. After the treatment (posttest), there was a significant decrease in their brawling attitudes, with 4 students falling into the "low" category and 6 other students in the "very low" category. Data analysis showed a clear difference between brawling attitudes before and after participating in group guidance services with the OARS technique. This decrease was reflected in lower scores, and the results of the statistical test with the Wilcoxon Test showed an Asymp. Sig (2-tailed) value of 0.005, which indicated a significant result because the value was less than 0.05. Thus, the hypothesis  $H_a$  was accepted, which means that group guidance services with the OARS technique were effective in preventing brawling attitudes among students at SMA Tamansiswa Pematangsiantar. The OARS technique helped students understand the dangers of

brawling, encouraged collaboration in solving social problems, and increased awareness of the importance of self-control and mutual respect, which played a major role in reducing brawling behavior.

### **E. Acknowledgement**

We thank all respondents and friends from Universitas Islam Negeri Sumatera Utara Medan who helped us in this paper.

### **References**

- Ade, CPH (2021). Analysis of Basic Group Leadership Skills in College Students. *Consilium: Berkala Kajian Konseling dan Ilmu Keagamaan* <http://dx.doi.org/10.37064/consilium.v8i2.10208>
- Agustina, S., & Saputri, D. (2019). Brawls Between Students Can Reduce Sense of Solidarity. *Journal of Islamic Education*, 1-7
- Apriliansa, D. (2021). The Phenomenon of Brawls as a Form of Toxic Masculinity Reviewed Through Raewyn Connell's Hegemonic Masculinity Theory. *Journal of Education*.
- Azhar, EFN (2020). Implementation of Group Guidance Services in Improving Student Discipline in Guidance and Counseling. *JKI: Jurnal Konseling Islam* <https://doi.org/10.21067/jki.v5i2.4172>
- Azizah, B. (2014). The Relationship Between Religiosity and Psychological Well-Being Reviewed from the Big Five Personality Scale in Students of SMA Negeri 6 Binjai. <https://repositori.uma.ac.id/123456789/849>.
- Dewi, KKS, & AS (2024). The effectiveness of information services using modeling techniques to increase career aspirations in high school students. *Jurnal: Educatio*, 10 (1). <https://doi.org/10.29210/1202424533>
- Galih, WAAUM (2025). The Effectiveness of Group Guidance to Improve Social Adjustment of Vocational High School Students. *Jurnal Psikoedukasi dan Konseling*, 2 (1). <https://doi.org/10.20961/jpk.v2i1.23510>
- Huuriyyah, F., & Bakti, CP (2022). Individual Counseling Service Strategy Using Motivational Interviewing Techniques to Develop Students' Learning Motivation. *Proceedings of the National Seminar on the Results of the Implementation of the School Field Introduction Program*, 2(1), 40-45.
- The North Sumatra Education Office held a limited coordination meeting to discuss moral values and efforts to prevent the rise in student brawls, (2022). <https://sumutprov.go.id/artikel/artikel/disdik-sumut-gelar-rakor-terbatas-bahas-budi-pekerti-upaya-mencegah-maraknya-kasus-tawuran-pelajar>
- Ilmi, AA, & Nst, F. (2024). Implementation of Group Guidance Services in

- Addressing Brawls Between Students. In *Jurnal Kependidikan* (Vol. 13, Issue 2). <https://doi.org/10.58230/27454312.743>
- Diamond (2018). KPAI Cases of Child Violence in Education Increased in 2018, VOA. <https://www.voaindonesia.com/a/kpai-kasus-kekerasan-anak-dalam-pendidikan-meningkat-tahun-2018/4718166.html>
- Luhut (2022). Student Brawls Disturbing, Siantar Education Office Head Takes Firm Steps. *Mistar.Id*: <https://mistar.id/news/siantar/tawuran-pelajar-meresahkan-kadis-pendidikan-siantar-ambil-langkah-tegas>
- Maharani, AI, Nainggolan, AC, Istiharoh, Putri, PA, & Pratama, RA (2023). Analysis of Social Deviance Phenomena: Teenage Brawls in Emile Durkheim's Anomie Theory. *JISPENDIORA: Journal of Social Sciences*, 2(3), 139-154. <https://doi.org/10.56910/jispendiora.v2i3.978>
- Mhd, HI (2019). Effectiveness of Assertive Training Group Guidance Services to Improve Cooperative Attitudes of Class VIII Students of Dharmapancasila Middle School, Medan, 2020/2021 Academic Year.
- Mutia, AY A, & J, HEP (2024). A Motivational Interviewing Counseling Approach Using the OARS Technique to Change Students' Maladaptive Behavior. *Sinar Dunia: Journal of Social, Humanities, and Educational Research*, 3(1), 178-191. <https://doi.org/10.58192/sidu.v3i1.1813>
- Oktory, F., P, L., J, M., H, F., & Padang, T. (2024). Efforts to Prevent Brawls Between Students. *Dewantara Community Service Journal*, 7 (1) <https://doi.org/10.31317/jpmd.v7i1.991>.
- Putri, E., & AS (2023). The Effectiveness of Group Guidance Services with Role Playing Techniques to Improve Social Skills of Class X Students of Madrasah Aliyah Laboratorium UINSU Medan, 8 (1) <https://doi.org/10.31316/gcouns.v8i01.5115>
- Revnika, F., SK, SNJP, & WAP (2024). Improving Students' Leadership Skills with Empathy Leadership and Conflict Resolution Training, 2 (2).
- Riza, NH (2021). Internalization of Islamic Teachings in Forming Prophetic Character in Students at SMK 17 1945 Cluring Banyuwangi. Tesis: IAIN Jember, [https://digilib.uinkhas.ac.id/15102/1/RIZA%20NUR%20HIDAYAT\\_0849318060.pdf](https://digilib.uinkhas.ac.id/15102/1/RIZA%20NUR%20HIDAYAT_0849318060.pdf)
- Syarifudin, E. (2021). The Urgency of Mental Health-Based Islamic Educational Institution Management. *Transformasi Kepemimpinan Pendidikan Dalam Meneguhkan Islam Moderat*, 471-484.
- Setiawan, E. (2015). The Role of Guidance and Counseling Teachers in Overcoming Student Brawls. *Journal of Islamic Psychology*, 12(2), 23-28, <https://doi.org/10.18860/psi.v12i2.6401>

- Sugiyono. (2023). *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*. Alfabeta.
- Sukmawati, E. (2016). Improving the Value of Politeness by Guidance Teachers Through Group Guidance in Pontianak High School Students. *Gusjigang Counseling Journal*, 2(2),
- Sulfikar K, CC (2019). Guidance and Counseling Teachers' Efforts to Instill Positive Self-Concept in Brawling Students. *Jurnal Bimbingan dan Konseling*.
- Syarqawi, A. (2018). Guidance and Counseling as an Effort and Part of Education. *Journal of Education and Islam* (Vol. 169), <https://doi.org/10.30821/alfatih.v1i1.9>
- Chircop, T.R. (2008). Communication styles among pilots and flight attendants using the 16 personality factor model and the power source profile.
- Tempo (2018). KPAI Student Brawls in 2018 Higher Than Last Year. <https://www.tempo.co/hukum/kpai-tawuran-pelajar-2018-lebih-tinggi-dibanding-tahun-lalu-820346>
- William, R., M.S.R. (2013). *Motivational Interviewing Helping People Change*. The Guildford Press
- Yuanita, LR, & Ardam (2021). *Understanding Motivational Interviewing: Interview Methods Helping Behavior Change*, Malang: UB Press
- Zurriyati, P., & AS (2024). The Effect of Group Guidance with Cognitive Restructuring Techniques to Increase Student Self-Confidence in Madrasah Tsanawiyah, <https://doi.org/10.29210/1202424534>