



Aggressive Behavior in the Elementary School Student: A Descriptive Phenomenological Approach

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Abstract. Aggressive behavior in students is a phenomenon that is often found in schools that has a negative impact. The purpose of this study was to determine: (1) The characteristics of aggressive students, (2) The factors that cause student behavior to become aggressive, (3) The forms of outlet for aggressive student behavior, (4) The consequences caused by students who behaved aggressively, and (5) The perception of people close to students who behaved aggressively. This research uses a case study method with a phenomenological-descriptive approach. The research subject is a 4th-grade elementary school student who behaves aggressively. Data collection in this study uses observation techniques to identify the subject's aggressive behavior, interviews to dig deeper into the problem of aggressive behavior, and documentation to determine the identity and academic achievement of the subject. The data analysis technique used is phenomenological-descriptive analysis. Based on the results of the study, it can be concluded: (1) The characteristics of aggressive students include being difficult to manage when angry, often fighting at school, and often cursing, (2) The factors that cause students to become aggressive include biological factors, psychological factors, factors related to social context, frustration factor, (3) Forms of aggressive student behavior include hitting, kicking, harassing friends, (4) The consequences caused by students who behave aggressively include decreased learning achievement, the class becomes noisy, class inventory is damaged, (5) The perception of people close to students who behave aggressively is considered to be naughty students, troublemakers and deserve to be punished.

Keywords: Aggressive · Aggressive Behavior · Aggressive Students

1 Introduction

Aggressive behavior in students is a phenomenon that is often found in schools that has a negative impact. These include violations of school rules, social norms, religion, or the law [1]. Therefore, aggressive behavior is considered disturbing and disturbing comfort at school, so learning objectives are not optimally achieved.

Aggressive behavior is an outburst of anger because someone has failed [2]. People who behave aggressively will react very primitively in the form of intense anger and

explosive emotions. The actions can be tyrannical, sadistic, and killing people. This will greatly interfere with one's concentration power. If it happens to students, aggressive behavior has a major impact on academic achievement, namely in the form of a decrease in achievement and learning outcomes [3].

Aggressive behavior is a life force and energy that can be constructive but can also destroy. Students with negative aggressive behavior often show stubbornness in getting what they want [4]. The way of playing is rough, haphazard, screaming while being chased, also used to swearing, and using harsh words.

The attitude of parents who are too pampering and overprotective can lead to aggressive behavior in children [5]. On the other hand, parents who are too powerful, like to give corporal punishment or even refuse the presence of children, also create their vulnerabilities. Aggressiveness can also arise due to the lack of success of parents in providing understanding to children about which attitudes and behaviors are good and which behavior cannot be justified.

Children look very aggressive when faced with "restraints" especially from parents or their environmental system. This is done to master the situation, overcome obstacles or obstacles or damage an object [6]. Aggressive behavior is usually channeled through actions or behavior. However, if the behavior is prevented, then aggressiveness will appear verbally, such as by cursing, swearing (misuh), or other dirty words.

There are two reasons underlying aggressive behavior in children. First, it is done to attack or fight other people. Usually characterized by anger or a desire to hurt others. Second, aggressive behavior is carried out as an attitude of self-defense against attacks from outside. Including in this case something that makes him uncomfortable or failure after doing something. Experiences in the family that are destructive, such as rejection due to parents not getting along, not giving good guidance and examples, and being indifferent to children, are also factors that cause aggressive behavior [7]. This condition greatly affects the development of children's socialization. As a result, children often violate the norms around them, both at home, at school, and in the community.

Aggressive behavior makes many parties concerned, from parents, teachers, and community leaders. Therefore, aggressive students need to get serious attention so that their attitudes and personality can develop better [8]. All efforts to recognize, identify and explore aggressive student behavior are important, as one of the real efforts to deal with aggressive behavior in schools. Thus, it is hoped that it will be able to reduce or eliminate the problem of deviations from norms and school rules that are even more severe. Preventively, these efforts are carried out to prevent the emergence of aggressive behavior in students from an early age [9].

To lead efforts to overcome aggressive behavior, it is necessary to conduct an in-depth study of the case of aggressive students. The study includes the identification of cases, causes of aggressive behavior, and possible efforts to overcome them. Therefore, case study research is considered appropriate in examining this problem.

Case study research is research on a subject that deals with specific or distinctive things from the whole personality intending to provide a detailed description of the background, characteristics, and characteristics of the case or individual status [10]. In this case study research on aggressive behavior, a careful investigation is carried out

on the life and behavior of the subject through a very in-depth examination or check-recheck. This research also requires an intensive and detailed focus on the research subject.

2 Method

This research uses a case study form which is included in the naturalistic or qualitative approach. Case study research is an in-depth and detailed study of everything related to the research subject [11]. Case studies are also meaningful as techniques that study individuals in depth to help them gain better adjustment.

Through this case study research, it is hoped that the background of the research subject's life and the factors that influence his aggressive behavior will be known. Another purpose of this case study research is to find out the characteristics of aggressive students, the factors that cause students to become aggressive, forms of outlet for aggressive behavior, the consequences of aggressive behavior, and people's perceptions of the aggressive behavior of an elementary school student.

The approach used in this research is phenomenological and descriptive. The phenomenological approach conditions researchers to try to understand the meaning of aggressive student behavior and its relation to the people around them in certain situations. In other words, the subjective aspect of the behavior of the research subject.

The descriptive approach is used to accurately describe the nature of individuals, the state of certain symptoms or groups, and determine the frequency of the relationship between a symptom and other symptoms. The descriptive method can also be interpreted as a problem-solving procedure that is investigated by describing or describing the current state of the research subject based on the facts that appear or as they are. With a descriptive approach, it is hoped that the results of this study can describe the condition of the research subject in the real field as a whole.

Sources of data in this study are words and actions, both from the research subjects themselves and from other sources. Other data sources used in this study are archival records or documents. The main data source in this study is the research subject, namely a student with aggressive behavior, who is in grade IV at an elementary school in the Banjarnegara area. The subjects of this study lived in a hamlet in the Banjarnegara district, Central Java.

Other sources of data are people who are considered close to the research subject in their daily lives, such as grade IV teachers, close friends of the subject, the subject's parents, and local health center doctors as expert resource persons. The fourth-grade teacher is used as a data source because he is considered the person who best knows all the behavior of the subject during the lessons in the classroom. The subject's close friends are the source of data because they are considered the most knowledgeable about all the subject's circumstances when playing outside the classroom and the home. The subject's parents are used as data sources, the reason being that they are considered the most knowledgeable about all the subject's circumstances at home, from birth to the present. Another source of data is the local health center doctor, who is considered to have broad scientific insight and experience in aggressive behavior by students, so they

are expected to be able to provide a valuable overview of aggressive behavior, especially medically and biologically.

This case study research on the aggressive behavior of elementary school students uses research subjects who are unique/unique individuals. The steps to find a student who is categorized as the most aggressive, in its implementation are assisted by several parties, such as classroom teachers and school principal's local basis.

Efforts to find the subject of this research, in the end, found a fourth-grade student who was considered to be behaving the most aggressively compared to his other friends. The characteristics of the subjects of this study so that they are considered to meet the criteria for students to behave aggressively are often fighting at school, often destroying class inventory items such as wooden rulers, and often disturbing friends during lessons in class, such as talking and threatening. Other characteristics found are disturbing friends while playing in the schoolyard and making noise when lessons are taking place in class.

This study uses the observation method in finding the data needed in the field. Observation is direct observation which is a powerful tool to test truth. This observation means seeing and observing the self so that observers can record behavior and events as they occur in actual circumstances. The advantage of the old observation technique is that it can understand complex situations and complex behavior.

The use of observation techniques in this study was intended to identify the aggressive behavior of the subject, while the implementation was carried out by the researcher himself and assisted by the fourth-grade teacher. To help smooth the implementation of the observation, an observation guide was made. Observations to observe the behavior of subjects in everyday life at school are carried out during breaks, during lessons, and during sports lessons in the field.

This study uses moderate participatory observation, so that research is not carried out continuously, only at certain times participating in activities or interaction processes in the school environment. This activity is carried out before entering school, in class, during recess, and when going home from school. In this study, it can be known directly about the relationship and interaction of aggressive children's behavior with people in the school environment, namely friends, classroom teachers, and other school staff.

The technique used by researchers in addition to observation is interviewing. An interview or interview is defined as a conversation, oral question, and answer between two or more people in depth (in-depth interview), which can be done by sitting facing each other physically and directed at a particular problem. The use of this interview technique is intended to be able to dig deeper into the problems of aggressive behavior, especially those carried out by research subjects.

The interviewers in this study were conducted by the researchers themselves, while the interviewees were the research subjects, fourth-grade teachers, close friends of the subject, the subject's parents, and local health center doctors, as expert resource persons.

In this study, the interviews were conducted freely guided, namely by using general interview instructions, for this reason, the outline of the questions needed to be prepared in advance before conducting the interview.

The preparation of the outline of the questions or the so-called interview guidelines is intended so that the interviews conducted do not widen from the focus of the questions set. This interview guide covers the characteristics of aggressive students, the factors that

cause students to become aggressive, forms of outlet for aggressive student behavior, the consequences caused by aggressive student behavior, and people's perceptions of aggressive students.

In this study, interviews with the subject and fourth-grade teachers were conducted at school during breaks, before entering school, and after finishing lessons. Interviews with the subject's parents were conducted at the subject's home, and interviews with doctors as expert resource persons were carried out at the expert's/doctor's residence.

The documentation method is used to obtain data by examining documents that have to do with the problem or subject under study. This documentation method is meaningful if the documents used are in the form of writing, monuments, or photographs. The document used in this study is a student's card to reveal the history and identity of the subject. Another document used is a report card (rapport), its use is to determine the subject's academic achievement, related to aggressive behavior.

Data validity is useful for obtaining the validity of the data needed in data inspection techniques based on certain criteria. The technique of checking the validity of the data used in this study is by using triangulation. Data triangulation is a data validity checking technique that utilizes something other than the data, for checking purposes or as a comparison against the data. Triangulation in this study includes:

1. Triangulation of sources, namely by comparing and checking back the degree of confidence of information obtained through different times and tools.
2. Triangulation of methods, namely (a) checking the degree of confidence of research findings with several data collection techniques, and (b) checking the degree of confidence of several data sources with the same method.
3. Investigator triangulation, which is using the observations of others for re-checking the degree of trust, thereby helping to reduce diversion in data collection.
4. Theoretical triangulation, which is done by thinking about logical possibilities related to research problems, with the support of data, information, and references that are adequate, representative, and accountable.

To obtain accurate data, in this study two triangulations were used, namely source triangulation and method triangulation [12]. Source triangulation is used to check the degree of confidence in the data, namely aggressive behavior. This source triangulation was carried out by several sources, namely fourth-grade teachers, Islamic religious education teachers, and other teachers. The triangulation method is the use of various methods to collect accurate data about the characteristics of aggressive behavior. The methods used in this research are observation, interviews, and documentation.

Data analysis is a process of arranging the sequence of data, and organizing it with interpretation, namely giving significant meaning to the data that has been obtained, explaining the pattern of the description, and looking for the relationship between the dimensions of the description.

Data analysis is intended to organize data. The data collected consisted of field notes about aggressive behavior, researcher comments about aggressive behavior by the subject, documents in the form of subject reports and students' cards, as well as the results of interviews. The job of data analysis is basically to organize, sort, group, and categorize the data obtained. After this process, conclusions related to the research

problem are drawn. If the results of data analysis can answer the questions in the research, it means that the research objectives have been achieved.

This research on aggressive behavior in elementary school students uses phenomenological-descriptive analysis. The phenomenological-descriptive analysis will be able to provide a real understanding of the subject's aggressive behavior as well as existing phenomena. The phenomenological-descriptive analysis will also be able to provide an accurate description of the state of the research subject based on the facts that appear as they are.

The approach used in the analysis of this research is an interactive flow model approach. This approach is an analytical model that integrates with the data collection process in a cycle, namely pre-field, implementation, and preparation of research results. The interactive flow analysis model contains three components, namely data reduction, data presentation, and conclusions or verification. The stages of inductive analysis with the interactive flow model can be explained as follows:

2.1 Data Collection

Qualitative data consists of words and not numbers. Data obtained from observations, interviews, and documentation were collected into one for further processing. Data collection is carried out as long as the required data is not sufficient, and will be stopped if the required data is sufficient for decision making.

2.2 Data Reduction

Data reduction takes place continuously during a qualitatively oriented project. Data reduction will appear when the research decides on the conceptual framework of the research area, research problems, and the chosen data collection approach. Data reduction will continue from field research until the final report is compiled. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that conclusions can be drawn and verified.

2.3 Data Presentation

To facilitate research, the next analysis activity is the presentation of data. The presentation of data is a collection of information that is structured and provides the possibility of concluding. With the data presented, it will be able to interpret the existing phenomena and compare these phenomena with the relevant theory. In this study, the researcher presents the data according to the results of observations and interviews in the field and is relevant to the existing theory.

This case study research on aggressive behavior in elementary school students was carried out for six months. The research procedures included research preparation, research implementation, and report writing.

3 Findings and Discussion

Observations of the subject were carried out while the subject was in class, in the schoolyard, and at home. The implementation time is when the subject is studying in class while playing in the schoolyard, and when playing at home. The subject is a child who is known not to be silent. No matter where you are, the subject is always moving or making a sound. When in class, it is not uncommon for subjects to interfere with the learning atmosphere, such as playing with a ballpoint pen, singing, or threatening a friend. Threats to this friend, various motives. Sometimes the subject threatens because he is annoyed with a friend who he considers to be chatty, talkative, or pretentious. At other times the subject threatens a friend for no apparent reason. Often the subject's threat to his friend is manifested by holding his arm, squeezing his hand, or even hitting him.

Another subject's behavior is speaking in class. The subject often invites his friends to chat, both those who sit at his desk and other close friends. Many of the subject's friends did not dare to refuse the invitation to chat, for fear of the subject. Among his classmates, the subject does have a larger body posture. This makes some of the subject's friends not dare to fight, but not all of them, because some dare to fight when the subject's actions are felt to be excessive. The behavior of the subject in class often makes the class atmosphere noisy. Teachers who teach also often give warnings on the subject. One of the positive sides of the subject is obeying when given a warning, and honestly admitting his mistake, but soon his behavior that cannot be silent is repeated. This is what often makes classroom teachers irritated because the delivery of subject matter is disrupted.

When playing in the schoolyard, the subject also likes to move to and fro. This is often seen if he has no friends to play with. There were things he did, such as: disturbing a group of girls, disturbing a group of children who were just playing, or even being nosy at holding the bodies of their friends, whether male or female. As a result, his friend will be angry and the subject seems happy if he is scolded like that. Many of the subject's angry friends are limited to shouting as a sign of annoyance. Some succumb to or ignore the behavior of the subject. If there is a friend of the subject who is angry and hits him, the subject does not hesitate to reply, even with more painful effects, such as hitting harder to cry, hitting with wood, or kicking. Often the subject's distracting behavior is indicated by a smile or a burst of laughter. This shows that the disturbing behavior is indeed pleasing to the subject. It also appears that the disturbing behavior is carried out by the subject to get the attention of his friends.

The target of the subject's aggressive behavior is not only his friends but also the surrounding environment. Often found the subject of cutting tree branches or pulling plants in the garden to beat his friends, or just for fun. In the classroom, the teacher often complains that the subject often uses a broken wooden ruler to beat the blackboard or desk during a recess.

In addition to having many negative impacts due to aggressive behavior, the subject also has several positive things, especially in the field of sports. Among his classmates, the subject is the fastest running, his soccer game is also widely praised by his friends. Physically, the subject does look healthy and strong, but it seems that the subject does not pay attention to body hygiene and the neatness of his clothes. This is inseparable from the lack of attention from parents and the economic limitations experienced by the subject's family.

Subject behavior at home is not much different from when at school. It's just that the subject seemed more afraid of his parents. The subject's aggressive behavior at home appears when he is playing with his younger brother who is still in the first grade of elementary school. His sister often cries when disturbed by the subject. Often the subject pinches his sister when she is excited, or even when fighting over toys. At home, the subject never broke the existing household appliances. This is possible because the subject is afraid of his parents.

When playing with his friends at home, the subject also looks aggressive and likes to disturb him, not much different from playing time in the schoolyard. The distance from the subject's house to the school is indeed very close, about a hundred meters, his friends at home are not much different from those at school. This causes the treatment of the subject to his playmates to be relatively not different.

Interviews were conducted with the subject, the subject's close friends, teacher IV, the subject's parents, and the local health center doctor. In this study, interviews with the subject and fourth-grade teachers were conducted at school during breaks, before entering school, and after finishing lessons. Interviews with the subject's parents were conducted at the subject's home, and interviews with doctors as expert resource persons were carried out at the expert's/doctor's residence.

Subjects were assessed by their friends as students who often do "*mblunat*" (naughty). The subject is often annoying and always wants to win himself when he plays. This resulted in the subject being often not invited to play by his friends at school. Such actions make the subject appear more aggressive in disturbing his friends. The way the subject interferes varies, for example, the subject holds a friend's hand, holds a girl's hair, prances in the middle of a crowd of students who are playing, and grabs the clothes of a friend who is playing.

When studying in class, the subject is often noisy. The behavior of such subjects makes fourth-grade teachers often irritated and angry. The noise made by the subject has an impact on the disruption of ongoing learning and teaching activities in the classroom. The noise made by the subject, for example, was shouting to call friends, criticizing friends who were advancing in front of the class, laughing at friends who they thought were funny, and making jokes that made their friends laugh.

When doing the assignments given by the teacher in class, the subject often cheated on his seatmate. Sometimes the subject also cheats on the work of other friends, if his/her classmate cannot do the assignments given by the teacher. Subjects admitted that they often had difficulty getting math assignments. Therefore, the subject often does the task as it is regardless of right or wrong. An example of a phrase is, "*Salah-salahan be sing penting disen!*".

The subject's behavior at home is not much different from his behavior at school, especially when playing with friends or siblings. At home, the subject often plays alone, if he starts to disturb his friends. This is because the subject's friends are reluctant to be followed if the subject interferes, such as playing cheating and behaving in a way that wants to win for themselves. Compared to his behavior at school, it appears that the subject has a little more respect for his friends, for example: if his friends are reminded, especially those who are more mature, the subject will obey.

The subject's relationship with other family members can be said to be normal. The closeness of the subject so far is to his mother and sister. This is possible because every day, the mother and sister seem often talk about the subject, even though they don't spoil it. The subject is more afraid of his father because the subject's father often scolds him if the subject is stupid. The term aggressive was not known to the subject's parents. When explained that aggressive behavior is behavior that likes to attack, disturb and destroy, it seems that the subject's parents can understand it. In the local language, aggressive behavior can be identified with the term "mblunat", although so far "mblunat" is more likely to be interpreted as naughty. The subject's association with his sister seemed less harmonious. Subjects often scolded their younger siblings, for example when their younger siblings didn't want to be asked to get their bags, when their younger siblings cried, and when their younger siblings didn't want to be invited to play.

The behavior of the subject when studying at home seemed unable to stay still. The subject looks "useg" (always moving) only. When studying the subject, he prefers to wait for his brother, the reason is that the subject can directly ask his brother if the subject has difficulty in learning.

At home, the subject is known to be diligent in helping parents work, such as looking for grass to eat goats. Even when asked to help with parental work, the subject often complied. However, when the subject is angry, for example, because he is annoyed with his sister, the subject is known as a child who often disobeys his parents' orders, especially when his mother is the one who ordered him. When helping his parents, the subject is agile at work. For example, when looking for grass, subjects usually get more results in a faster time than their peers.

During sleep, the subject's behavior was normal. There were no deviations or strange things found in the subject during sleep. Subjects are also known to rarely snore during sleep. Subjects usually sleep around 9.30 pm.

The study habits of the subjects are relatively irregular, but usually, the subject's study between 6.30 pm and 7.30 pm. The length of the study was often irregular, sometimes half an hour, at other times it was possible to study for an hour, but at other times the subject only studied for fifteen minutes. Television shows also determine the length of the subject to study every day. It often happens that the subject does not study at all because the television program is good and there is no homework. It seems that the subject is more motivated to study when there is homework alone. Usually, the subject learns in a makeshift place, due to the limitations of the learning facilities they have, namely on the mat or at the dining table.

The subject often nags and curses at his friends at home or school when he is angry, but to parents, and people older than himself, the subject has never been known to say inappropriate words, such as "misuh". To those who are younger than himself, such as a classmate, the subject seems too often swear/mumble. These inappropriate utterances usually appear when they are angry, annoyed, or when the subject is not invited to play.

The cause of aggressive behavior was recognized by the subject because he did not realize that his behavior was detrimental to others. The subject also often feels and is irritated by adults who often accuse him of being a naughty child who always makes mistakes. Sometimes the subject does not know that his actions are wrong, such as when he borrows an eraser from his friend on the opposite bench while the teacher is explaining

the lesson in front of the class. Often the subject does not realize that his behavior is disturbing others. For example, screaming when lonely and there are no friends to play with.

Subjects perform aggressive behavior as an outlet for harboring feelings of anger, both toward friends, teachers, parents, and siblings. Subjects often experience frustration in their daily lives, for example when they want to buy new shoes but their father has no money.

Another factor that is thought to cause aggressive behavior in the subject is that the subject has seen and felt aggressive behavior at home several times, which his father did to the subject or the subject's mother. At home, the subject likes action films, martial arts, and war that are shown on television. The subject's parents also often let the subject do aggressive behavior. If they make a mistake, the subject is often physically punished by his parents at home. Based on the interview, the subject has a history of aggressive heredity. The subject's father was known to his relatives and neighbors as a violent and aggressive person. Meanwhile, according to doctor Bambang, a doctor at the local health center, the subject has hormones and body chemistry that encourage aggressive behavior.

In the subject himself, his aggressive behavior resulted in the subject feeling the best among his friends, so the subject became more aggressive. Subjects often blame others when faced with failure, for example when doing group assignments. For his friends, aggressive behavior resulted in a sick body condition, because the subject was hit or slammed. The subject's aggressive behavior in class often makes the teacher angry and punishes the subject for making a lot of noise during the lesson. Another impact of the subject's aggressive behavior is the disruption of teaching and learning activities in the classroom, and the destruction of some class inventory items, such as wooden rulers, blackboards, and magic. At home, the subject's parents feel embarrassed when they hear the news that their child is lazy and "glowehan" (insolent and not serious about studying) at school.

The aggressive behavior of the subject raises various perceptions of people who are close to the subject. Among his friends, the subject is a student who often interferes, both when playing at school during recess and when playing at home. The subject's friends also judged that the subject was a brave student. Subjects are known to be not afraid to face danger, nor are they afraid to face people who are bigger than themselves when fighting. The subject frightens his friends because when he is angry, he looks very cruel. It is rare for a friend to dare to confront the subject when he is angry.

The fourth-grade teacher has a perception about the subject, that in class the subject often makes a mess with various actions, such as joking, calling friends, and screaming. Subjects are students who deserve punishment for their actions which are considered outrageous. This punishment is expected to make the subject deter and not repeat his actions. For other students, punishment can also provide an understanding that the behavior raised by the subject is inappropriate to imitate. The subject is a stupid child because he often cannot answer when asked by the teacher. Another indication is the subject's score is mediocre, and often gets bad grades on tests. This makes the teacher work extra hard to help guide the subject so that the subject can follow the lesson better.

Based on the perception of the subject's parents, it is said that the behavior of the subject that is different from other children can be seen from infancy. The subject's parents

observed that when the baby was a child, the subject's movements were extraordinary, different from those of his brother or other babies. The subject's parents realized that they were lacking in giving attention and affection to the subject so the subject became less controlled in behavior.

The perception of the local health center doctor, Dr. Bambang, is that the subject is a normal child. Subjects do not include extraordinary children who need to be sent to special schools. The subject is also not a child who is medically categorized as hyperactive, although the subject's movement activity is recognized as being above normal. This is considered an abundant energy potential that requires channeling. The cause of aggressive behavior in the subject, among others, comes from the instinctive behavior of the offspring which is formed through an evolutionary process that is controlled by certain stimuli. Based on the doctor's statement Bambang, medically/biologically aggressive behavior is also a response to hormones and chemical compositions that occur in the body.

Aggression is usually followed by physiological changes in the subject. When aggressive behavior occurs, the adrenal glands are triggered by the hypothalamus in the brain to introduce a chemical called adrenaline into the bloodstream [13]. This hormone has effects such as breathing faster so that oxygen can convert glucose into energy, the heart beating faster to carry extra oxygen in the blood to the muscles, and increasing blood pressure. Another effect is that the muscles stretch to act. After this process, the adrenal glands release another hormone called noradrenaline. This hormone acts against the effects of adrenaline. The effects of this biological process are feelings of disorientation, depression, anticlimactic feelings, and headaches. Biological processes like this are what cause emotional power and aggressive behavior to appear in the subject.

Another explanation of the subject's aggressive behavior can be seen from the results of the saliva test [14]. The results of a saliva test on the subject showed that the amount of cortisol (a stress hormone) in the subject, who is currently 12 years old, was low. The doctor said that from the initial examination, the hormone-forming genes in the deviant subject may be different than the genes belonging to normal students.

Based on doctor Bambang's explanation, it is known that there is a danger of aggressive behavior on the subject's physical and mental development, especially if the subject is not immediately directed/intensively educated, and if the subject does not get a positive means to channel the aggressive perpetrator. Channeling the subject's aggressive behavior as a great energy potential can be done with a variety of positive activities, for example, sports activities.

The documentation process is carried out to find further identity in the subject, namely with a personal notebook. In addition, the report card is also an important document, to find out the effect of the subject's aggressive behavior on the subject's achievement and the subject's classmates. . The average score is six. Since the first grade, the subject has never had an average score of five or seven, however, there are not many red marks either. The subject is also known to have missed a grade, name-ly during the first grade in the 1999/2000 school year. Looking at the subject's academic achievements, it appears that the results are not too bad, but also not good. This seemingly stagnant achievement has attracted special attention. Moreover, it is supported by the fact from interviews with the subject's friends, that the subject often cheats on tests. The fact that the interview

results at home also revealed that the subject was rarely studied. Based on the description above, it is suspected that the subject's aggressive behavior has little or much influence on his learning achievement.

4 Conclusion

4.1 Conclusion

Based on the results of the research described above, the following conclusions can be drawn:

1. The research subjects are fourth-grade students of one of the elementary schools in Banjarnegara, which are students who behave aggressively.
2. Aggressive perpetrators are antisocial acts that are manifested by damaging, injuring, hurting, or disturbing people or objects, both verbally and in actions. This trait appears as a manifestation of the self's desire to be more cared for, wanting to meet the needs of his life, and wanting to control his environment excessively.
3. Characteristics of aggressive behavior that appear on the subject can be classified into nonverbal and verbal. Characteristics of nonverbally aggressive behavior include: difficult to manage when angry, often fights at school, often destroys objects around him, likes to tease others, and often acting brutal / tantrums. Characteristics of verbally aggressive behavior that is often swearing / cursing.
4. The factors that cause aggressive behavior in the subject include biological factors, psychological factors, social context factors, and frustration factors. Biological factors found in the subject, namely a history of offspring who behaved aggressively from their parents, as well as the presence of hormones and body chemistry that encourage aggressive behavior, including adrenaline. Psychological factors that cause aggressive behavior in subjects are ego and superego weaknesses, anger because they are accused of being naughty students, not knowing that their actions are wrong, and not knowing that their actions are disturbing others. Judging from the social context factors, the causes of aggressive behavior in the subject include the experience of violence at home, imitating aggressive behavior from parents, often being punished physically, and imitating violent scenes on television. Another factor that causes aggressive behavior in the subject is the frustration factor, namely the lack of parental attention and the feeling of frustration that is often experienced, such as when you fail to do something.
5. The forms of outlet for aggressive behavior in the subject can be classified into nonverbal and verbal. Non-verbal forms of outlet include pulling clothes, throwing objects, hitting, kicking, snatching, and teasing/harassing friends. Forms of verbal outlet, namely shouting, making noise with jokes, and threatening friends.
6. Aggressive behavior carried out by the subject has a fairly broad effect, among others, experienced by the subject himself, namely psychologically, the subject is increasingly difficult to manage, more aggressive, and hated by his friends. Another consequence is academically, namely the achievement of the subject's learning outcomes is not good. For the subject's friends, the impact of the aggressive behavior that befell him is body aches, cannot concentrate on studying in class, and becoming

afraid of the subject. The result experienced by the teacher is that the teacher is often angry in class, hates the subject, and does not concentrate on teaching. For parents, the subject's aggressive behavior resulted in the emergence of annoyance to the subject and embarrassment because of the subject's aggressive behavior. Another impact of aggressive behavior carried out by the subject is the environment around the subject, namely: the class becomes noisy, many classroom inventory items are damaged, and causes the school atmosphere is not conducive to learning and teaching.

7. People's perception of aggressive behavior by the subject takes various forms. By his close friends, the subject is considered a naughty student, a bully, scary, but also brave. The fourth-grade teacher has the perception that the subject is a stupid student and a troublemaker, so he deserves punishment. The subject's parents have the perception that the subject has behaved aggressively since infancy. The subject's parents also realized that so far they had not paid attention to the subject. The expert resource persons, in this case, the health center doctor in the area where the subject lives, have the perception that the subject is still a normal child. Aggressive behavior of the subject, among others, comes from the heredity of his parents. Aggressive behavior of the subject is also caused by an increase in the hormone adrenaline above normal as well as changes in the chemical composition of the body. To avoid further negative effects, the subject needs to get intensive guidance immediately. The excess energy that the subject has should be channeled into positive things such as sports activities.

4.2 Implications

Based on the results of this study, it can be seen that aggressive behavior in the subject arises because of talent and environmental direction. The most influential environmental influences on the subject came from inattentive parents, and often set an example in favor of aggressive behavior, such as spanking, abuse, and scold excessively.

Aggressive behavior in the subject also arises because the education system in schools is lacking in providing intensive individual guidance to students who have deviant or maladaptive behavior, especially aggressive behavior. Aggressive behavior that is not identified early, and is not handled properly, will have counterproductive consequences for the implementation of education in schools. This kind of aggressive behavior will hinder the learning process in schools in general, and the classroom in particular.

Students who behave aggressively need to get serious and targeted treatment from all competent parties, such as class teachers, school principals, parents, experts, and community leaders in terms of personality, behavior, and social attitudes.

4.3 Suggestion

For school principals, they should implement policies that pay more attention to students who behave defiantly, especially aggressive behavior, so that solutions are immediately sought in a realistic and integrated manner, in the schools they lead.

For teachers, they should be able to provide directed and better guidance for students who behave aggressively, so that the classroom atmosphere remains conducive to the implementation of learning and teaching activities. Several alternatives for handling

students with aggressive behavior include (a) habituation of attitudes and behavior that is good and by applicable norms, (b) giving responsibility to students to behave aggressively, so that their energy potential will be channeled positively, such as by making them class leaders or picket team leaders, and (c) conducting individual guidance or counseling.

For parents, they should always provide education and good examples for their children at home, so that children will internalize socially acceptable values by the community. Some efforts that can be made by parents include (a) behaving properly and naturally, meaning without violence, (b) paying special attention to their children, and (c) training their children's responsibilities by doing chores at home that routine, such as sweeping, washing dishes, and fetching water for daily use.

Further research is needed on efforts to deal with students who behave aggressively, so that an effective and efficient treatment strategy can be found, for the success of education in the future.

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