

# Aggressive Behavior of Students From the Perspective of Self-Control and Islamic Boarding School (Pesantren) Culture

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## ABSTRACT

Islamic boarding school or commonly called as Pesantren is one of the educational institutions in Indonesia which specifically give learning about Islam for the purpose of educating the next generation who are knowledgeable and have good moral values. Their students are mostly in the adolescent developmental-phase. Adolescence is the phase which is marked by the occurrence of problems within oneself that caused by physical and psychological changes. Problems that may occur during adolescence such as aggressiveness, possibly caused by several factors such as personal conditions and the school environment. The students who are categorized as adolescents are expected to have good morals, and able to control their emotions, despite forms of aggressiveness carried out by these students. Forms of aggressiveness that occur in boarding schools include the followings: fights, the use of disrespectful words, verbal disputes, swearing and violating the rules of pesantren. These might happens because of the low understanding of students about pesantren culture and low self-control in students. This study aimed to find out how the relationship between student's aggressiveness with self-control variables and pesantren culture. The subjects of this study were students at Manba'ul Ulum Gayau Sakti Islamic Boarding School, in Seputih Agung, Central Lampung. The data analysis method uses quantitative methods with multiple regression analysis techniques. Results of this study showed that there is a significant relationship between pesantren culture and self-control with the aggressiveness of students.

**Keywords:** *Student's aggressiveness, self-control, pesantren culture*

## 1. INTRODUCTION

Islamic boarding school or pesantren is one of the Islamic-based educational institutions and is considered as a subculture in Indonesian society. Pesantren is one of the formal educational institutions which focus both on general science and religious science[1].

They have specific procedures in educating students, along with making rules and teaching management. Education is not only intended to enrich students' minds through teaching process, but also to enhance students' morale, learn to respect spiritual and human values, develop their honest attitudes and behavior, and uphold the value of religion above others. The purpose of education in pesantren is not to pursue the power, money and worldly majesty, but to indoctrinate students that learning is form of obligation and dedication to God[2].

Pesantren is a place for study where the students learn both Islamic religion and general science. In pesantren, students generally take care of their own daily needs and all of students obtain similar school facilities. Students are obliged to obey the rules of pesantren and any violation

will cause them to do several sanctions in accordance with the violations committed[2].

Majority of students in pesantren are still in the adolescent development phase. Adolescence or so known as phase of transition from childhood to adulthood, in which takes place when individuals reach the age of 12-21 years. This phase is categorized into three stages, starting from the early stage of adolescence occurring at the age of 12-15 years, then mid-adolescence at the age of 15-18 years, and late adolescents when they are 18-21 years old[3].

Adolescence is a period of individual development towards self-maturity. This period is marked by the occurrence of physical changes in individuals such as developing or increasing height and weight, more mature reproductive system, bones, muscles and other body organs. The development also affects psychological conditions in adolescents. Changes in psychological conditions which may occur such as improvement of intellectual, emotional condition, and sense of responsibility towards the surrounding environment [4].

Changes in adolescents can cause unstable emotional conditions, it is due to physical and psychological changes that cause a problem in the individual, these problems

caused social changes as well as they must adjust to the opposite sex and with other adults outside the family and school environment[5]. In accordance with that, Monks[6] that adolescents have not been able to master their physical and psychological functions, it can be in the form of fulfilling the needs of adolescents by the environment.

Hall [7] argues that adolescence is a period of "storm and drang" (typhoons and storms), a period of development which full with problems that sometimes make them unable to control emotions, it arises because of conflicts with cultural values in society. One form of adolescent behavior that is unable to control their emotions is aggressive behavior. Aggression behavior according to Myers intended to attack or injure others as the target of aggression[8]. Furthermore, according to Chaplin, aggression is an act of hostility directed at a person or object. While aggressiveness is a habitual tendency (which is accustomed) to show off the hostility, declaration of self expressly, self-assertion, prosecution or self-coercion, the pursuit with enthusiasm of a goal, social domination, social power, especially those that are applied to the extreme.

Students are expected to have good morals according to the vision and mission of the pesantren, but it could be found that some students committed to aggressive behavior. Student's aggressiveness is a behavior carried out by students with the aim to attack, injure or hurt the target of aggression both physically or verbally. Student's aggressiveness is carried out because of the habituation obtained from situations that inhibit or the desire to control others. Willis [9] argue that the aggressiveness in an individual can be caused by several factors such as personal conditions (lack of self-control over environmental influences), family environment and school environment (pesantren culture).

In the context of this study, one of the factors may evoke the aggressiveness of students are the pesantren. Pesantren Manba'ul Ulum (as the population in this study) is one of Islamic boarding schools in Lampung Province, located in Gayau Sakti village, Seputih Agung District, Central Lampung Regency. They have their own learning methods and regulations or referred as pesantren culture. They have the series of regulations or patterns that must be implemented and obeyed by the students such as carrying out the obligations and avoid the restrictions implemented in the pesantren. The objectives of their rules are so the students can enhance and improve their discipline and responsibility, have high motivation to learn, appreciate and respect others, being obedient, independent, and have a good character. The strictness of the culture sometimes causing students become depressed or bored because they still in the phase of searching identity.

According to Hidayat's explanation (results of an interview on March 23, 2018), as the administrators at Pesantren Manba'ul Ulum, there were students who sometimes violated regulations or obligations and restrictions such as leaving pesantren without permission, smoking, not attending the Qur'an recitation session, not attending prayers at the mosque, not carrying out the daily workloads, interfering other students, dating or having

unguarded communication with students of opposite sexes, issuing disrespectful words to other students and to administrators, fighting, not fully accepting the sanctions or penalties given by the management, and also violations committed by individual or groups. This happens because students do not realize the purpose of pesantren's vision and mission.

The pesantren culture which is implemented at Manba'ul Ulum has actually been well socialized, such as list of regulations that written on the walls and readable by students. But there are still students who violate the existing regulations. The pesantren culture are actually great which to form human beings who are virtuous, responsible and have religiosity in order to prevent despicable or negative behavior. A religious culture should be able to shape the emotional condition of students who have positive character so that students can have a good self-control. If they do not have an adequate self-control then it will be difficult for them to control the urge to do aggressive behavior. Ubaidillah (2017) research states that there is a significant negative relationship between self-control and students' aggressiveness with a correlation value of  $r_{xy} = -0.477$  with a significance value of 0,000 ( $p < 0.05$ ), which is interpreted that the higher the self-control, the lower the tendency for aggressiveness by subject. Self-control can certainly have a good impact on students, to guide their behavior in a positive direction and develop their emotional maturity.

Based on the previous explanation, the researcher is interested in empirically examining whether the aggressiveness of santri is related to self-control and pesantren culture. This is especially important for Pesantren in order to get empirical information about the aggressiveness of students and its influencing factors so that the educational goals of pesantren can be achieved well.

Researchers propose a hypothesis in the study that there is a relationship between pesantren culture and self-control with the students' aggressiveness.

## **2. RESEARCH METHODS**

This study used quantitative methods to determine the relationship between variables. Quantitative methods will use surveys that describe the trends, attitudes, or opinions of a particular population quantitatively by examining a sample of that population[10]. In this survey, research scale was used as a data collection tool as a measurement of non-cognitive attributes[11].

The research instrument being used to measure the aggressiveness of students is a scale that refers to the theory [12]. This scale uses four main aspects of aggression: physical, verbal, angry, and hostile aggression. Furthermore, to measure pesantren culture, research used a scale that refers to the Life Skills Education Integration Guideline in the Department of Religious Affairs's (2005). This scale uses three main aspects such as the development of discipline and responsibility, of learning motivation,

and the development of a sense of togetherness or solidarity.

In addition, the instrument being used to measure self-control is a scale that refers to the theories of Tangney, Baumeister and Boone (2004). This scale uses five main aspects such as self-discipline, intentional or non-impulsive, healthy habits, work ethics, and reliability.

The data analysis method used in this study is a multiple regression analysis technique as a parametric statistical technique used to test the relationship between two predictors or independent variables with a criterion or dependent variable [13]. The analysis data was assisted by using SPSS 21.0 software for windows.

**3. DISCUSSION**

The results of statistical data analysis will be used as the results in this study after being measured using a psychological scale for the variables studied. Before being presented to research respondents, the psychological scale was tested and measured the validity and reliability of the instrument's item. Criteria for selecting items are based on total-item correlations, using a limit of more than or equal to  $p > 0.300$ . All items that reach a minimum correlation coefficient of  $p > 0.300$  are considered to be satisfactory valid differences, and if the correlation coefficient does not reach  $p < 0.300$  then the item is declared invalid (Azwar, 2016).

The try out results on the scale of the students' aggressiveness were obtained after calculating the validity and reliability of 48 items tested on 37 respondents, 32 valid items and 16 invalid items were obtained. Valid items obtained have total-item correlations ranging from 0.305 to 0.877 with  $p > 0.300$ . The alpha reliability coefficient (Cronbach's alpha) on the students' aggressiveness scale are  $\alpha = 0.901$  which means the scale item is very reliable.

The try out results on the pesantren culture scale were obtained after the validity and reliability calculations of 40 items tested on 37 respondents, obtained 24 valid items and 16 invalid items. Valid items obtained have total-item correlation values ranging from 0.314 to 0.732 with  $p > 0.300$ . The alpha reliability coefficient (Cronbach's alpha) of the pesantren culture scale has a value of  $\alpha = 0.847$  which means the item's scale is reliable.

The try out results on the self-control scale were obtained after calculating the validity and reliability of 46 items tested on 37 respondents, 27 valid items and 19 invalid items were obtained. Valid items obtained have total-item correlation values ranging from 0.301 to 0.740 with  $p > 0.300$ . The alpha reliability coefficient (Cronbach's alpha) self-control scale has a value of  $\alpha = 0.872$  which means the item's scale is reliable.

Population in this study were adolescents who were permanent students at Pesantren Manba'ul Ulum. The number of participants in this study were 85 students. They were taken based on the criteria of age, sex and education level. At the age of 15 years old, there were 21 subjects consisting of 9 men and 12 women with a degree

of *diniyyah wustho*. At the age of 15-16 years old, there were 22 subjects consisting of 10 men and 12 women with a level of *diniyyah wustho II*. At the age of 16-17 years old there were 21 subjects consisting of 10 men and 11 women with the level of education *diniyyah wustho III*. Furthermore, at the age of 17-18 years old, there were 21 subjects consisting of 10 men and 11 women with a degree of *ulya I*.

Based on the results of data analysis from the scale of the students' aggressiveness, the scale of the pesantren culture and the scale of self-control distributed to the students of the Pesantren Manba'ul Ulum, as a score obtained from statistical calculations. The following table is a description of the research data description.

**Tabel 1 Descriptive Research Data**

| Variabel                 | $\Sigma$<br>Item | Empiric Score |     |       |       |
|--------------------------|------------------|---------------|-----|-------|-------|
|                          |                  | Min           | Max | Mean  | Sd    |
| Student's aggressiveness | 32               | 51            | 103 | 77.51 | 9.862 |
| Pesantren Cu;ture        | 24               | 55            | 93  | 70.38 | 8.429 |
| Self-control             | 27               | 54            | 105 | 75.12 | 9.579 |

| Variabel                 | $\Sigma$<br>Item | Hipotetic Score |     |                |                 |
|--------------------------|------------------|-----------------|-----|----------------|-----------------|
|                          |                  | Min             | Max | Mean ( $\mu$ ) | Sd ( $\sigma$ ) |
| Student's aggressiveness | 32               | 32              | 128 | 80             | 8.6             |
| Pesantren Cu;ture        | 24               | 24              | 96  | 60             | 6.3             |
| Self-control             | 27               | 27              | 98  | 67.5           | 8.5             |

Based on the table above, there are three variables that have a statistical description of the number of items, minimum, maximum, mean and standard-deviation scores in the empirical score and hypothetical scores. The empirical score on the students' aggressiveness shows the mean with a score of 77.51, while the hypothetical score shows the mean with a score of 80, which means that the empirical score of the student's aggressiveness is smaller than its hypothetical score. In the pesantren culture variable, it can be seen that the empirical score of pesantren culture shows a mean of 70.38, while the

hypothetical pesantren culture score shows a mean of 60, which means that the empirical score of pesantren culture is greater than its hypothetical score. The self-control variable shows an empirical score with a mean of 75.12, while the hypothetical score of self-control shows a mean of 67.5, which means that the empirical self-control score is greater than its hypothetical score.

After description of the research data, the researchers then categorized or grouped the scores of the research variables based on the hypothetical mean and hypothetical standards score. Following is a table and description of score categorization for each research variable.

**Table 2** Categorization of Student’s Aggressiveness

| Category     | Score Range   | Frequency | Percentage (%) |
|--------------|---------------|-----------|----------------|
| High         | $X > 96$      | 4         | 4.70%          |
| Medium       | $64 < X < 95$ | 74        | 87.06%         |
| Low          | $X < 64$      | 7         | 8.24%          |
| <b>Total</b> |               | 85        | 100%           |

Based on the table above, it shows that the category of students' aggressiveness are divided into three categories, a high category with a vulnerable score of  $X > 96$ , obtained by 4 participants with the percentage of 4.70%. The medium category with a vulnerable score of  $64 < X < 95$ , obtained by 74 participants with the percentage of 87.06%. Low category with a vulnerable score of  $X < 64$ , obtained by 7 participant with the percentage of 8.24%. The results obtained indicate that students’ aggressiveness in pesantren is mostly in medium category.

**Table 3** Categorization of Pesantren Culture

| Category     | Score Range   | Frequency | Percentage (%) |
|--------------|---------------|-----------|----------------|
| High         | $X > 72$      | 39        | 45.88%         |
| Medium       | $48 < X < 72$ | 46        | 54.12%         |
| Low          | $X < 48$      | 0         | 0%             |
| <b>Total</b> |               | 85        | 100%           |

Based on the table above it shows that the culture category of pesantren are divided into three categories, a high category with a vulnerable score of  $X > 72$ , obtained by 39 participants with the percentage of 45.88%. The moderate

category with a vulnerable score of  $48 < X < 72$ , obtained by 46 participants with the percentage of 54.12%. No participants being categorized in low category ( $X < 48$ ). The results obtained indicate that students' understanding of pesantren culture is in high and moderate category.

**Table 4** Categorization of Pesantren Culture

| Category     | Score Range   | Frequency | Percentage (%) |
|--------------|---------------|-----------|----------------|
| High         | $X > 71$      | 50        | 58.82%         |
| Medium       | $44 < X < 71$ | 35        | 41.18%         |
| Low          | $X < 44$      | 0         | 0%             |
| <b>Total</b> |               | 85        | 100%           |

Based on the table, it shows that the category of self-control are divided into three categories, a high category with a vulnerable score of  $X > 71$ , obtained by 50 participants with the percentage of 58.82%. The moderate category with a vulnerable score of  $44 < X < 71$ , obtained by 74 participants with the percentage of 87.06%. No participants being categorized in low category ( $X < 44$ ). The results obtained indicate that self-control in pesantren is mostly in high category.

Normality test was carried out to find out whether the data distribution on each research variable is normally distributed. Data distribution obtained categorized as normal if it meets the requirements of  $p > 0.05$ . Using the Kolmogorov-Smirnov (K-S), the following table shows the results of normality test.

**Table 5** Results of Linearity Test

| Variable                 | Mean  | SD    | K-S   | Significant Std. | Explanation |
|--------------------------|-------|-------|-------|------------------|-------------|
| Student’s Aggressiveness | 77.52 | 9.862 | 0.761 | $0.609 > 0.05$   | Normal      |
| Pesantren Culture        | 70.38 | 8.429 | 1.055 | $0.215 > 0.05$   | Normal      |
| Self-Control             | 75.12 | 9.579 | 1.062 | $0.209 > 0.05$   | Normal      |

Based on normality test results, it shows that the three research variables such as student’s aggressiveness, pesantren culture and self-control have normal data distribution. These results can be known from the Kolmogorov-Smirnov significance level with  $p > 0.05$  on all three research variables.

Furthermore, researchers conducted a linearity test, a linearity test was performed to see whether the variables in the study had a linear relationship. Both research variables are said to be linear if  $p > 0.05$ . Following is the linearity test table on both variables.

**Table 6** Results of Linearity Test

| Variable                                       | Sig. Deviation from linierity | Sig. Std | Explanatio n |
|--|-------------------------------|----------|--------------|
| Pesantren Culture and Student's Aggressiveness | 0.619                         | > 0.05   | Linier       |
| Self-Control and Student's Aggressiveness      | 0.688                         | > 0.05   | Linier       |

Based on the linearity test table, it can be seen that both the pesantren culture variables and student's aggressiveness and so does the self-control variable and santri aggressiveness has a linear relationship with  $p > 0.05$ .

Results of hypothesis test in this study showed that there is a significant relationship between pesantren culture and self-control with the students' aggressiveness. This hypothesis test used multiple regression analysis techniques. The following R-Square table shows the results of data analysis.

**Table 7** R-Square

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .373 <sup>a</sup> | .139     | .118              | 9.260                      | .139              | 6.638    | 2   | 82  | .002          |

The table above shows the results of data analysis which obtained the value of  $R = 0.373$  and  $F$  value = 6.638 with a significance of  $p = 0.002$  and shows  $p < 0.01$ , which means that the hypothesis is accepted so that it can be interpreted that the variables of pesantren culture and self-control have a joint influence on students aggressiveness at Pesantren Manba'ul Ulum.

Furthermore, based on the magnitude of the influence of pesantren culture and self-control on the students'

aggressiveness that can be known from R-Square. Based on the data analysis table, R-Square obtained were 0.139 or 13.9%, thus it can be interpreted that the pesantren culture and self-control have an effect of 13.9% on the students' aggressiveness and 86.1% are influenced by other variables outside this study.

#### 4. CONCLUSION

Based on the research results which have been carried out at Pesantren Manba'ul Ulum, it can be concluded that there is a very significant relationship between pesantren culture and self-control with student's aggressiveness in Islamic boarding schools. These results are evidenced from the value of  $R_{x1,2-y} = 0.373$  with the value of  $F = 6.638$  and  $p = 0.002$  ( $p < 0.01$ ). The results obtained made an effective contribution of 13.9% and 86.1% influenced by other variables outside this study.

The relationship between each independent variable with the dependent variable obtained significant results. It can be seen that there is a significant negative relationship between pesantren culture and student's aggressiveness in pesantren with correlation coefficient  $r_{x1y} = -0.279$  and  $p = 0.005$  ( $p < 0.01$ ). The results obtained indicate that pesantren culture variables contribute effectively by 0.67%. While the variables of self-control with student's aggressiveness showed a significant negative relationship with a correlation coefficient value  $r_{x2y} = -0.373$  and  $p = 0.000$  ( $p < 0.01$ ). The results obtained indicate that the self-control variable contributes effectively by 13.27%.

Based on the research results, researcher may suggests some advice: (1) For the students of Pesantren Manba'ul Ulum Gayau Sakti, hopefully they will improve their discipline, compliance, and understanding of the importance of pesantren culture to know the purpose and understand the purpose of the Pesantren, the students are also expected to be able to process their emotional condition in order to face and solve problems in a better way without harming others. If both of which can be done well, then aggressive behavior, or desires to conduct behavior outside of the pesantren discipline can be avoided by students, (2) Student's aggressiveness is harmful behavior others and yourself. For caregivers or administrators of the Pesantren Manba'ul Ulum, it is hoped that they may improve their understanding of the pesantren culture by approaching themselves to the students, both personally and in groups. It is intended to control and get to know more closely the behavior of their students, in addition to instilling an understanding of good cultural values in order to avoid aggressiveness, (3) For parents of students, it is expected to provide an understanding of the rules, independence and personal support to children when visiting pesantren or by using communication tools, so that they children may foster a spirit of learning and avoid harmful behavior at pesantren.

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