

Differences in Aggressive Behavior of Male and Female Students

Yeni Karneli

Department of Guidance Counseling
Universitas Negeri Padang, Indonesia
yenikarneli@fip.unp.ac.id

Abstract: This research is motivated by a lot of aggressive behavior carried out by students. The purpose of this study is to examine students' opinions about gender. This type of research is a comparative descriptive study. The study population was students of class XI SMK Negeri 9 Padang. The total sample of 160 people were selected by proportional random sampling technique. The instrument used was an aggressive scale with a reliability value of 0.751. The results showed that: (1) the level of aggressive students in men was in the high category, (2) the level of students was aggressive in the medium category, (3) The implications of the results of this study could be made as input in creating a guidance and counseling service program.

Keywords: aggressive behavior, male and female students

I. INTRODUCTION

Aggressive behavior is behavior that intends to hurt others physically or psychologically (Rahman, 2013). MacNeil & Stewart (Rahman, 2013) explain that aggressive behavior is a behavior or an action that is intended to dominate or behave in a destructive manner, through verbal and physical strength, which is directed to the target object of aggressive behavior.

Aggressive behavior is often associated with violence that is done verbally and non-verbally which aims to hurt others and satisfy themselves by taking aggressive actions such as damaging objects around them. In addition, the type of behavior that appears in an aggressive child such as being angry, damaging other people's objects, fighting, being arrogant, seeking attention, being easily distracted, jealous, cruel, irresponsible and speaking harshly (Zulaiha, Husen, & Bakar, 2019).

Aggressive behavior is destructive behavior that intentionally intends someone to hurt others both physically and mentally (Sakti, 2016). Aggressive behavior is caused by minor problems, such as misunderstandings, dissatisfaction, and quarrels that end in murder, arson, and damage to private and public facilities (Firman, 2016). In addition, aggressive behavior is also interpreted as individual behavior aimed at injuring other individuals who do not want the behavior to come (Baron & Donn, 2003).

In this definition there are four behavioral factors, among others: the purpose of injury, the individual who is the perpetrator, the individual who is the victim, and the victim's unwillingness to get the behavior (Dayakisni, 2001). Aggressive behavior in adolescents occurs due to many factors that cause, influence, or increase the chances of emergence, such as biological factors, difficult temperaments, negative social influences, drug use, the influence of violent impressions, etc (Siddiqah, 2010).

Every behavior has an impact which is felt by the person not directly felt. Aggressive behavior can cause a decrease in student learning outcomes for victims (Saputra, 2017). Research by Guswani & Kawuryan (2011) revealed that the level of aggressive behavior of 13

people (8.67%) was in the very high category; high 33 people (22%); while 51 people (34%); low 48 people (32%), and very low 5 people (3.33%). Furthermore, Sari's research (2016) revealed that the level of students' aggressive behavior was generally high and there were differences in aggressive behavior based on gender (Sari, 2016). The Indonesian Child Protection Commission (KPAI) currently records 1,000 cases of violence in 2016 (Sugianto, 2017).

Based on data from the Jakarta Social Disorders Control Center between 2009 and 2016 there were 0.08% or 1,318 of 1,647,835 elementary, junior and senior high school students in DKI Jakarta involved in brawls. Fighting and violence occurring on students is a form of outbursts of negative uncontrolled adolescents called aggressiveness, so that it can hurt and harm others. Adolescents who behave aggressively are not without cause, but because of the transition to physical and psychological changes that affect the condition of their emotions. Aggressive behavior is not only triggered by events in the external environment of the individual, but also arises from how the event is received and processed cognitively or called attribution (Berkowitz, 1995). Angry and aggressive adolescents often experience bias in attribution, especially in perceiving social situations and this encourages them to behave aggressively when facing conflict or unpleasant conditions (Berkowitz, 1995).

Aggressive is all forms of behavior to hurt someone both physically and mentally (Berkowitz, 1995). Aggressive is considered as sending dangerous stimulus to other people, without being connected with intention and consider this behavior as violation of social norms, which is done in physical and verbal form directly and indirectly.

Based on the results of the study, aggressive behavior carried out by students, namely students like to insult friends, cuss, shout, call the name of friends with inappropriate designations that make friends hurt, say dirty or improper until it leads to quarrels and even fighting. Blackmailing friends even though there is no resistance from the victim, hitting friends, even fighting just because of the struggle of girls (Isrofin, 2013).

In 2016 Women's Conscience Women's Crisis Center (NPWCC, 2017) in West Sumatra assisted 103 cases of violence as a result of aggressive behavior. These cases are cases that occurred in 2013-2015 that have not yet been resolved. Furthermore, from the beginning of 2016 until the end of 2017 there were 143 cases of violence originating from 19 districts / cities in West Sumatra. Most cases come from the West Pasaman district. West Pasaman Regional Police recorded that in 2016 cases of violence reached 95 cases and this was the highest when compared to other municipal districts in West Sumatra. In 2017 in the first quarter 27 cases of violence occurred.

Aggressive behavior is caused by several factors, such as poor self-concept. Increased aggressive behavior in couples during courtship is evidenced by the presence of violence in courtship such as physical, economic, sexual and verbal (Karneli, 2015). The results of data analysis obtained 52.27% have a positive self-concept and 47.73% have a negative self-concept accompanied by aggressive behavior. Aggressive behavior is harmful and destructive behavior, whether intentionally or unintentionally. Furthermore, aggressive is an expression of feelings with anger accompanied by high emotions as a means to achieve certain goals (Sarwono, 1997). Violence that affects aggressive behavior occurs when children ask for protection and attention and then parents ignore it.

Based on the description and results of the research that has been presented, researchers are interested in seeing differences in the level of aggressive behavior based on gender.

II. METHOD

This type of research is a comparative descriptive study using comparative analysis techniques. Comparative analysis technique is a statistical analysis technique that can be used to test hypotheses about the presence or absence of differences between the variables being studied (Sudijono, 2014). Comparative analysis is an analysis used to find out the differences between two or more variables (data) (Siregar, 2012). This study will look at differences in the level of aggressiveness of male students with female students.

III. RESULTS AND DISCUSSION

With regard to the level of aggressiveness of students in terms of gender as intended in the formulation and objectives of the study, that in this study one of the things that was revealed was the level of aggressiveness of students in terms of gender, namely the sexes of men and women. Each can be described as follows.

1. Data Description Level of Aggressive Behavior of Male Students

Data on the level of aggressiveness of students in terms of male sex obtained from a sample (respondents) of 65 students. The elaboration of the results of data processing on the level of aggressiveness of students in terms of male gender can be seen in Table 1. Based on table, it can be seen that overall the level of aggressive behavior of male students is relatively high (H). This can be seen from the total sample of 65 students, as many as

43 students or 66.15% are at the high level of aggressiveness behavior (H), and 22 students or 33.85% are at the very high level of aggressiveness behavior (VH).

Table 1
Frequency Distribution and Category Score Level of Aggressive Behavior of Male Students

Interval	Category	F	%
≥ 139	Very High (VH)	22	33,85
113 – 138	Height (H)	43	66,15
87 – 112	Medium (M)	0	0,0
61 – 86	Low (L)	0	0,0
≤ 60	Very Low (VL)	0	0,0
Total		65	100

2. Data Description Level of Aggressive Behavior of Female Students

Data on the level of aggressiveness of students in terms of female gender were obtained from a sample of 95 respondents. The elaboration of the results of data processing on the level of aggressiveness of female students can be seen in Table 2.

Table 2
Frequency Distribution and Category Score Aggressive Behavior Level of Female Students

Interval	Category	F	%
≥ 139	Very High (VH)	9	9,47
113 – 138	Height (H)	33	34,74
87 – 112	Medium (M)	52	54,74
61 – 86	Low (L)	1	1,05
≤ 60	Very Low (VL)	0	0,0
Total		95	100

Based on Table 2 it can be seen that overall the level of aggressiveness of female students is classified as medium (M). This can be seen from the total sample of 95 students, 52 students or 54.74% have an aggressive level of behavior in the medium category (M), 33 students or 34.74% have an aggressive level of behavior in the high category (H), 9 students or 9.47% had an aggressive level of behavior in the very high category (VH) and only 1 student or 0.05% had an aggressive level of behavior in the low category (L).

Based on the results of descriptive analysis shows that the level of aggressive behavior of male and female students have differences, the level of male aggressiveness behavior is in the high category (H) and the level of aggressiveness behavior of female students is in the medium category (M). If seen based on the average level of aggressive behavior of male students is higher than the level of aggressive behavior of female students.

The results of this study are consistent with Sari's (2016) study which revealed that the level of aggressive behavior of students was generally classified as high and there were differences in aggressive behavior based on gender (Sari, 2016). Furthermore, some physically aggressive behavior shows direct anger (hitting, kicking, pushing while insulting). While verbal aggression is shown with the intention to hurt such as gossip, exclusion and prejudice that tends to be done by girls (Alizamar, Syahputra, Afdal, 2018).

IV. CONCLUSION

Descriptive analysis results show that the level of aggressive behavior of male and female students have differences, the level of aggressive male behavior is in the high category (T) and the level of aggressive female behavior is in the moderate category (S). If seen based on the average level of aggressive behavior of male students is higher than the level of aggressive behavior of female students.

REFERENCES

- [1] Alizamar, Syahputra, Afdal, A. & T. (2018). Differences in aggressive behavior of male and female students using rasch stacking. *International Journal of Research in Counseling and Education*, 2(1), 22–32.
- [2] Baron, R. A & Donn, B. b. (2003). *Psikologi Sosial*. Jakarta: Erlangga.
- [3] Berkowitz, L. (1995). *Agresif Sebab dan Akibatnya* Terjemahan Hartatni Woro Susiatri (Pustaka Bn). Jakarta.
- [4] Dayakisni, T. & H. (2001). *Psikologi Sosial*. Malang: UMM Press.
- [5] Firman. (2016). *Penanggulangan Tindakan Kekerasan dan Agresivitas Remaja Remaja Kota Padang*. Unp.
- [6] Isrofin, B. (2013). *Pendekatan Kognitive Behavior Modification*. Jurusan Bimbingan Dan Konseling Ilmu Pendidikan Universitas Negeri Semarang, 122–133.
- [7] Karneli, Y. (2015). *Konseling Kognitif Perilaku Untuk Meningkatkan Kepercayaan Diri Siswa*. Tidak Diterbitkan.
- [8] NPWCC. (2017). *Pendampingan Kasus Kekerasan*.
- [9] Rahman. (2013). *Psikologi sosial: integrasi pengetahuan wahyu dan pengetahuan empirik*. Jakarta: Raja grafindo persada.
- [10] Rizma Try Sakti. (2016). *Pengembangan Model Cognitive Behavior Therapy dalam Mengatasi Perilaku Agresif Penyandang Disabilitas Netra di Panti Sosial Bina Netra Wyata Guna Bandung*. *Peksos*, 15(1).
- [11] Saputra, H. & W. (2017). *Perbedaan tingkat perilaku agresi berdasarkan jenis kelamin pada siswa Sekolah Menengah Kejuruan kota Yogyakarta*. *Jurnal Kajian Bimbingan Dan Konseling*, 2(4), 142–147.
- [12] Sari, D. . (2016). *Profil perilaku agresif siswa dan implikasinya bagi bimbingan dan konseling*. *Jurnal Konseling Dan Pendidikan*, 4(2), 105–109.
- [13] Sarwono, S. W. (1997). *Psikolog Sosial*. Jakarta: Balai Pustaka.
- [14] Siddiqah, L. (2010). *Pencegahan dan Penanganan Perilaku Agresif Remaja Melalui Pengelolaan Amarah (Anger Management)*. *Jurnal Psikologi*, 37(1), 50–64.
- [15] Siregar, S. (2012). *Statistik Parametrik* (B. Aksara, Ed.). Jakarta.
- [16] Sudijono, A. (2014). *Pengantar Statistik Pendidikan*. Jakarta: Raja grafindo persada.
- [17] Sugiarto. (2017). *Kenakalan Remaja di Indonesia*.
- [18] Zulaiha, Z., Husen, M., & Bakar, A. (2019). *Analisis faktor penyebab perilaku agresif pada siswa*. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling*, 4(1).