

# Study of Aggressive Behavior Teenager in Bogor

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**Abstract.** This study aims to obtain an overview of aggressive behavior teenager in Bogor. The method used in this research was descriptive survey category. The subjects in this study were 83 students from 8th grade. The aggressive behavior type instrument is a questionnaire in the form of a rating scale. The research data were analyzed using descriptive statistics of normal distribution and found that the cause of aggressive behavior was pain (30.99%), crowds (26.53 %), frustration (22.89%) and heat (19.59%). Based on the research results above, it is expected that the school will be able to make preventive and curative efforts in managing school facilities and empowering school residents in achieving better quality.

**Keywords:** *Aggressive, School, Behavior, Teenager*

## 1. INTRODUCTION

Adolescents are the generation who is most influential in realizing the ideals of a nation and future generations who are expected to change the condition of their nation to become a better nation. Santrock (Santrock, 2007) defines adolescence as a transitional developmental period between children and adulthood which includes biological, cognitive, and socio-emotional changes. Cognitive changes include changes in mind, intelligence and body language, while socio-emotional changes include changes in individual relationships with other humans, both family and environment, in emotions, personality and self-concept.

Today we often hear and even see acts of violence that occur in our environment, both verbally and non-verbally. Not infrequently also in the family, community and school environment. Families that should be role models for their sons and daughters, whether consciously or not, have now turned to harm. This we can see the increasing number of cases of aggression in children.

At school, it is also often found that students have problems, especially in themselves, they often act aggressively, not only non-verbally, even they like to verbally speak harshly to their friends. Many students are non-verbally aggressive or their behavior where the facts in the field are that they like to hit and even injure with rocks or other blunt objects around them. For example, sticking a sharp pencil into a friend's hand, or smashing his friend over a minor problem.

Junior high school students are in a time when they enter the early adolescent development stage

which takes place quickly in physical, emotional, intellectual, and social aspects. In early adolescence, this is a period where adolescence is a transitional period. Transition does not mean being cut off with or changing from what has happened before, but rather a transition from one stage of development to the next. That is, what has happened before will leave its mark on what is happening now and in the future. When children transition from childhood to adulthood, they must "abandon everything that is childish" and must also learn new patterns of behavior and attitudes to replace abandoned behaviors and attitudes.

Aggressive is a feeling of anger or harsh actions due to disappointment or failure to achieve satisfaction or goals, which can be directed at people or objects; hostile acts that can be directed at people or objects; nature or lust attacks something that is seen as a disappointing, hindering, or hindering thing or situation (Koeswara, 1988).

Aggressive behavior is a part of juvenile delinquency that needs to be jointly suppressed and controlled, both by parents, teachers, teenagers themselves, the government and society. In this case, especially students or adolescents need more attention. If teenagers are allowed to become the nation's next generation, it will damage the nation's image. For this reason, aggressive behavior must be overcome, so that student development is not hampered and students can optimize their potential in positive action.

According to Berkowitz (Berkowitz, 1995) aggressive behavior has almost the same consequences as juvenile delinquency in general, but the scope of victims is wider, namely

themselves or others. So aggressive behavior can harm yourself and others. The tendency for aggressive behavior is the desire to injure one's body or feelings, either to oneself or others with words or means.

Several studies have been conducted regarding aggressive behavior. Among them, there is a relationship between parenting styles and the aggressive behavior of adolescents at Gadjah Mada High School Yogyakarta with moderate relationship strength (Saputra, 2012). Other studies also show that there are four factors that cause the aggressive behavior of the three subjects, namely frustration, power and obedience, provocation and temperature (Restu, 2013). Description of the magnitude of the relationship between anger and aggressive behavior of students who are in their teens. With a value of  $r_{xy} = 0.229$  with a significance of 0.001, and has a positive relationship. This result means that if anger is high, the aggressive behavior of adolescents tends to be high (Hayati & Indra, 2018).

The problem found in the field was that there were some students at school who deliberately behaved aggressively such as hitting and pinching their friends, said harshly, insulted and mocked and damaged objects belonging to the school and those of their friends, causing physical pain such as bruises and wounds for those who received it. Physical treatment and hurt feelings for students who are insulted and damaged objects belonging to the school and those of their friends. This aggressive behavior is not only carried out by students towards their friends, but also towards the teacher, such as fighting and mocking the teacher when studying. This results in students behaving aggressively being shunned by their peers and making teachers unhappy with these students.

The data obtained shows, every week there are at least three students complaining to the Guidance and Counseling teacher because they are victims of aggressive behavior, such as mocking parents' names, being invited to fight, insulting with inappropriate titles, fighting, and being bullied. The data also shows that every month at least ten parents are called upon by the school to report the aggressive behavior of students who are considered to be violating school regulations or harming others in the last months.

Based on interviews and data from administrative staff, most students come from the lower middle class with complete parental status, orphaned and orphaned. Some students often do not attend school because they do not have the money to attend school. The majority of students live in the suburbs, which is one of the border areas between Bogor and Jakarta, which has unique and distinctive

characteristics in the environment, be it social, language and behavior. Galle and Gove's research cited by Gifford (Bandura, 1997) shows that homes with high occupancy rates lead to social pathologies and juvenile delinquency. Based on the data found, the problem raised in this study is how to describe the factors that cause students' aggressive behavior.

## **2. METHOD**

The research methodology used in this research is quantitative descriptive method in this type of survey. The survey research referred to by Margono (Margono, 2004) is research that tries to observe or investigate critically to obtain clear and good information on a particular problem. The aim is to take a generalization from the description of the nature of the situation that took place at the time the research was carried out and examine the causes of certain symptoms

The population in this study were all students of 8<sup>th</sup> grade at SMP X totaling 83 students and it was a population study (Arikunto, 2002). Margono (Margono, 2004) also defines that population is all data of concern within the scope and time in which the research is conducted.

The instrument used in this study was a Likert scale model that had been tested for validity and reliability. The data that has been collected will be analyzed by calculating the average score of anger and aggressive behavior in adolescents, then describing the data about student anger and aggressive behavior, category norms classified as angry and aggressive behavior in adolescents can be divided into three criteria, namely, high, medium and low.

The first questionnaire regarding the type of aggressive behavior used a questionnaire that had been standardized by Buss and Perry, while the second questionnaire, namely the causes of aggressive behavior, was developed from a background of aggressive behavior according to Berkowitz.

The reasons for using a questionnaire as an instrument for this research are, among others, due to its practical nature, save time, effort and cost and in addition to avoiding deviation from the subject of research. According to Arikunto (Arikunto, 2002) the questionnaire was arranged in a closed manner so that respondents only had alternative answers according to what had been provided.

For the answers to the first questionnaire, the researcher used a Likert scale model with positive and negative statements and modified alternative answers into four categories on the grounds that they avoided the tendency of respondents to choose the answer in the middle because they felt safe and most easily did not require thinking so that the

range became 1– 4. Whereas in the second instrument the researchers used the answer choices Yes or No, so that it was known exactly what was the cause of aggressive behavior in students.

After obtaining the results from the calculation, the next step is to interpret the description of the types of aggressive behavior and the causes of

aggressive behavior by using the low, medium and high categories.

### 3. RESULT AND DISCUSSION

The following is a description of the respondent's data which is the sample of this study:

**TABLE 1.** Respondents TABLE data based on gender

<b>Respondents</b>	<b>Total</b>	<b>%</b>
Male	44	53.01
Female	39	46.99
Total	83	100

Based on the data obtained, it can be explained that the respondents were male as many as 44 students or 53.01% and as many as 39 women or 46.99%.

**TABLE 2.** Respondents TABLE data based on Residential Area

<b>Residential Area</b>	<b>Total</b>	<b>%</b>
Cilebut area	34	40.96
Warung Jambu area	13	15.66
Kebon Pedes area	27	32.53
Others	9	10.84
Total		100

Based on the data obtained, it can be explained that respondents who live in the Cilebut area and its surroundings are 40, 96%, Warung Jambu and their

surroundings are 15.66%, Kebon Pedes and their surroundings are 32.53%, and others are 10.84%.

**TABLE 3.** Respondents TABLE data based on Parent's income / month

<b>Total Income</b>	<b>Total</b>	<b>%</b>
<Rp.200.000,-	15	18.07
Rp.200.000,- - Rp.400.000,-	52	62.65
>Rp. 400.000,-	16	19.27
Total	83	100

Based on the data obtained, it can be explained that respondents with parents' income less than Rp. 200.000,- were 18.07%, income between

Rp.200.000,- - Rp.400.000,- was 62.65% and more than >Rp. 400.000,- were 19.27%

**TABLE 4.** Respondents TABLE data based on domicile environment

<b>The neighborhood of domicile is adjacent to</b>	<b>Total</b>	<b>%</b>
Railroad	29	34.94
Station	9	10.84
Terminal	4	4.82
Market	6	7.23
Coexist with neighbors	35	42.17
Total	83	100

Based on the data received, it can be explained that respondents who live around the railroad tracks are 34.94%, stations are 10.84%, terminals are 4.82%, and markets are 7.23% and are close to neighbors by 42.17%.

This research was conducted by giving questionnaires to 8<sup>th</sup> grade students and the following is a description of the overall data.

**TABLE 5.** Categorize type of aggressive behavior of students

Categorize	Interval	N	%	Gender			
				L	%	P	%
Low	28-37	18	21,69	11	13,25	7	8,43
Middle	38-47	45	54,22	22	26,51	23	27,71
High	48-57	20	24,10	11	13,25	9	10,84
		83	100	44	53,01	39	46,99

Based on the TABLE above, data shows that respondents in the high category were 20 students with a percentage of 24.10%, those in the medium category were 45 students with a percentage of 54.22%, and those in the low category were 18 students with a percentage of 21.69%.

Thus it can be said that there are 24% of students who have aggressive types of behavior in the high category and 54% who are in the moderate category, meaning that those in this category have a tendency to behave aggressively and there are 22% of respondents who have this type of low aggressive behavior.

**TABLE 6.** The source of the cause of the aggressive behavior of students

Indicator	Total	%
Pain	370	30.99
Heat	232	19.59
Crowds	316	26.53
Frustration	270	22.89
Total	1188	100

Overall it can be said that the source of the cause of aggressive behavior in the theory of the highest Cognition Neo-Association is the indicator of pain of 30.99%. This shows that students behave aggressively when they feel physically hurt. The second source of the cause of aggressive behavior is the crowd indicator, which is 26.53 %.

This shows that when in a congested/cramped condition, it stimulates students to behave aggressively. The third lies in the frustration indicator, which is 22.89% which shows that when frustration or desires are not fulfilled, it stimulates students to behave aggressively. This dense/stuffy condition can be in the home environment where they live or in a school environment such as a narrow class. For example, when writing utensils are not lent, when a public transportation driver does not transport it to school, when there is no teacher in the class, if the parents' name is teased. And lastly, the lowest lies in the Heat indicator, which is 19.59%, which indicates that hot air temperature contributes to the aggressive behavior of students.

This shows that students behave aggressively when they feel physically hurt. This can be manifested when beaten by the teacher, pulled by

hair/clothes, treated harshly, when hit again, physically punished and when kicked/slapped/hit.

According to (Koeswara, 1988), frustration is a situation that hinders an individual in trying to achieve certain desired goals, from frustration there will be feelings of aggression. The results showed that pain, heat, crowds and frustration had an effect on adolescent aggressive behavior. Khamsita's research (Ainiyah, 2017) states that the frustration factor is related to aggressive behavior, where the higher the frustration of the teenager, the higher the aggressive behavior.

The results of the research by Restu and Yusri (Restu, 2013) also state that the aggressive behavior carried out by adolescents in school, namely physical and verbal aggressive behavior and aggressive behavior is caused by frustration, power, temperature and provocation. In the research respondents, the aggressive behavior of adolescents obtained were arguing when they disagreed, getting angry, threatening, destroying things/objects, feeling jealousy, suspicious, hitting friends, teasing, being hostile and fighting when they felt harassed.

Frustration-aggression theory states that when a person's efforts to achieve a certain goal, need, desire, expectation or action experience obstacles,

an aggressive urge will arise which in turn motivates behavior designed to injure a person or object that causes frustration. Aggressive is one way of responding to frustration. So nearly everyone who engages in aggressive acts has a history of frustration. Poor adolescents who are naughty are the result of frustration associated with the amount of time unemployed, mediocre finances and the existence of needs that must be met immediately but are very difficult to achieve. As a result, they become irritable and behave aggressively (Krahé, 2020).

#### 4. CONCLUSION

Student aggressive behavior is a problem that is often solved by the Counseling Guidance teacher. Aggressive behavior that can appear such as taunting a parent's name, being asked to fight, insulting inappropriate names, fighting, and getting yelled at. The causes of aggressive behavior was pain (30.99%), crowds (26.53 %,) frustration (22.89%) and heat (19.59%)

The results of this study make further recommendations for the school to work with counselors to develop a service program that is both preventive and curative. Therefore, counselors are expected to have the ability to be skilled, master and apply effective and efficient counseling approaches in order to create professional counseling services in schools. As for the next researchers to focus more on examining other aspects related to aggressiveness so as to create the right guidance model.

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