



Relationship Between Self-control and Aggressiveness

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Abstract. The purpose of this study was to determine the relationship between self-control and aggressiveness in students of SMP N 15 Yogyakarta by using quantitative research with a *correlation approach*. The dependent variable used by the researcher is self-control (X1) and aggressiveness (Y) as the dependent variable. All students who are registered and still active as students with a total of 1001 students are the population in this study. The sample was determined using the Slovin formula so that the total number of students was 286 students using *technique stratified random sampling* at a significance level of 5%. This study uses a scale instrument that has been previously tested using validity and reliability. The data analysis used by the researcher is descriptive analysis and product moment correlation. Calculations are done manually so obtained. The higher the aggressiveness, the lower and vice versa.

Keywords: self-control · aggressiveness

1 Introduction

Humans have the ability to develop from infancy to old age. Human development from infants to the elderly must go through various phases and processes, the phase that will be passed by human development, one of which is the adolescent phase. Atkinson [1] states that the main task of adolescents is to form individuality identities, so Atkinson mentions that adolescence is a critical period. Therefore, adolescence is very at risk for violations related to values and norms. Talib [2] explains that if adolescents are not able to make choices and decisions in terms of work and sexual orientation or roles in life as a whole. This should be a serious concern by trying to meet the needs of every human development process. Therefore, humans need to get education.

Deviations in individual behavior can have a negative impact on themselves and those around them. According to Atkinson [3], aggressiveness is a behavior that is carried out consciously with the intention of hurting others and destroying other people's property. So that the deviation of individual behavior is one of the disgraceful actions that result in harming themselves and those around them.

The results of the observations show that students at SMP Negeri 15 Yogyakarta show the behavior that likes to fight and annoy his friends. Another behavior that proves the aggressive behavior that appears is when a group of students walks intentionally to

push the feelings of a friend, and cause the friend to be disturbed. Based on the results of the guidance and counseling teacher informants, data obtained that aggressive behavior is not only practiced by students against their peers, but aggressive behavior is often practiced on certain as mocking teachers while studying, arguing with their respective teachers. Others when the teacher is teaching, sometimes some students speak what they shouldn't say. Like it was a common thing, done by both male and female students. Actions that show an attitude of aggression are students who seem to like to fight because many things are not clear, even in observations it can be seen that students beat students with a ruler for no apparent reason.

Based on the results of observations, the behavior shows the criteria for aggressive behavior because there are subjects who are intentionally hurt. This is in accordance with Saputra's statement [4] that in verbal and physical aggression behavior there is an element of intent to attack and hurt others. The behavior displayed is included in the category of intentional and offensive will trigger the emergence of aggressive behavior from the subject being targeted. The appearance of aggressive behavior by the target subject is an attitude of self-defense. According to Alhadi's statement [5] that there is aggression that individuals are forced to do to defend themselves when cornered.

Someone who behaves aggressively has a variety of different reasons, such as Ramadhani's research [6] which obtained results with an illustration that when playing online games with a violent genre, it is seen that teenagers who play losing games will berate using words that should not be spoken. Even wrote harsh words to the enemy who defeated him. This illustrates how easily aggressiveness can be triggered to emerge accidentally which will become a bad habit. Research on increasing parental physical and verbal violence also affects the frequency of adolescent aggression towards others in the form of physical and verbal aggression, anger, and adolescent cruelty towards others.

Forms of aggression can also be influenced by several factors, based on the opinion of Martono and Joewana [7] it is illustrated that there are several factors that cause aggression, including: 1) family factors; 2) personal factors and 3) environmental factors. Some of these problems are problems that cannot be avoided by every individual. Among these factors, of course, influence each other, but it cannot be denied that each individual can be influenced by one of the most dominant factors.

According to Calhoun and Acocella [8] revealed that a person's influence on the rules regarding physical, behavioral, and psychological processes depends on individual self-control. The influence of self-control with physical regulation, behavior, and psychological processes, the contribution of this self-control attitude is not small, as another illustration of self-control.

Decisions will make an individual have a good attitude towards individual personality. This is in line with the statement by Ghufroon [9] that self-control is a personality: directing, guiding, regulating, compiling, and forming a better character. Heni [10] revealed that an individual will get a good personality if he can perform good qualities. Behavior daily and usually an individual will follow the behavior pattern his peers of. This behavior is a situational cue that creates a conducive social interaction. So it can be said that the aggressive nature that appears in students is influenced by low self-control and is influenced by peers in their association.

2 Research Methods

This research is a quantitative study that utilizes statistical analysis to test hypotheses with validity and reliability. The data that has been tested hypotheses produces measurable data and will produce conclusions to correlate two different variables; they are self control variable and aggressive variable. This research was conducted at SMPN 15 Yogyakarta. The population in this study were all students who were spread over three grades, namely grades 7, 8 and 9. The sampling technique was determined by the proportional stratified random sampling technique by borrowing the Slovin formula. To collect data, the researcher used a non-test technique; namely observation (observation), questionnaire and psychological scale.

The researcher used instruments in the form of a self-control scale and an aggressiveness scale with statements of likes and dislikes. After data collection is done, the next thing to do is to apply the product moment formula in order to obtain a statement that has a validity level above the specified value. The calculation is done manually using the help of an excel application, then the calculation results are compared with the R table. This research will use the self - control scale reliability and aggressiveness scale with internal reliability because the calculation process is only based on the instrument using Cronbach 's. It is certain that the aggressive nature of an individual can be influenced by poor self-control/personality.

3 Findings and Discussion

The relevance of self-control and aggressiveness can be concluded that the level of student aggression behavior is influenced by the individual's ability to control himself. The influence between self-control and aggressiveness is very significant. Therefore, in an effort to reduce or reduce students' aggressive behavior, students' self-control abilities are needed. Students with low levels of aggressiveness will do better in. High student self-control will have a positive effect on the environment, both in the family and school environment. High self-control can also be a deterrent to negative influences from the outside environment or from peer influence. In achieving the research objectives, there are things or procedures that need to be done, including research preparation, implementation, data analysis, hypothesis testing and discussion. The research will be conducted by distributing questionnaires to a number of 286 students selected at random. In conducting the research, the researcher entered the class and then explained the aims and objectives of the research. There were 45 minutes for students to fill out a questionnaire with a total of 93 statements. Students are invited to ask questions that are not understood in the questionnaire; After completing the questionnaire, the researcher will collect the questionnaire as well as check the completeness of its contents.

Self control data was collected by distributing questionnaires presented in 35 statements with 4 answer criteria. The next process in data analysis is to categorize the scores obtained by each variable. The following is the distribution of the research data, namely.

Table 1 shows the category of self-control values, it appears there three categories with different intervals. In the low category the score interval is below 61.7, in contrast to the low criterion, the medium criterion has a score interval between equal to 61.7 to

Table 1. CATEGORY SELF-CONTROL VALUE

No	Category Limit	Interval	Frequency	%	Note.
1	$(\mu - 1.0) X$	123 X	0	0%	Tin
2	$X (\mu - 1.0)$	X 61.7	129	45.1%	Ren
3	$(\mu + 1.0) X < (\mu + 1.0)$	61.7 X 123	157	54.9%	Sed
Total			286	100%	

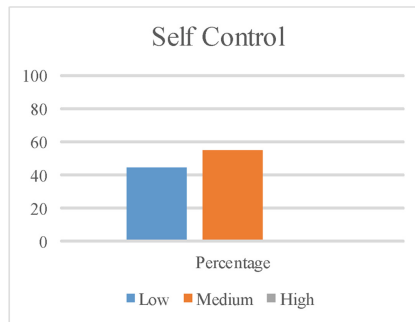


Fig. 1. Graph of Self-Control Value Category

less than 123. While in the high category the score interval is equal to more than 123. From 286 subjects there are 129 or 45.1% of students with low self-control skills with a score below the criteria of 61.7. In addition to students in the low category, there are also students with moderate score criteria, namely 157 or 54.9% with score criteria between 61.7 to 123. The distribution of criteria from low, medium and high has their respective portions except for the high criteria. In Table 1 it is clear that there is a percentage of 0% for the high score criteria or it can be said that there are no students who have score criteria above 123 (Fig. 1).

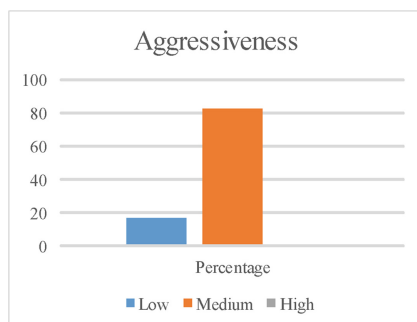
In contrast to self-control, the aggressiveness variable has a number of 56 statements presented in the form of a questionnaire. Although different in terms of numbers, they have the same 4 answer criteria. Then determine the value category consisting of low, medium and high (see Table 2).

Table 2 shows the category of aggressiveness scores, it can be explained that between the low and medium categories there are different frequencies or numbers of subjects. Judging from the frequency, individuals who are included in the low category are 49 people or presentation 17.1% Meanwhile, there are 237 subjects in the medium category or 82.9%, but there are no students or subjects in the high category or only 0% (Fig. 2).

Students of SMP Negeri 15 Yogyakarta have higher self-control in the medium category compared to the low category. So it can be said that the level of self-control at SMPN 15 Yogyakarta is classified as medium category. Another discussion in this paper is about aggressiveness. In the analysis of the aggressiveness variable, it is known

Table 2. A CATEGORY AGGRESSIVENESS VALUE Nu Category

No.	Limit	Interval	Frequency	%	Note.
1	$(\mu + 1,0) X$	186.7 X 0		0%	Tin
2	$X (\mu - 1.0)$	X 93.33	49	82.9%	Ren
3	$(\mu - 1.0) X (\mu + 1.0)$	93.33 X 186.67	237	82.9%	Sed
Total			286	100%	

**Fig. 2.** Graph of Aggressive Value Category

that the students of SMP Negeri 15 Yogyakarta have a level of aggressiveness in the medium category which is higher than the low category. So that it can be studied that the category of self/personal control in this study is in the moderate category. Self-control and aggressiveness at SMP Negeri 15 Yogyakarta in the medium category have a high correlation. The closeness of the correlation is proven by the results of hypothesis testing using the product moment formula. Hypothesis testing also provides clarity from the results of this study, namely that there is a negative correlation of self-control/personality with aggressiveness. This can be seen by the rejection of H_0 . Another finding in this study is that there is an unfavorable relationship between self-control/personality and aggressiveness: the higher the self-control/personality, the lower the aggressiveness of an individual.

4 Conclusion

Self-control is a natural human trait given by God. Aggressiveness is the result of the interpretation of an individual who grows and develops who is influenced by family, community, and peers. The results of this study indicate the level of self-control on the aggressiveness an individual in the medium category in class students of SMP N 15 Yogyakarta. Another finding is that there is a negative relationship between self-control/personality and aggressiveness. This is evidenced by the results of data processing using the calculated R score (0.822) R table (0.116) with a level of 286 and a significant level (0.00) (0.05). The calculated R value (0.822) also provides information

that the level of the correlation coefficient in this study is very high. So that the negative relationship between self-control and aggressiveness in this study is very significant.

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