



Development of Engklek Kedamaian Game with Group Guidance to Reduce Aggressive Behavior in Students

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Abstract: Learning at school serves to foster and develop compassion and mutual respect for one another. The problem of aggressive behavior in the school environment is still experienced by students. This research is a development research with the aim of knowing the feasibility of media products in the form of engklek kedamaian in group guidance to reduce the aggressive behavior of students in class VIII SMP Muhammadiyah 3 Depok. Researchers used the Brog and Gall model development method with 5 stages, namely potential problems, data collection, product design, product validation, and design revision. The research instruments used in this study were aggressive behavior scales and interview guidelines. The subjects in the study were 123 students in class VIII of SMP Muhammadiyah 3 Depok. The results in the development are measured based on the assessment of the material expert test getting a score of 91.4 with a very good category. The media expert test scored 87.5 with a very good category, the service expert test/practical expert test scored 93.75 with a very good category. Based on some of these statements, it can be concluded that the engklek kedamaian game in group guidance to reduce the aggressive behavior of class VIII students at Muhammadiyah 3 Depok Junior High School is categorized as suitable for use. It is hoped that the research on the development of engklek kedamaian to reduce students' aggressive behavior can be an alternative service innovation for school counselors.

Abstrak: Pembelajaran di sekolah berfungsi untuk menumbuhkan dan mengembangkan rasa kasih sayang serta saling menghormati satu sama lain. Permasalahan perilaku agresif di lingkungan sekolah masih banyak dialami oleh siswa. Penelitian ini merupakan penelitian pengembangan dengan tujuan untuk mengetahui kelayakan produk media berupa engklek ketenangan dalam bimbingan kelompok untuk mengurangi perilaku agresif siswa kelas VIII SMP Muhammadiyah 3 Depok. Peneliti menggunakan metode pengembangan model Brog and Gall dengan 5 tahapan yaitu potensi masalah, pengumpulan data, desain produk, validasi produk, dan revisi desain. Instrumen penelitian yang digunakan dalam penelitian ini adalah skala perilaku agresif dan pedoman wawancara. Subyek dalam penelitian ini adalah siswa kelas VIII SMP Muhammadiyah 3 Depok yang berjumlah 123 siswa. Hasil pengembangan diukur berdasarkan penilaian tes ahli materi memperoleh skor 91,4 dengan kategori sangat baik. Uji ahli media memperoleh nilai 87,5 dengan kategori sangat baik, uji ahli pelayanan/uji

ahli praktik memperoleh nilai 93,75 dengan kategori sangat baik. Berdasarkan beberapa pernyataan tersebut maka dapat disimpulkan bahwa permainan engklek kedamaian dalam bimbingan kelompok untuk mengurangi perilaku agresif siswa kelas VIII SMP Muhammadiyah 3 Depok dikategorikan layak digunakan. Penelitian tentang pengembangan engklek ketenangan untuk mengurangi perilaku agresif siswa diharapkan dapat menjadi alternatif inovasi layanan bagi konselor sekolah.

Keywords: Aggressive Behavior, Engklek Kedamaian, Group Guidance, Peaceful Counseling

INTRODUCTION

According to Dewi & Susilawati (2016) in big cities in Indonesia, acts of violence both individually and in groups are daily news that is always presented by the mass media, both print and electronic media. Actions that have elements of violence are a form of a person's behavior, which is more likely to lead to aggressive behavior. According to Saefudin, W (2020) aggressive behavior is actually not only about the problem of violence in physical terms, but there are forms, from a speech or action that is felt to be painful by someone who has a position as a victim and ends in physical aggressive actions such as persecuting, hitting, or in other forms of aggressive behavior, to lead to criminal acts.

Some of the results of previous research related to facts that occur in the field that show the level of aggressive behavior that is a problem for students, the results of research on the level of aggression behavior according to Guswani & Kawuryan, a very high category comprising 13 people (8.67%), a high category comprising 33 people (22%), 51 people (34%) in the medium category, a low category comprising 48 people (32%), and a very low category comprising 5 people (3.33%). The level of aggressive behavior among male adolescents is as follows: a very high category accounts for 15%, a high category for 23%, a medium category for 38%, a low category for 21%, and a very low category for 2.6%. Meanwhile, the categories for female adolescents' aggression behavior levels are as follows: a very high category accounts for 5.1%, a high category for 18%, a medium category for 31%, a low category for 36%, and a very low category for 10%. (Auliya et al., 2016) . Research

conducted at Muhammadiyah Vocational Schools in Yogyakarta City, namely in the very high category of 5%, high category of 26%, medium category of 40%, low category of 21%, and very low category of 8% (Saputra & Handaka, 2018).

The results of interviews conducted by researchers with guidance and counseling teachers at SMP Muhammadiyah 3 Depok Sleman on Thursday, December 1, 2021 related to aggressive behavior carried out by students are often found in the school environment, both aggressive behavior in physical and verbal forms. Aggressive behavior problems that are often encountered are in the form of physical categories such as hitting friends who were initially joking, there have been fights with friends, often damaging school goods or facilities by crossing out study tables and other learning facilities and appearing sarcastic sentences to friends who are not liked. The factors that cause students to engage in aggressive behavior are caused by interactions in the social environment with their friends and the environmental atmosphere that encourages students to behave aggressively. Aggressive behavior in junior high school age children is still often found because at that age it is still difficult for them to control their emotions (Masri, D., Warsodirejo, P. P., & Nababan, S. A., 2023).

The impact of this behavior is that students are sometimes difficult to advise with warnings or reprimands. The guidance and counseling teacher said that before the pandemic, guidance and counseling services had tried to reduce students' aggressive behavior with classical services and group guidance, by working with the authorities for socialization (Yanto et al., 2021). However,

aggressive behavior is still often found in students. For media used in carrying out services such as animated videos. As for using traditional game media in Guidance and counseling services, it has never been applied in Guidance and Counseling services.

Therefore, through this research and development, the author tries to develop an engklek game with material content about peace to reduce students' aggressive behavior. Engklek is a traditional Javanese game that has the value of local wisdom by using jumps, which are located on a flat field that has been drawn in the form of boxes on the ground and then jumping using one foot starting from one box to the next box. The application of this game requires a minimum of 2 to 4 children (Anisa, Y., Siregar, R. F., & Hafiz, M., 2023).

Engklek games can be applied through group guidance services which are part of guidance and counseling services (Kristanto, W., & Wibowo, H., 2023). Group guidance is a process of providing information and assistance provided by people who have expertise (Guidance Teachers) to a group of people by utilizing group dynamics to achieve a certain goal (Maryati, 2019). One of the goals in group guidance services is to train individuals to dare to express opinions in front of others, be able to be open to have tolerance for others, gain social skills, and to prevent problems from arising in students (Kurniasih, C., Yanto, P. N. F., & Aji, B. S., 2020). The implementation of group guidance activities can be led by counselors or counseling teachers at school.

The reason for choosing the engklek game is not only to preserve traditional games, but also to attract students, so that students are more enthusiastic in participating in services using game media (Romanvican, M. G., & Istiyono E., 2020). In addition, the counseling teacher has never developed innovative media in the form of traditional games and seen from the needs analysis that the game allows it to be developed. As for the advantages of the engklek game, one of them is for social or

emotional development by being able to hone the ability to socialize with others, learn to obey rules and can teach to know the environment and teach togetherness (Rozana, 2019). As for other advantages, such as there are noble values and moral messages and have the value of competition in the game (Sam et al., 2021).

Researchers developed an engklek game that will be developed into Engklek Kedamaian (peacefull engklek). The concept of peace according to Akhmad, S. N., et al., (2016) is a new step to harmonize in one's life towards the ideal of peace. Peace education is pioneered in the social movement because of the heating up of social relations due to differences in psychosocial, ethical, and emotional views that are mixed with personal interests which eventually lead to conflict. Therefore, according to Syahputra (2020), peace education can be used to reduce students' aggressive behavior, especially if combined with an interesting game model such as engklek.

The peace engklek game is a traditional engklek game that has been innovated by adding a card containing a question, where when the player's piece stops in one of the target boxes, the player must take the question card in the target box and give a logical answer to several questions that have been arranged on the card with the hope of training students to have a peaceful mindset and be able to apply and also control themselves independently, so that by training students to think peacefully one of the strategies to reduce aggressive behavior.

The card contains several questions related to the seven components of peace to reduce aggressive behavior. Some of the questions contained in the peace engklek include 7 components of peace guidance consisting of: (1) humble towards idealism; (2) self-control towards equality; (3) tolerance towards differences; (4) forgive other people's mistakes; (5) choose strength over weakness; (6) regulate my own emotions; and (7) regulate my own behavior (Saputra et al., 2019). There is a difference

between ordinary engklek and peace engklek, which is a card containing questions related to peace that have been compiled by researchers.

Based on the discussion above, researchers are interested in conducting research on "Development of Engklek Kedamaian Game with Group Guidance to Reduce Aggressive Behavior in Students".

METHOD

This research uses the Research & Development method with the Borg and Gall model. In simple terms, research and development can have the aim of finding, developing, producing a product, until a product is produced that has been standardized with the specified indicators (Yuberti, 2014). The Borg and Gall model in the development of this peace engklek through 5 stages, namely (1) potential problems, (2) data collection, (3) product design, (4) design validation, (5) design revision. The research was conducted from 2022-2023 at SMP Muhammadiyah 3 Depok.

In the first stage, namely potential problems, a preliminary study was carried out to collect information related to aggressive behavior using the aggressive behavior scale instrument for students in class VIII SMP Muhammadiyah 3 Depok. In the second stage, data collection is carried out by reviewing literature on material related to the engklek kedamaian game. In the third stage, the product design process is carried out by formulating the material, determining the tools used in media development, designing related procedures for using the media and making a peaceful engklek game prototype design. In the fourth stage, the process of validating the peace engklek media design is carried out with a material expert test assessment, a material expert test assessment and a service validation test assessment. Then in the last stage, design revisions are made based on the results of criticism and suggestions from material experts, media experts, and service experts/practical expert test.

RESULTS AND DISCUSSION

Potential & Problems

At this stage the researcher analyzes the potential and problems that have occurred in the field. These activities include distributing scale instruments that aim to determine the level of aggressive behavior of students. Researchers conducted research using an aggressive behavior scale to determine the level of aggression in class VIII students of SMP Muhammadiyah 3 Depok Sleman. The following are the results of the scale distribution.

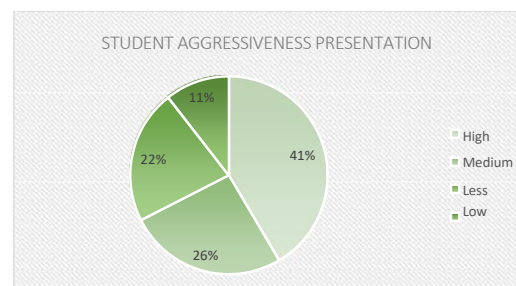


Figure 1. Diagram of Aggressive Behavior Level

The scale was distributed to 123 respondents with the results of 41% of students with high levels of aggressive behavior, 26% of students with moderate levels of aggressive behavior, 22% of students with less aggressive behavior, and 11% of students with low levels of aggressive behavior. Through this data, it shows that out of 123 students in class VIII of SMP Muhammadiyah 3 Depok Sleman have a high level of aggressive behavior. In aggressive behavior there are four aspects, one of which is the physical aspect, verbal aspect, anger aspect and hostility aspect.

The factor that causes high aggressive behavior is caused by interactions in the social environment. For example, there are those who feel powerful in one class or a group supported by an environmental atmosphere that encourages students to behave aggressively, plus their age where they are still experiencing a period of self-discovery and who sometimes still have difficulty controlling their emotions. And the covid transition period is also very influential for students, because after experiencing the transition period students

still lack education in terms of emotional control.

Other supporting data that shows the results of a preliminary study conducted online through interviews with counseling teachers at SMP Muhammadiyah 3 Depok, it can be said that there are still students who commit acts of aggressive behavior in the school environment. One of them is the presence of aggressive behavior, which manifests in physical forms such as hitting friends who were initially joking, engaging in fights with fellow friends, often damaging school property or facilities by vandalizing study tables and other learning facilities, and exhibiting verbally aggressive behavior such as using sarcastic sentences with friends who are disliked. With that it can be used as a reason and foundation, as a form of effort that can be made, namely by developing the traditional peace engklek game media, in which there is a peace component with the hope of being able to reduce student aggressive behavior and can realize media innovation in guidance and counseling services.

Data and Information Collection

Data collection related to research and development after analyzing potential and problems can be shown based on field facts, therefore researchers will carry out activities on data collection related to information that will be used as material for planning appropriate products based on student needs which hopefully can reduce student aggressive behavior. In collecting this data, some material that discusses aggressive behavior is used as media content in guidebooks and there are statements on peace engklek cards, as well as engklek kedamaian game media. At this stage, the researcher develops a product in the form of a traditional peace engklek game media.

Product Design

a. Planning

At this stage, the researcher determines a design contained in the product in the form of a traditional engklek kedamaian game. Then some of the things that have been planned such as giving a determination to the

design of the game media, determining the components in the game, by formulating goals in stages, compiling media procedures, formulating material related to aggressive behavior as well as several components of peace to be attached to the game, making an arrangement of the use of game procedures, making a draft guidebook, and preparing identification of activities to test the feasibility of the game media design to be developed

b. Product Design Development

At this stage the researcher makes an arrangement and design of the peace engklek game that will be developed. The game media consists of several components. Some of the components contained in the game to be developed are as follows:

Table 1. Development of Peace Engklek Components

Media Engklek Kedamaian	Pawn/Gacu
	
Guide Book Desain	Engklek Kedamaian Card Desain
	

Product Validation

In the next stage, namely design validation. Where at this stage is an activity process in assessing the product design developed by researchers in the form of a

peaceful engklek game media design. Design validation will be carried out by experts who have expertise in the field of product development. This research was conducted by expert examiners, including media experts, material and guidance and counseling service experts. Some are explanations of the results of the assessment of the development of engklek kedamaian to reduce student aggressive behavior as follows:

a. Material Expert Validation

The Material Expert Validation of the engklek kedamaian game was carried out by a material expert examiner on July 4, 2022, namely by Mr. Agus Supriyanto, M.Pd, who is one of the lecturers of the Ahmad Dahlan University Guidance and Counseling Study Program who is competent in the field of material with a Master of Guidance and Counseling educational background. The validation of the design of the engklek game material by the material expert received a score of 91.4 which was included in the "Very Good" category. As well as getting some suggestions from experts regarding the writing style that must be tidied up, correcting the bibliography and adding the essence of the engklek game related to how to use or play. So that after making improvements according to the suggestions, the material contained is suitable to be used as content content in the development of engklek kedamaian game media.

b. Media Expert Validation

The media expert validation of the engklek kedamaian game was carried out by a media expert validator on Monday, July 4, 2022, namely by Mr. Dr. Hardi Santosa, M.Pd who is one of the lecturers of the Ahmad Dahlan University Guidance and Counseling Study Program who is competent in the field of media with a doctoral educational background in Guidance and Counseling. The validation of the media design of the engklek kedamaian game by media experts was carried out using a media expert validation sheet and obtained a final score of 87.5 which was included in the very good category. So that after revision, the

media expert gave a statement that the media was suitable for field trials.

c. Expert Validation of Guidance & Counseling Services

The service expert validation of engklek kedamaian game was carried out by a service expert validator or practical expert validator by Mr. Ahmad Saputra, S.Pd who is one of the Guidance and Counseling teachers at Muhammadiyah 3 Depok Sleman Junior High School who is competent in the field of guidance and counseling services with a Bachelor of Guidance and Counseling educational background. The validation of engklek kedamaian game service by service experts was carried out using a service expert validation sheet and obtained a final score of 93.75 which was included in the excellent category. As well as getting some suggestions from experts regarding more understanding to students how to use the engklek kedamaian game media on the grounds that students have a generation background that does not understand the traditional engklek game. So that after making improvements according to the suggestions, the peace engklek media is suitable for use in guidance and counseling services.

Product Revision

At this stage, based on the assessment results from the validation results conducted by material experts, media experts, and service experts. So that the design revision is carried out based on the comments and suggestions that have been submitted by each of the several experts. There are several aspects or components of the revision as follows:

a. Revision of Material Expert Validation

Based on comments/suggestions from material experts, there are several parts that must be considered and revised related to the writing style and quotation of material in the media. The following are changes to the content related to the material, namely:

Table 2. Development of Peace Engklek Components Before Revision After Revision

Before Revision	After Revision
<p>PENDAHULUAN</p> <p>A. Latar belakang</p> <p>Buku "Engklek Kedamaian untuk Meredakan Perilaku Agresif pada siswa kelas VIII" sebuah buku panduan yang dapat digunakan untuk memandu guru bimbingan dan konseling pada saat melakukan layanan dengan melalui sebuah permainan yakni salah satunya permainan tradisional. Buku yang dibuat oleh penulis merupakan buku panduan untuk guru BK agar dapat memberikan serta menasihati siswa pada saat memberikan layanan pada siswa. Dalam buku panduan tersebut terdapat isi yang membahas terkait bagaimana tata cara dalam mengaplikasikan permainan tradisional engklek kedamaian untuk meredakan perilaku agresif.</p> <p>Perilaku agresif salah satu tindakan atau perilaku yang bersifat negatif yang muncul dengan disebabkan karena adanya stimulus atau rangsangan, terutama dari lingkungan yang sering menjadi sebab dampak yang besar (Khanifah & Widiyanto, 2016). Perilaku agresif salah perilaku fisik maupun verbal yang ditunjukkan untuk menantang atau menantang orang lain seperti mengancam, menantang, dan berkata kasar (Kartini, 2019). Remaja menjadi fase yang rentan pada perkembangan, karena pada fase inilah remaja mulai mencari jati dirinya. Tetapi dibalik itu semua remaja sangat rawan dengan masalah yang dapat terjadi karena sebab faktor yang bersumber dari dalam diri manapun luar dirinya. Salah satu bentuk masalah yang dikawatirkan dan rentan terjadi oleh remaja salah satunya yakni perilaku agresif.</p> <p>Melalui masalah tersebut terkadang dapat menjadikan seorang remaja untuk berbuat hal yang dianggap menyakitkan oleh orang lain baik dengan sengaja atau tidak dalam bentuk fisik maupun verbal. Bentuk perilaku agresif lainnya seperti main perisai, tidak mematuhi peraturan, bersikap buruk, menyering dengan kata-kata, memukul orang lain, mengancam melalui orang lain, membuat pemintaran yang tidak pantas, bertukar atau bertukar keris, menyering dengan tingkah lalai yang dibenci (Herman et al., 2018).</p> <p>Agresif adalah perilaku yang bertujuan untuk menyakiti orang lain dengan sengaja atau tidak dalam bentuk fisik maupun verbal. Bentuk perilaku agresif lainnya seperti main perisai, tidak mematuhi peraturan, bersikap buruk, menyering dengan kata-kata, memukul orang lain, mengancam melalui orang lain, membuat pemintaran yang tidak pantas, bertukar atau bertukar keris, menyering dengan tingkah lalai yang dibenci (Herman et al., 2018).</p>	<p>bagaimana tata cara dalam mengaplikasikan permainan tradisional engklek kedamaian untuk meredakan perilaku agresif.</p> <p>Perilaku agresif salah satu tindakan atau perilaku yang bersifat negatif yang muncul dengan disebabkan karena adanya stimulus atau rangsangan, terutama dari lingkungan yang sering menjadi sebab dampak yang besar (Khanifah & Widiyanto, 2016). Perilaku agresif salah perilaku fisik maupun verbal yang ditunjukkan untuk menantang atau menantang orang lain seperti mengancam, menantang, dan berkata kasar (Kartini, 2019). Remaja menjadi fase yang rentan pada perkembangan, karena pada fase inilah remaja mulai mencari jati dirinya. Tetapi dibalik itu semua remaja sangat rawan dengan masalah yang dapat terjadi karena sebab faktor yang bersumber dari dalam diri manapun luar dirinya. Salah satu bentuk masalah yang dikawatirkan dan rentan terjadi oleh remaja salah satunya yakni perilaku agresif.</p> <p>Melalui masalah tersebut terkadang dapat menjadikan seorang remaja untuk berbuat hal yang dianggap menyakitkan oleh orang lain baik dengan sengaja atau tidak dalam bentuk fisik maupun verbal. Bentuk perilaku agresif lainnya seperti main perisai, tidak mematuhi peraturan, bersikap buruk, menyering dengan kata-kata, memukul orang lain, mengancam melalui orang lain, membuat pemintaran yang tidak pantas, bertukar atau bertukar keris, menyering dengan tingkah lalai yang dibenci (Herman et al., 2018).</p>
<p>MATERI KOMPONEN KEDAMAIAN</p> <p>1. Pili Rendah Hati terhadap Idealisme</p> <p>Pili rendah hati yang pertama adalah idealis tetapi memiliki persaan rendah hati. Remaja memiliki karakteristik yaitu salah satunya memiliki pili pili idealis yang sulit untuk diabaikan oleh orang lain. Remaja mulai berfikir tentang ciri-ciri idealis bagi mereka sendiri dan orang lain, kemudian membandingkan diri mereka dan orang lain dengan standar-standar idealis ini (Hartati, 2018). Remaja adalah individu yang idealis, ia memandang dunia seperti apa yang ia inginkan, bukan sebagaimana adanya.</p> <p>Idealisme yang terlalu tinggi pada diri remaja akan berdampak negatif apabila tidak dikendalikan. Idealisme ini akan menuntut mereka untuk berbuat apa saja yang dapat memenuhi idealisme mereka, bahkan berbuat kasar kepada orang lain yang menghalangi ketercapaian dari idealismenya. Oleh sebab itu, idealisme pada diri siswa perlu dipeka, akan tetapi juga perlu ditanam pada waktu yang tepat. Untuk mengembangkan pikiran idealis tersebut maka remaja perlu mengembangkan sikap rendah hati (<i>Humility and modesty</i>).</p> <p>Rendah hati yang dimaksud tidak hanya terfokus pada pikiran saja tetapi juga perilaku (Gregg et al., 2019). Rendah hati yang dimaksud tidak hanya terfokus pada pikiran saja tetapi juga perilaku (Gregg, Hart, Sodikates, & Kumadibro, 2008). Kerendahan hati dan pengetahuan diri merupakan sikap berterasa tentang budi kebaruan dan keinginan untuk memperbaiki kelemahan-kelemahan kita. Kerendahan hati merupakan pelindung dan proteksi terbaik bagi remaja untuk melakukan perbuatan kekejaman (perilaku agresif).</p>	<p>melalui masalah tersebut terkadang dapat menjadikan seorang remaja untuk berbuat hal yang dianggap menyakitkan oleh orang lain baik dengan sengaja atau tidak dalam bentuk fisik maupun verbal. Bentuk perilaku agresif lainnya seperti main perisai, tidak mematuhi peraturan, bersikap buruk, menyering dengan kata-kata, memukul orang lain, mengancam melalui orang lain, membuat pemintaran yang tidak pantas, bertukar atau bertukar keris, menyering dengan tingkah lalai yang dibenci (Herman et al., 2018).</p>

game to reduce student aggressive behavior is suitable for use with VIII grade students of Muhamadiyah 3 Depok Sleman Junior High School. This can be proven through the results of the feasibility value of the material experts, media experts and service experts, all of whom obtained an average score in the "very good" category. In the research results that have been measured using the results of the validation assessment of material experts, media experts and service experts, as for some details of the results of the validation assessment of the engklek kedamaian game to reduce aggressive behavior, namely as follows:

Table 3. Figur Result of Expert Validation

No	Product Test Aspects	Value	Category
1	Material Expert Validation	91,4	Very Good
2	Media Expert Validation	87,5	Very Good
3	Expert Validation of Guidance & Counseling Services	93,75	Very Good

b. Revision of Media Expert Validation

At the time of conducting the media expert validation test, there were no specific comments from the media expert lecturer regarding product revisions. Therefore, the product is said to be suitable for testing without any revisions.

c. Revision of Expert Validation of Guidance & Counseling Services

At the time of conducting the service expert validation test, there were no specifications from the expert regarding revisions. Only provide a comment or suggestion to provide more explanation to students regarding how to use the media during the service, because students have a generation background that does not understand the traditional game of engklek.

Final Product Review

At the discussion point related to the final results on the peace engklek game product to reduce student aggressive behavior based on the expert examiner's assessment. The assessment results obtained from the final scores of material expert examiners, media expert examiners and service expert examiners. Based on the three expert test processes, the engklek kedamaian

The table above shows that the value that has been obtained from the expert assessment of the engklek kedamaian game to reduce the aggressive behavior of students in class VIII SMP Muhamadiyah 3 Depok Sleman. Based on this table, this engklek kedamaian game, each expert provides an assessment, namely from the material expert assessment totaling 91.4, the media expert assessment provides a value of 87.5 and the service expert assessment provides a value of 93.75. Then the engklek kedamaian game falls into the appropriate category. The feasible category is obtained from validation given by each material expert, media expert and service expert.

The feasibility contained in the engklek kedamaian game, obtained based on the alignment of the contents of the peace engklek game media by containing several components of peace, one of which is humbleness towards idealism; self-control towards equality; tolerance for differences; forgive other people's mistakes; choose

strength over weakness; regulate my emotions; and regulate my behavior. Which by providing the seven components of peace can be used as a counselor's strategy to reduce student aggressive behavior. By training adolescents to have a peaceful mindset when facing phenomena that are considered unpleasant for them, which results in the emergence of adolescents' desire to hurt others with an element of intentional or unintentional.

Aggressive behavior that is still in the high category among students or adolescents still cannot be resolved completely. As found in previous research entitled "Aggression Behavior in Vocational Students in Yogyakarta" concluded that problems related to the problem of aggression behavior that still occurs in vocational students and has not been resolved optimally (Saputra & Handaka, 2018). This research has a difference with this research. In this study, it only examines aggression behavior, while in this study, there is the concept of peace. Therefore, researchers developed a product related to peace to reduce aggressive behavior in the form of a peace engklek game.

Previous research has been conducted, including relevant research conducted previously by Cica Purwanti, Waluyo Hadi, and Nina Nurhasanah, namely the engklek game developed is feasible to use (Purwanti et al., 2021). The study entitled "Development of Media Engklek Cooperation (Engkler) Based on Character Education in Civics Content for Class IV Elementary Schools" concluded that engklek cooperation has been declared suitable for use, based on the validation of media experts with a score of 98.52% with the category "Very Good". While the validation of material experts with an average score of 96.42% with the category "Very Good", and the validation of the results of student trials has an average score of 93.87% with the category "Very Good". Based on the analysis of the results of this study, engklek media can be used as learning media (Purwanti et al., 2021). In previous research, there has

also been or has been development research related to peace-filled media that can be used to reduce aggressiveness such as peace dakon (Nisa et al., 2020). In this study, there are differences with this study. One of them is that the study used engklek game for learning media for Pancasila and Citizenship Education class IV elementary school, especially cooperation material related to diversity, while this study is to reduce aggressive behavior by using the concept of peace by using the traditional game of engklek.

Reinforcing data from other studies, namely with the title "Development of the Sewuan Engklek Game for Learning Concept Understanding of Flat Buildings Material for Grade 2 Elementary School Students" can conclude that the engklek learning media products developed are valid and feasible to use for learning to understand the concept of flat building material for grade 2 elementary school students by producing an overall average value of 75% which is included in the feasible category (Firdaus & Budiyo, 2021). In this research, there is a difference with this research. And the location of the difference is that the research uses the game engklek which is implemented for learning media for understanding the concept of flat building material, while in this study the products developed are related to reducing the aggressive behavior of junior high school students using the concept of peace.

There are components of peace, including 1) humility towards idealism, which can be interpreted that a person has a simple attitude by not bragging. 2) self-control of equality, which is the ability a person has to regulate himself consciously to avoid negative actions that harm others. 3) tolerance for differences, which is the ability to appreciate and respect each other between one another in any aspect. 4) forgiving other people's mistakes, which is when other people make mistakes as a motivation to change themselves not to take revenge and relieve an urge to maintain hatred. 5) choosing strengths over weaknesses, which

encourages individuals to show strengths rather than weaknesses because through strengths can help individuals overcome problems in life. 6) regulating self-emotion, which is the ability within oneself when one faces a situation that is considered unpleasant, then one is able to regulate their emotions so that they can place emotions appropriately when indicated to have the desire to express their aggressive actions. 7) regulate self-behavior, which is a person's ability to direct or organize his behavior in the form of showing behavior in accordance with established norms, then with that, the lower the aggression behavior that arises in the individual. By providing Guidance and Counseling services, through the seven components of peace can be used as one of the strategies to reduce aggressive behavior.

The engklek kedamaian game product is expected to be able to provide a new innovation for counselors or Guidance and Counseling teachers in implementing a counseling service at school. And besides that, the peace engklek game is also expected to be applied by students to reduce aggressive behavior. However, the engklek kedamaian game has limitations in development, namely not testing the effectiveness of services and research only up to the design revision stage, for reasons due to limited time, facilities and infrastructure carried out. Therefore, it is hoped that this will provide new innovations for school counselors in delivering guidance and counseling services, as well as for the development of the "engklek kedamaian" game media, aimed at reducing aggressive behavior. It is also hoped that this will promote a peaceful mindset among students, enabling them to enhance their self-quality for a better future.

CONCLUSION

Based on the results of the study, it can be concluded that the research in the development of peace engklek to reduce the aggressive behavior of class VIII students of Muhamadiyah 3 Depok Sleman Junior High School, namely as a whole peace engklek

game media to reduce aggressive behavior by using the Borg and Gall development model which only reaches five stages, namely: 1) potential problems, 2) data collection, 3) product design, 4) design validation, and 5) design revision. The development research produced a product in the form of a peace engklek game media.

On the results of the development of peace engklek games to reduce the aggressive behavior of junior high school students using measurement of assessment sheets by material experts, media experts and service experts by obtaining assessment results in terms of material expert test assessment 91.4 in the category (Very good), in terms of media expert test 87.5 in the category (Very good). Therefore, the peace engklek game media to reduce students' aggressive behavior gets a decent category for Muhamadiyah 3 Depok Sleman Junior High School students based on assessment data obtained from experts.

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