

Aggressive Behavior In Elementary School

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Abstract : Aggressive behavior is one of the problems of externalizing children. And this research uses quantitative approaches. Aggressive phenomena in students worry parents, educators, or guidance and counseling teachers or counselors. This study uses a quantitative, descriptive approach to describing phenomena that exist, in descriptive research that problem-solving is systematic, factual, and accurate. The goal of descriptive research is to create a systematic, factual, and accurate description of the facts and traits of a particular population. Through a cross-sectional study, the means of harvesting is performed only once at a time. A total of 36 elective learners are involved as respondents in this study. According to measurements, 50% of respondents have aggressive behavior based on moderate physical aspects, and 52.7% of respondents are included in aggressive behavior in verbal aspects are categorized high.

Keywords: aggressive behavior, elementary school.

1. INTRODUCTION

Aggressive phenomena in students worry parents, educators, or guidance and counseling teachers or counselors. Behavioral control is so important for primary-school seniors because when they get to school they find themselves in a newly developed social situation that is vital for self-preservation. The simplest definition of aggression is any act that hurts or seduces others. But this definition ignores the intent of the one taking action, and the factor is highly important. We need to distinguish behavior from intent to injury. Aggressive behavior is defined as visible behavior that can cause damage to oneself or others [1]. Aggressive behavior is psychologically prone to attack what is perceived as disappointing, obstructing or inhibition [2]. Behaviors such as physical or verbal attacks, embarrassments, and threats. And also includes spreading rumors, lying and insulting [3]. Aggressive behavior is one of the negative forms people experience in childhood. Aggressive behavior has various forms, Tin Suharni (2002, p.5), states that there are two forms of aggressive behavior, namely verbal aggression (attacking with words, cussing) and aggressive non-verbal (attacking with action). As for other experts who classify aggressive behavior as conduct disorder. Freud (in Fromm, 2010, p. 8) sees human aggressiveness as an instinct stirred by an energy source that flows through and is not necessarily a result of reaction or response to external stimuli. Conformity with the view, Lorenz states that aggressive behavior is not necessarily a reaction to external stimuli, but conditioned stimulus seeking gratification and expression even with minimal external stimuli [4]. Quay et al (Sunardi, 2006 p.149) said that the behavior includes behavior that is not able to control themselves, for example fighting, lying, dishonest, speaking harshly, jealous, quarrelsome, irresponsible, unreliable, stealing and disturbing.

Aggressive behavior disorder is a common disorder that occurs during childhood, but if the aggressive behavior is left, it will hurt children's lives in the future, namely juvenile delinquency, bullying, violent behavior and other deviant behavior [5]. Aggressiveness also has a bad impact on the perpetrators and victims. Aggressive behavior in early childhood and adolescence is a predictor of anti-social problems in the next period. This is due to the perpetrators tend to have difficulty developing the ability to establish healthy interpersonal relationships. Also, it can affect academic problems at school. This is like a study conducted by Risser of 1,067 grade 4 and 5 students who found the fact that relational aggressive female students had a correlation with academic achievement (their performance in school) by carrying out statistical control over aspects of victimization and seemed aggressive [6] Whereas in overt aggression aggressive male students correlate with their performance in school [7]. The results of various studies conducted show that violence, aggression, and bullying behavior are still rampant in primary and secondary schools [8]. The Indonesian Child Protection Commission (KPAI) recorded 4311 cases in 2013, while in 2014 there were 5066 cases of violence against children. Unicef data in 2014 stated that eight out of 10 children experienced bullying and cases of bullying in Indonesia ranked fourth or in cases of child abuse (<https://www.kpai.go.id/berita/kpai-perundungan-urutan-keempat-kasus-kekerasan-anak>). Viewed from the stage of human growth, class V children are children who are in the final stages of childhood. Havighurts in Hurlock (2009) states, some developmental tasks in the late childhood, namely: (1) Learning to adjust to friends his age, (2) Developing a conscience, moral understanding, and value level governance, (3) Developing attitudes towards social groups and institutions[9]. Suryabrata (2011) states that class V students have several characteristics, namely "Children at this time are fond of forming peer groups, usually to be able to play around together. In this game, children are often not bound by rules[10]. Based on these opinions it can be understood that in the social development of elementary school / MI age students especially class V students, groups and children's games play an important role. Given the correlation of disturbances from forms of aggressive behavior, which uses the mechanism of hurt in relationships with others, it is important to understand ways to prevent or reduce these behaviors [11]. As well as aggressive behavior can interfere with students in the classroom which results in academic, social, behavioral and cognitive difficulties []. It's important that the involvement of counselors, by using appropriate interventions can help

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children reduce aggressive behavior [12]. Sharing efforts or research in the field of guidance and counseling that have been carried out include the use of reality group counseling [13], behavioral counseling with operant conditioning techniques [14] group counseling with sociodrama [15], behavioral counseling with shaping techniques [16], group counseling with self-management. The involvement of guidance and counseling teachers is also needed in providing guidance and counseling services in schools in reducing aggressive behavior.

2. METHODS

This study uses a quantitative, descriptive approach to describing phenomena that exist, in descriptive research that problem-solving is systematic, factual, and accurate. The goal of descriptive research is to create a systematic, factual, and accurate description of the facts and traits of a particular population. Through a cross-sectional study, the means of harvesting is performed only once at a time. The population and samples of this study are all v-students of Antapani Elementary School. With the following details.

TABLE 1.
STUDY SAMPLE

Class	Population		Amount
	M	F	
Total	17	19	36

3. RESULTS

The results of the research-tested empirical data on the aggressive behavior class V of Antapani Elementary School, using instrument adapted from a thesis. Data on aggressive behavior class V of Antapani Elementary School students obtained from a Likert scale instrument consisting of 26 articles of statement and distributed to all subjects of study for 36 respondents.

TABLE 2.
AGGRESSIVE BEHAVIOR CATEGORY OF STUDENTS IN CLASS V SD NEGERI ANTAPANI

Category	Frequency	Proportion
Very high	0	0
High	14	38,8
Medium	11	30,5
Low	7	19,4
Very Low	4	11,1
Total	36	100

Table 2 shows that aggressive behavior of elementary school students are generally in the high category (38,8%). Aggressive Behavior Based on Aspects. The results of the study illustrate empirical data about the aggressive behavior of grade V of Antapani Elementary School. Specifically, the aggressive behavior class 5 of Antapani elementary school, can be seen in Table 5 which describes the aspects listed in the aggressive behavior of students.

TABLE 3.
AGGRESSIVE BEHAVIOR BASED ON ASPECTS

Aspect	Frequency					
	INF	VH	H	M	L	VL
Physic	F	1	7	18	14	0
	%	2,8	19,4	50	38,8	0
Verbal	F	0	19	6	7	1
	%	0	52,7	16,7	19,4	2,8

%	0	52,7	15,6	19,4	0
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Table 3 shows the aggressive behavior class V of Antapani Elementary Schools and for more clearly be seen by a presentation of each aspect which is divided into two aspects of both physical and verbal. Judging by the results of each aggressive behavior presentation listed in table 5, (50%) is a category of moderate in aggressive behavior, only (52.7%) learners are verbally aggressive in the high category.

4. CONCLUSION

According to Bolman aggressive behavior that arises at the age of 6-14 years is anger, irritation, envy, greed, jealousy, like to criticize, physical fighting and mouth warfare [17]. Wenar & Kerig explained that several factors were considered to contribute to the development of aggressive behavior in children, namely first self-control. Self-control is needed to understand the norm (normative functioning) and is expected to play a role in controlling impulses as we age [18]. Early socialization about self-control is especially important because children under three years of age and pre-school children have a strong desire to get something they want immediately (immediate gratification). Second, emotional regulation is a specific aspect of self-control that influences the development of conduct disorder. Children who are continually faced with family suffering, poor care, very high levels of conflict such as high emotional expression and little help to manage emotions to deal with stress and less skilled parents. Children then grow and develop into children who are at risk of failing to develop appropriate strategies for coping with negative emotions and managing their expressions. In addition to internal factors, interpersonal contexts such as family influences contribute to bad behavior in children. Insecure attachment is associated with preschooler behavior problems such as hostility, resistance, and distortion. Unsafe attachment relationships are also predictors of aggressiveness in female elementary school students but not in boys. Besides the factors of hostility in the family, psychopathology in parents such as parents who abuse drugs, mothers who are depressed, or parents who experience antisocial personality disorder. Also, the upbringing factor is hard and the transmission of intergenerational aggressiveness. Aggressiveness is not only stable in one generation but between generations. The next factor is inconsistent care. In addition to factors in the family, there are also factors in relationships with peers who have close links with aggressive behavior. Byrne differentiated a form of aggressiveness in two, namely a physical aggressiveness carried out by inflicting injury or bodily harm and verbal aggressiveness, aggression in swearing or abusive speech [19]. Buss classifies equalization of physical and verbal aggressiveness, both actively and passively, directly or indirectly. Three calcification interfaces with each other, resulting in forms of aggressiveness. This contention has been offered by buss eight aggressiveness as follows.

- 1) An active physical aggressiveness that is carried out in such a direct way as stab, hit, pinch.
- 2) An active physical aggressiveness that is indirectly carried out, such as trapping others to harm them.
- 3) A passive physical aggressiveness that exists directly, for example, provides access to others.
- 4) A passive physical aggressiveness that exists indirectly, like refusing to do something.

- 5) Well, verbal aggressiveness is so immediate that one insults someone, strokes.
- 6) Indirect verbal aggressiveness such as spreading false gossip to others.
- 7) A lot of passive verbal aggressiveness like not talking to other people.
- 8) A passive physical aggressiveness that ACTS indirectly, even when in disagreement. Closely associated with aggressive behavior.

Responders are known to have aggressive behavior in high verbal aspects and moderate physical aspects. Aggression in a group of learners does not appear suddenly, the emergence of aggressive behavior in learners goes through a long process. Period 1 to 3 years according to Herbert (2005) is often called a sensitive period regarding the development of many "abusive behavior disorders" [20]. It is due to the inability of parents (for a variety of reasons, such as family structure, emotion or social) to deal with the behavior that a child is engaging in in a proper manner that will get children to a stage of their child's moral development during a period of later development. Aggressive behavior is one of the forms of uncertainty. Consensual behavior itself culminates at the age of 15 or 16 in boys and 14 in girls. Studies going back and forth across cultures indicate a high degree of intrapersonal continuity, which is that people who are more aggressive than their peers in childhood tend to do so in adulthood. The review by Loeber and Hay of aggressive behavior, there are the highest physical indications of aggressive early in life and gradual decline through middle childhood and extended into 14-16 years of age [21]. According to Bronfenbrenner the influence of the deepest layer of the environment called the microsystem is peers and family. Then in the circle afterward the so-called ecosystem covers the system in the surrounding community and mass media, while the outer circle called the macrosystem consists of culture and society at large (society) [22]. Between the systems are interacting in different ways and complex and this leads to a person's particular activity or behavior. Santrock (1995) reveals that one factor that predictors aggressiveness is the role of parents [23]. According to research by Diana (2009) on parental communication and aggressive behavior at elementary school, it is known that communication and parents have a significant negative correlation to aggressiveness [24]. As the less communication that exists between children and parents, the more aggressive [25][26]. Moderate economic conditions are also a factor in the incidence of aggressive behavior in education. Respondents' environment is in a low-level economy [27].

5. CONCLUSION

According to recent research conducted on grade 5 students of Antapani Elementary School, it may be concluded that learners have low-level aggressive behavior, in physical aspects, whereas at the verbal level the learners are in high ratings. That means aggressive behavior in elementary school learners is still high. Based on these findings, there should be adequate attention so that the problem will not get worse. So essential is the proper prevention program and treatment that takes into consideration both the gender factors and other factors at school by involving the school and parents.

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