

## The Aggressive Behaviour in Elementary School and Factors Can Be Influence

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### Abstract

The study aims to identify forms of aggressive behavior which are usually displayed by elementary students and analyze the influence of peer interaction, school discipline and authoritarian parenting on the aggressiveness of elementary school students in 4<sup>th</sup> and 5<sup>th</sup> grade at Elementary School 2 Bacin and Elementary School 3 Bacin Kudus. Quantitative research uses experimental research methods and comparative causal approaches. The sample selection uses purposive sampling technique. The sample characteristics used were students of grade IV-V Elementary School 2 Bacin and Elementary School 3 Bacin Kudus, based on screening raised by authoritarian parenting. Data collection uses observation and questionnaire scale. Data analysis using multiple linear regression with the help of SPSS 21 for Windows. Based on the results of the study, the most common form of aggressiveness is physical aggression in the form of fights between students that trigger violence. The results of the study also showed that there was a significant influence among peer interaction, school discipline and authoritarian parenting on aggressive behavior simultaneously ( $F_{\text{value}} = 3.920 > \text{from } F_{\text{table}} = 2.81$ ). The results of partial hypothesis testing showed that peer interaction and authoritarian parenting had a positive but not significant effect on students' aggressive behavior. School discipline has a negative and significant effect on students' aggressive behavior. Peer interactions, school discipline, and authoritarian parenting explain aggressive behavior by 20.4 %, while 79.6% are influenced by other factors such as ethological, sociological, genetic, situational influences and media violence.

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## INTRODUCTION

Student fights, bullying cases that often occur in schools are examples of aggression carried out by individuals and groups. Aggression according to Ahyani, and Astuti (2014) is defined as a way to fight very strongly, fight, injure, attack, kill or punish others. Aggression is not a new phenomenon. Aggression has occurred since 25.000 years ago between Greek people (Afiah, 2015).

Various cases of irregularities in elementary students' aggressive behavior have occurred. Renidayati (2016) noted the level of aggressiveness in children and adolescents raised 12-18% in 2015 based on data from the National Commission on Child Protection. Child Protection Agency in West Sumatra reported there is an increase in cases of violence in school-age children by 44.1% (Renidayati, 2016).

Aggressive behavior was carried out in the form of hitting, kicking, saying harshly, and taking money belonging to his friend. The case of aggressiveness experienced by students occurred in the case of a 5<sup>th</sup>-grade elementary school student who beat his peers to death.

Widodo, Hariyono, and Hanurawan (2016) also found cases of theft of student allowances named GL occurred on September 12, 2014, at Elementary School Raja Agung. This event is caused because students lack to get the attention of parents in terms of material (economic). Not only in Indonesia, but also PISA shows that the behavior of brats and aggressions that occur in Australia is caused by discipline as reported by Australia Plus ABC (2017). The phenomenon of aggression above may be due to peer interaction, school discipline, and parenting.

Krahe (2005) states that aggressive behavior can be caused by a variety of social conditions such as peer interaction, strict parental discipline and norm violations related to discipline.

Bandura considers aggressive behavior as a behavior that can be learned and not brought by an individual from birth. This behavior is learned through social environments such as interaction

with family and peer interaction as a form of modeling (Susantyo, 2011).

Interaction with peers is a source of social influence that is very relevant to aggression. Children who are rejected by peers from the age of 6 will have an impact on increasing further aggression. This is by the theory of "learning to be aggressive" which explains aggressive behavior refers to two general principles of learning, namely instrumental condition, and modeling.

Rianafik, Raharjo, and Wasino (2017) state that interactions between peers can influence character building in children. When children are in a family and community environment that has aggressive behavior, children learn to imitate/imitate aggressive behavior following the observed model (Tentama, 2012).

Authoritarian parenting by applying strict discipline to children is thought to be the cause of the development of aggression in children. The strict parents' discipline has a high relationship with the aggressiveness of their children because children consider corporal punishment as a form of action to overcome conflict. This finding is reinforced by Wilson opinion quoted by Krahe (2005) that violence carried out by families directly or indirectly through media shows can increase the possibility of aggressive behavior.

School discipline is implicitly interpreted as an effort to prevent acts of aggression in schools such as bullying and gang violence. Owelus research study cited by Krahe (2005) applies class rules to bullying as a way to deal with bullying problems in schools.

Bullying itself is one form of aggression carried out by peers at school. Yusuf, and Fahrudin (2012) specify the nature of bullying in schools may be given the designation name (mock), hurt verbally and in writing, hurt physically, taking advantage of the other students, and isolate a particular student.

Departing from the phenomenon of cases and explanations above, facts in the field were also collected related to aggressiveness in elementary schools. The results of observations and preliminary interviews at Elementary School

2 Bacin and Elementary School 3 Bacin Kudus showed that students who tended to behave aggressively and to misbehave were 4<sup>th</sup> and 5<sup>th</sup>-grade students. Their peer interactions still tended to be picky in making friends. Some students lack discipline in terms of wearing clothing attributes, learning in class or obeying other school rules. The results of the initial questionnaire (screening) given to grade IV and grade V at Elementary School 2 Bacin and Elementary School 3 Bacin Kudus showed that the most widely used parenting style was authoritarian parenting.

Various studies on student aggressiveness caused by peers, school discipline and parenting support this research. Research by Hitipeuw (2012) explains that students' aggressive behavior that occurs in elementary school is one of the behaviors that are difficult to be solved by teachers in the classroom so that it expert to help when the problem occurs.

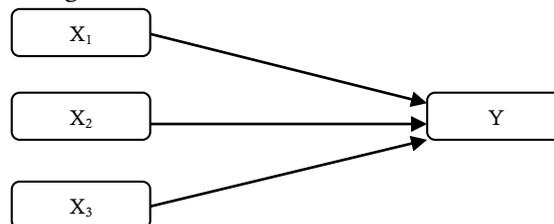
The research by Duru, Redzuan, Hamsan, and Shahrinin (2015) which states that peer attachment has a positive influence on children's intention to behave aggressively. Research Rahmawati (2012) states that there is a very significant positive relationship between discipline towards students' aggressive behavior. Research by Ghobieyshavi, and Mousavi (2015) describes authoritarian and permissive parenting can predict aggression in students.

This study aims to identify forms of aggressive behavior that are usually displayed by elementary students. The purpose of this study was also to analyze the effect of peer interaction, student discipline in school and authoritarian parenting on the aggressive behavior of students in the elementary school environment. Hope with this research can reveal the factors that lead to the aggressive behavior of elementary school students and provide solutions as an efforts to reduce and prevent aggressive behavior among elementary school students.

## METHODS

The research uses a type of quantitative research. The method used is expo facto with a comparative alley approach. Causal-comparative

research according to Sukardi (2012) is presented in Figure 1.



**Figure 1.** Causal Comparative Research

### Information

X<sub>1</sub> : peer interaction

(independent variable 1)

X<sub>2</sub> : discipline in school (independent variable 2)

X<sub>3</sub> : authoritarian parenting style

(independent variable 3)

Y : student aggressive behavior (dependent variable)

Cause variables (independent variables) are not manipulated because they have occurred

This research was conducted in two elementary schools namely Elementary School 2 Bacin and Elementary School 3 Bacin Kudus. Both of these elementary schools were chosen because the location of the elementary school is one complex with quite high aggressiveness in Bae Sub-District, Kudus Regency. The population in this study were all 4<sup>th</sup> and 5<sup>th</sup>-grade students of Elementary School 2 Bacin and Elementary School 3 Bacin Kudus totaling 119 students. Sampling using purposive sampling technique. The characteristics used in this study were: (a) 4<sup>th</sup> and 5<sup>th</sup>-grade students of Elementary School 2 Bacin Kudus and Elementary School 3 Bacin Kudus; and (b) 4<sup>th</sup> and 5<sup>th</sup>-grade students screening based (initial questionnaire) is nurtured using authoritarian parenting. The research subjects were 50 students consisting of 17 is 4<sup>th</sup>-grade students, and 8 is 5<sup>th</sup>-grade students of Elementary School 2 Bacin Kudus; and 10 fourth grade students and 15 fifth grade students of Elementary School 3 Bacin Kudus.

The variables used are the independent variable (X) consisting of peer interaction (X<sub>1</sub>), discipline in school (X<sub>2</sub>), and authoritarian parenting (X<sub>3</sub>). The dependent variable (Y) studied is the aggression behavior of 4<sup>th</sup> and 5<sup>th</sup>-grade students at Elementary School 2 Bacin Kudus, and Elementary School 3 Bacin Kudus.

The data collection method used is by observation and scale. Observations are carried

out directly and naturally by researchers. Observations in the form of observations of subject behavior that describes peer interactions, student discipline, forms of aggression in certain settings and frequency of occurrence in grades IV and V at Elementary School 2 Bacin Kudus and Elementary School 3 Bacin Kudus. The scale model used is a modification of the Likert scale (Rating scale). Preparation of instruments using items of statements or closed questions and are favorable (positive) or unfavorable (negative).

Validity test using try out. The tryout is done by taking a sample of 30 students of 4<sup>th</sup> and 5<sup>th</sup> grade at scale 4 Ngembalrejo Kudus. The reason for choosing this sample is scale 4 Ngembalrejo which has the same aggressive student characteristics. Researchers spread the scale of research to students; the data were analyzed by product moment correlation from Karl Pearson. Determination of item validity with a correlation coefficient  $r \geq 0.300$ . If a correlation coefficient of less than 0.300 then the item does not meet the criteria normally considered different power (Azwar, 2008).

Reliability test in this study is expressed by the reliability coefficient Cronbach alpha ( $\alpha$ ). Reliability is considered very satisfying if the coefficient reaches the number 0.80-1.00 (Azwar, 2008). Validity and reliability test using SPSS 21 for Windows.

This study uses two tests, namely: (1) test assumptions (prerequisites); and (2) hypothesis testing. Prerequisite test in the form of (a) normality test; (b) linearity test; and (c) multicollinearity test. The Normality Test is used to determine whether the variable scores studied are normally distributed or not. The normality test uses a One-Sample Kolmogorov-smirnov test. If  $p > 0.05$ , then the distribution is normal. If  $p < 0.05$ , then the distribution is not normal. Linearity test is used to test the relationship of each independent variable and the dependent variable in the study is linear or not. Linearity test uses variance analysis. If  $F_{\text{value}} < F_{\text{table}} (\alpha = 0.05)$ , then the relationship between variables is linear. If  $F_{\text{value}} > F_{\text{table}} (\alpha = 0.05)$ , then the relationship between non-linear variables. Multicollinearity test is used to

determine whether there is a relationship of influence between independent variables as a good regression requirement. Multicollinearity can be seen from the value of tolerance and the value of variance inflation factor (VIF). The general guideline used is the VIF value below 10 and tolerance below 1. All test processing assumptions (prerequisites) use SPSS 21 for Windows.

Hypothesis testing uses the Independent Sample t-test technique. The hypothesis test consists of t-test and F-test, data analysis using multiple linear regression. The t-test is used to determine the significance of the influence of each independent variable on the dependent variable. If  $t_{\text{value}} > t_{\text{table}}$ , then  $H_0$  is rejected so it can be concluded that there is a significant effect of each independent variable to the dependent variable. If  $t_{\text{value}} < t_{\text{table}}$ ,  $H_0$  is accepted so that it can be concluded that there is no significant effect of each independent variable with the dependent variable. The  $F_{\text{test}}$  shows how far the influence of independent variables in explaining the dependent variable simultaneously. If  $F_{\text{value}} > F_{\text{table}}$  then there is a significant effect of independent variables simultaneously (together) on the dependent variable.

## RESULTS AND DISCUSSION

The normality test in this study uses a One-Sample Kolmogorov-smirnov test. The results of the normality test are presented in Table 1.

Based on Table 1, the significance value ( $p_{\text{value}}$ ) is  $0.955 > (p_{\text{table}}) 0.05$  so it can be concluded that peer interaction, school discipline, and authoritarian parenting have a distribution of data that is normally distributed.

Linearity testing uses variance analysis with the help of SPSS 21 for Windows. The results of the linear test are presented in Table 2.

Based on Table 2, the value of F of the three independent variables (peer interaction, school discipline, and authoritarian parenting) on the dependent variable (aggressive behavior), each of them has  $F_{\text{value}} < F_{\text{table}}$  and the significance value of each independent variable on the dependent variable  $>$  significance level  $\alpha$

= 0.05. Based on this, it can be concluded that there is a linear relationship of each independent variable with the dependent variable. Multicollinearity test results can be seen in Table 3.

**Table 1.** Normality Test Variable of Peer Interaction, Discipline in School, Authoritarian Parenting and Aggressive Behavior

Variable	P <sub>value</sub>	P <sub>table</sub>	Information
Peer Interaction Discipline in school Authoritarian parenting Aggressive behavior	0.955	0.05	Distribution of data is normally distributed

**Table 2.** Linearity Test Results of Independent Variables with Dependent Variable

Independent variable to dependent variable	F <sub>value</sub>	F <sub>table</sub> (α = 0.05)	Sign	Sign level	Note
Peer interaction with aggressive	0.667	2.14	0.724	α = 0.05	Linear
School discipline with aggressive	1.625	2.03	0.128		Linear
Authoritarian parenting with aggressive	1.541	2.44	0.197		Linear

**Table 3.** Multicollinearity Test of Influence Independent Variables

Independent variable	Tolerance	VIF	Information
Peer interaction	0.881	1.135	There is no multicollinearity
Discipline in school	0.933	1.072	There is no multicollinearity
Authoritarian parenting	0.942	1.061	There is no multicollinearity

Tolerance value of three independent variables > 0.10. VIF value for all three independent variables < 10.00. Based on these data, it can be concluded that there is no multicollinearity (there is no correlation) among the independent variables.

Hypothesis testing uses multiple linear regression analysis. Hypothesis testing consists of t-test and F-test. The results of the t-test are presented in Table 4.

Based on Table 4 and the rules used, the following decisions can be taken: peer interaction has a positive and not significant effect on the aggressive behavior of students with  $t_{value} = 0.978$ , and the significance level is 0.333 greater than 0.05 (α = 5%). School discipline has a significant negative effect on students' aggressive behavior with  $t_{value} = -3.272$  and significance level is 0.002 smaller than 0.05 (α = 5%).

**Table 4.** t-test of Influence Each Independent Variable on The Dependent Variable

Variable	t <sub>value</sub>	Sign	Information
Peer interaction	0.978	0.333	Positive influence, not significant
Discipline in School	-3.272	0.002	Negative influence, significant
Authoritarian parenting	0.918	0.363	Positive influence, not significant

Authoritarian parenting has a positive and not significant effect on the aggressive behavior of students with  $t_{value} = 0.918$ , and the significance

level is 0.363 greater than 0.05 (α = 5%). The results of the F-test are presented in Table 5.

**Table 5.** F-test of Influence Independent Variables in Explaining The Dependent Variable Simultaneously

Model	df	F <sub>table</sub>	F <sub>value</sub>	Information
Regression	3.46	2.81	3.920	Peer interaction, discipline in school, authoritarian parenting significantly influence the aggressive behavior of students (together)

Decision making is based on Table 5,  $F_{value} = 3.920 > F_{table} = 2.81$ . Based on this,  $F_{value} = 3.920$  with  $df = 3.46$  and  $F_{table} = 2.81$  it can be said that there is a significant influence

among peer interaction, school discipline and authoritarian parenting on aggressive behavior simultaneously (together).

The coefficient of determination is used to determine the ability of independent variables to explain the dependent variable. The magnitude of the determination coefficient is seen from the value of  $R^2$  and expressed in percentage. The  $R^2$  value of 0.204 means that 20.4% of students' aggressive behavior (Y) can be explained by peer interaction variables ( $X_1$ ), discipline in school ( $X_2$ ) and authoritarian parenting ( $X_3$ ) while the remaining 79.6 % is influenced by other factors not examined such as ethological factors (internal energy from individuals factor), sociological factors (character of individuals who want to defend themselves by carrying out attacks or resistance), genetic factors, situational influences (weather and stress environmental influences), and media violence.

Data analysis using multiple linear regression. The linear equation from the regression results obtained is

$$Y = 97.779 + 0.116X_1 + -0.221X_2 + 0.193X_3$$

This interpretation shows that the higher peer interaction and authoritarian parenting will increase students' aggressive behavior, and the higher the school discipline will reduce students' aggressive behavior.

Various forms of aggressiveness displayed by the fourth and fifth-grade students of Elementary School 2 Bacin and Elementary School 3 Bacin Kudus are presented in Figure 2.

Based on Figure 2, the most aggressive form that occurs is physical aggression in the form of fights between students that trigger violence. This finding is different from the research of Murlidhar, and Shastri (2016) describing the characteristics and types of aggression in elementary school. The results of the study of Murlidhar, and Shastri (2016) showed that there was a very significant difference in the aggression displayed by boys and girls. Boys have significantly higher direct aggression. The results of this study found that aggressive behavior of students did not look at

gender. This study also found a form of aggressive behavior of students in addition to physical aggression and verbal aggression. Anger is an aggressive form as an emotional overflow shown by students. In each class, there are 10% of the number of respondents who have a fairly high level of emotions with the character of students who are easily offended.

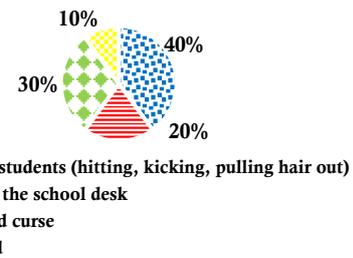


Figure 2. Form Diagram of Student Aggressive Behavior

The effect of peer interaction on aggressive behavior can be seen from the regression coefficient. The higher the peer interaction, the more aggressive behavior the students will increase because the coefficient is positive, which is 0.116. Data analysis following the findings of the facts in the field. Peer interaction in grade IV and class grade V students illustrates that students choose friends in groups. Female students avoid being friends with naughty, aggressive and annoying male students. Naughty and aggressive male students gather to form a gang to influence other students.

This finding is supported by Krahe's theory. Krahe explained that students could learn to be aggressive by imitating the behavior of others, namely their aggressive peers. Besides Krahe, research that almost the same is, Faris, and Ennet Research (2012), Wakoli, Kiptiony, Chemwei, and Chonge (2016) and Renindayati (2016) research. If the three previous studies only counted how much influence peers had on students' aggressive behavior. This study does not only test the influence of peer interactions on students' aggressive behavior. This study analyzes the causes of peer interactions can positively influence students' aggressive behavior. The findings of this study break the first hypothesis which suggests that there is a negative influence

between peer interactions on the aggressive behavior of fourth and fifth-grade students at Elementary School 2 Bacin and Elementary School 3 Bacin Kudus.

The regression coefficient between schools discipline and aggressive behavior is chosen by negative value aggressive behavior (-0.221). This shows that if the higher school discipline is applied, it will reduce students' aggressive behavior. Data analysis proves that the second hypothesis predicts that there is a negative influence between discipline in schools on the aggressive behavior of fourth and fifth-grade students at Elementary School 2 Bacin and Elementary School 3 Bacin Kudus. Previous research on the effect of school discipline on aggressive behavior includes research by Rusby, Foster, and Taylor (2007), research by Rahmawati (2016), and research by Jacobsen, Pace, and Ramirez (2016). These studies are almost equally clear that a good discipline can reduce aggressive behavior of children.

The difference between previous research and this study is that there are differences in the results of data analysis with findings in the field related to the influence of school discipline on aggressive behavior. This difference in results was due to differences in the discipline of teachers in both elementary schools 4<sup>th</sup> and 5<sup>th</sup>-grade teachers at Elementary School 3 Bacin apply discipline better than Elementary School 2 Bacin Kudus. This is a limitation in this study. We recommend that researchers need to pay attention to the characteristics of discipline level in each school because policies about different school disciplines affect the level of aggressiveness of students.

The regression coefficient between authoritarian parenting and aggressive behavior is positive, which is 0.193. The greater the authoritarian parenting used by parents will increase students' aggressive behavior. The results of the questionnaire also illustrate that most children often get physical punishment from their parents if they get bad grades. The habit of parents using physical punishment allows children to imitate violence in solving problems. Children use violence in their

behavior so that it can trigger aggressive behavior of students in school. According to Yusrani, and Handayani (2014) explained that children who are nurtured by authoritatively tend to be quiet and only obey their parents. This study has proven the third hypothesis that there is a positive influence between authoritarian parenting and aggressive behavior of grade IV and V students at Elementary School 2 Bacin and Elementary School 3 Bacin Kudus.

Some research studies examine the relationship of authoritarian parenting with students' aggressive behavior. Wilson (Krahe, 2005) which states that violence carried out by families directly or indirectly can increase the likelihood of aggressive behavior. Beside to Wilson, Suastini research (2011), Utami research (2016) also explained the positive influence of authoritarian parenting with the aggressive behavior of students. Different research results are shown in the researches of Wibowo, Wismanto, and Ruswita (2012) and the research of Lilia, and Djalali (2014). According to these two studies, there is no correlation between authoritarian parenting and aggressive behavior of students.

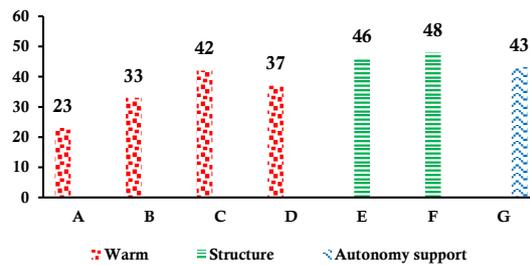
This study not only tested the positive influence of the author's upbringing authoritarian parenting on students' aggressive behavior but also analyzed the causes of authoritarian parenting which could affect students' aggressive behavior. However, this study has limitations so that it lacks the results of in-depth research on authoritarian parenting applied by parents. To get more in-depth results, it is better for authoritarian parenting research use triangulation of data obtained from (a) questionnaire/questionnaire shared with parents; (b) connecting notebook between parents or guardians of students, students and teachers in schools; (c) conducting interviews with several parents of students; and (d) observations in the form of home visit reports of several students related to students activities at home.

Hypothesis testing together among peer interactions, school discipline and authoritarian parenting towards aggressive behavior of 4<sup>th</sup> and 5<sup>th</sup>-grade students at Elementary School 2 Bacin

and Elementary School 3 Bacin showed that there was a significant influence among peer interaction, discipline in school and authoritarian parenting towards students' aggressive behavior simultaneously. The value of  $F_{\text{value}} = 3.920 > F_{\text{table}} = 2.81$ . Be some previous research related to the study. Aulia, Khafid, and Masturi research (2018) explained that the discipline of learning in children could be a medium for parenting in improving children's learning achievement. Budikuncoroningsih study (2017) on to explain there is the influence of peers and parents' parenting against the aggressiveness of students by 18.8%. Research by Fitriasari, Adi, and Astuti (2011) shows that there is a significant relationship among family, community, school and peer factors with adolescent aggression behavior. Research of Yahaya, A., Yahaya, N., and Idris (2012) also explains that the level of school aggressiveness students in Johor Baru is quite high. Factors that influence aggressive behavior are the background of family and peers.

The higher peer interaction and authoritarian parenting will increase students' aggressive behavior, and the higher the school discipline will reduce students' aggressive behavior. Authoritarian parenting applies strict discipline to children at home. Although both studied about discipline, it turned out that the influence of discipline at schools and discipline at home applied to authoritarian parenting had a different influence. This difference is due to authoritarian parenting, the aspects studied are not only about the problem of the discipline of children at home, but there are other aspects such as warmth in the family and the actions of parents who do not encourage independent child behavior (autonomy support). These aspects are then described in the indicators. The indicators are further elaborated into items of behavior that illustrate the authoritarian parenting of parents. The form of authoritarian parenting that appears of 4<sup>th</sup> and 5<sup>th</sup>-grade students of Elementary School 2 Bacin and Elementary School 3 Bacin Kudus is described in Figure 3.

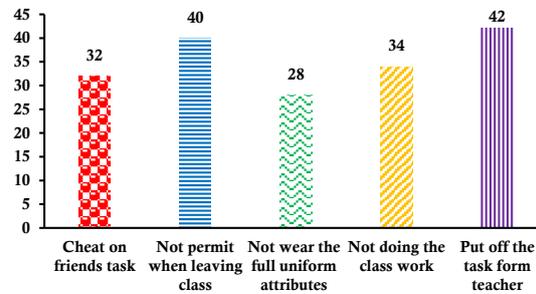
The forms of student discipline at school are not reflected in some of the behaviors depicted in Figure 4.



**Figure 3.** Diagram of the Forms of Authoritarian Parenting

Information:

- A = Parents are less comfortable to share
- B = Rarely communication with parents
- C = Compared with siblings
- D = Physical punishment on a bad grade
- E = Prohibition of playing until late noon
- F = The order from parents must be done
- G = Parents arrange children's schedule



**Figure 4.** Diagram of the Discipline of Students in Schools

Based on the two images, Figure 3 and Figure 4 show differences in forms of behavior that are illustrated by authoritarian parenting with a form of indiscipline in students at school. The effect of authoritarian parenting on the aggressive behavior of students in this study is not only limited to parental discipline applied by children at home. But also there are other aspects that are examined and contribute to the child's aggressive behavior, namely the warm aspect and the autonomy support aspect.

## CONCLUSION

The conclusion of this study, there is a significant influence among peer interaction, school discipline and authoritarian parenting on aggressive behavior simultaneously ( $F_{\text{value}} = 3.920 > F_{\text{table}} = 2.81$ ). Hypothesis test results were partially obtained: peer interaction and

authoritarian parenting had a positive but not significant effect students' aggressive behavior, and discipline in schools had a negative and significant effect on students' aggressive behavior. Peer interactions, school discipline, and authoritarian parenting explain aggressive behavior by 20.4 %, while 79.6% are influenced by other factors such as ethnological, sociological, genetic, situational influences and media violence.

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