



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 4 Tahun 2023 Page 6171-6183

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Assessment And Intervention Of Aggressive Behavior In Children

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Abstrak

Peran lingkungan keluarga dan masyarakat sangat penting dalam perkembangan perilaku anak. Oleh karena itu, lingkungan belajar yang positif sangat penting agar anak dapat belajar dan berperilaku positif. Pemberdayaan lingkungan masyarakat setempat (keluarga, tokoh masyarakat dan warga setempat) dalam pendidikan anak dengan perilaku agresif sangat penting untuk mengasumsikan bahwa masyarakat dapat menjadi panutan/teladan positif untuk pembelajaran yang positif. Hasil akhir penelitian adalah orang tua dan masyarakat sekitar dapat belajar dan mengetahui situasi terkini dan kondisi lingkungan anaknya dan dapat mengikutinya, menjadi contoh yang baik bagi tumbuh kembang anak, serta memperlakukan anak secara efektif mengurangi agresivitas anak. Perilaku Anak yang berperilaku agresif merupakan bagian dari fenomena kehidupan keluarga dimana tidak ada komunikasi antara anak dengan orang tuanya. Oleh karena itu, komunikasi fisik dan emosional antara orang tua dan anak tidak berkembang dengan baik. Anak-anak tumbuh tanpa pengawasan orang tua yang optimal. Selain itu, orang tua biasanya menghukum anak untuk menghentikan perilaku agresifnya, seperti memukul atau memarahi anak.

Kata Kunci : *Assessment, Intervensi Dan Perilaku Agresif Anak.*

Abstract

The role of the family environment and society is very important in the development of children's behavior. Therefore, a positive learning environment is very important so that children can learn and behave positively. Empowering the local community environment (family, community leaders and local residents) in the education of children with aggressive behavior is very important to assume that the community can be a positive role model for positive learning. The final result of the study is that parents and the surrounding community can learn and know the current situation and environmental conditions of their children and can follow it, become a good example for children's growth and development, and treat children effectively to reduce children's aggressiveness. Children's behavior that behaves aggressively is part of the phenomenon of family life where there is no communication between children and their parents. Therefore, physical and emotional communication between parent and child is not well developed. Children grow up without optimal parental supervision. In addition, parents usually punish children to stop aggressive behavior, such as hitting or scolding children.

Keyword: Assessment, intervention and aggressive behavior of the child.

INTRODUCTION

The role of the core environment (family) and community environment (community leaders, local residents) is very important in children's growth and development. The environment and its dynamics, including behavior, habits, conditions and cultures that develop in this environment, become a place for children to carry out the learning process and role models for children's growth and development, because that is where the dynamics are. Manifested. . environment for the child to occur. If the child is in an environment (family and society) that shows and treats him aggressively, then the child imitates and performs aggressive behavior according to the observed pattern. Therefore, a positive learning environment is essential for children to learn and develop positively. The child's environment, such as parents and society as a factor of change or a factor that influences the development of positive behavior of children, requires a correct understanding that it is very important for child development so that children get the right example of positive attitudes. So that children can emulate and model this positive attitude from their growth and development environment. It is expected that the cooperation of various parties in the child's living environment becomes an inseparable part, which is carried out together and for the benefit of the child's positive development. After all, it is assumed that each party in the cooperative environment can continue to strengthen themselves at the community level in general, so as to shape positive children's behavior and character, for example reducing children's aggressive behavior and improving behavior. of children. and the elderly in his neighborhood. The above is in line with the views of Baron and Byrne (1997), that the main factors causing the emergence of aggressive behavior can be learned from several approaches, one of which

is the learning (social) approach. The results of social studies studies show that this is not good for the development and social environment of children. Developing children learn about their environment through transferable modeling. Therefore, the environment (and parents/families, adolescents or older youth, and local community members) will be better if they can provide positive examples/examples so that behaviors that lead to aggressive behavior can be avoided (Thoyibah, 2019).

In addition, those who act as learning environments must train and provide good guidance to prepare their children to become individuals who can better control their behavior. Models represent behavior, learners observe/imitate models (reinforcement in models), behavior (learners' ability to code and store), symbolic code processing, triangular relationship diagrams of environments, personal factors and behavior. . The role of the family environment and society is very important in the development of children's behavior. Therefore, a positive learning environment is very important so that children can learn and behave positively. Empowering the local community environment (family, community leaders and local residents) in the education of children with aggressive behavior is very important to assume that the community can be a positive role model for positive learning (Huda,2023). The final result of the study is that parents and the surrounding community can learn and know the current situation and environmental conditions of their children and can follow it, become a good example for children's growth and development, and treat children effectively to reduce children's aggressiveness. Increased aggressive behavior in children is now common in Indonesia. Children do not know the meaning of aggression, but often they do. Reported forms of aggression include: insulting, refusing tasks, throwing objects, pressing, kicking, pushing to get what they want, harassing friends, hitting, irritability and fighting, and curiosity (Elisabeth, 2007).

The Kompas newspaper reported that an 8-year-old child fought with neighbors while playing. The two children then made a fuss and fought so that the victim cried because she lost the fight with the perpetrator (Kompas, 2021). The results of a study conducted by the Indonesian Child Welfare Foundation (YKAI) also showed that 5% of children living in Palu behave aggressively in case of conflict, for example children get angry and refuse to apologize when they make mistakes. . . . In addition, 21.6% of such children reacted with aggressive behavior when a friend angered them for thinking aggressive behavior was normal and normal (YKAI, 2022). The generally accepted description of the term aggressive is someone who harms, injures or harms others (Sulastri, 2021). According to Krahe (2005), aggressive behavior is any behavior that aims to hurt or hurt other living beings who do not want the behavior. Some researchers argue that aggressive behavior includes the intention to harm others, for example in Findling's (2003) study, aggressive behavior is classified as negative

human behavior that always includes pressure and threats, starting fights, using weapons that inflict serious damage, theft and violence against the victim, and physical cruelty. The most common form of aggressive behavior in children is caused by anger. Vasta and Haith (1992) note that a child's anger can manifest as aggressive behavior, i.e. physical and verbal. Physical aggression is an act that is intended to cause physical pain to another person, or an action that leads to that goal. Verbal aggression is communication with the aim of causing psychological pain to another person or leading to that goal. The results of interviews with guidance teachers showed that about 30% of school students behaved aggressively. Children in small classes (grades 1 - 3) express their aggression more often through physical behavior, while in large classes (grades 4 - 6) they express their aggression more verbally. Based on the DSM IV (Nitkowski et al., 2009), the most severe form of aggressive behavior in childhood and adolescence is classified as oppositional defiant disorder or conduct disorder. Opposition defiant disorder includes behaviors characterized by various forms of opposition, anger, and revenge, while conduct disorders are described as problematic behaviors and are manifestations of violence or aggression (Sulastri, 2021).

Behavioral disorders include, in detail, acts of violence, threatening others with weapons, torturing animals, stealing, intentionally damaging objects or violating rules. Children with aggressive behavior usually experience a lack of social skills (Elisabeth, 2007). This is because the child is not able to establish good communication, express negative emotions without hurting others, resolve conflicts without fighting, which in turn affects the emergence of group relationships or friendships. Another consequence is the deterioration of aggressive children's social relationships with their friends, thus hindering the social development of children in the environment where they live. In addition, children with aggressive behavior have difficulty adjusting (Safaria, 2004). He added that aggressive behavior (such as hitting, kicking, pushing and hostility) can lead to more extreme behavior such as assault and even murder. Children who behave aggressively are part of the phenomenon of family life where there is no communication between children and their parents. Therefore, physical and emotional communication between parent and child is not well developed. Children grow up without optimal parental supervision. In addition, parents usually punish children to stop aggressive behavior, such as hitting or scolding children. Elisabeth (2007) writes that punishment does not limit a child's aggressive behavior. Punishment reinforces aggressive behavior, frustrating children. The results showed that five-year-olds who often received light physical punishment from their parents had relatively higher levels of aggressive behavior, as shown by fighting, shouting, fighting and destroying objects or toys (Ardini, 2022).

This study focused on the aggressive behavior of grade V elementary school students aged 10 years by observing and measuring the aggressive behavior. The observed behavior

is physical and verbal aggression behavior that is obvious or visible. Physical aggression includes hitting, kicking, grabbing, bluffing or pushing and shoving. Verbal aggression includes: taunting, yelling, yelling and saying dirty things. Aggressive behavior is achieved by observing children before training. Aggressive behavior that is not addressed in time is expected to allow more aggressive behavior and the number of victims will also increase in the coming years (Ningsih, 2008). Aggressive behavior that a person exhibits from childhood can continue on its own until the person grows up if not handled properly. Children cannot control their emotions, especially negative emotions. A child's negative emotions are usually expressed in inappropriate ways, such as aggressive behavior. Emotion regulation is one way to help children manage their emotional needs. The child must be trained and given the skills to regulate his emotions so that the child can assess his emotions, regulate his emotions and express positive and negative emotions appropriately. Children who are able to regulate their emotions develop positive behavior and do not show aggressive behavior (Adiputra, 2017).

METHOD

This research is a systematic review using qualitative methods with metasynthesis techniques. Literature research is used as research. Based on the results of the search conducted, researchers conducted research by reading titles and abstracts to find out whether the articles read met the review criteria. This review is compiled from books, journals and articles, as well as a thesis that analyzes references to evaluation and intervention of aggressive behavior in children. The purpose of this literature review is to make it easier for authors to collect information to be used as a benchmark, frame of mind and hypothesize. The purpose of this study was to describe the causes of aggressive behavior in children and interventions to overcome aggressive behavior at school. As a data analysis technique, Miles and Huberman's interactive analysis technique consists of reducing data, presenting it and drawing conclusions.

DISCUSSION

Aggression is behavior aimed at hurting others, both physically and mentally. If you harm others by accident, this behavior is not classified as aggressive behavior. For example, pain from a medical procedure is not considered aggressive, even if it is done intentionally. On the other hand, the intention to harm others, but not necessarily, can be considered aggressive behavior. According to Dollard, aggressive behavior is an uncontrollable emotional response that leads to destructive, offensive, and hurtful behavior. This action can be directed towards another person, the environment or himself because of the deep frustration and disappointment of the person. The Indonesian Mental Health Working Group

states that aggressive behavior is a behavioral disorder, especially if the aggressive behavior is repeated and continuous and lasts for at least 6 months. Aggressive behavior violates the human rights of others in the form of violence, beatings, rape and innocent suffering of others. Aggression as stated by some experts has a fundamental similarity, namely destructive behavior both physically, psychologically and towards objects around it. Aggressive always shows rude behavior, attacks and injuries. Socially aggressive behavior is behavior that involves assaulting another person either verbally or physically. Verbal attacks, such as berating, taunting, or taunting, while physical attacks, such as pushing, hitting, and fighting. Aggressive behavior includes behavior that interferes with social relationships, namely breaking rules, open hostility (bullying younger or weaker children, mixing stars, fighting) or covert hostility (vindictive, grumpy, thief, liar) (Ardini, 2022).

Many theories explain the concept of emotion regulation, one of which is Thomson (1994) who defines emotional regulation as an internal and external process that controls, evaluates and modifies emotional reactions according to the goals of the individual concerned. According to Gross and John (2003), emotional regulation is thought or alertness that is influenced by individual emotions, how individuals experience and express their emotions. A person's thoughts and behavior are greatly influenced by his emotions. When people experience negative emotions, they are unable to think clearly or act outside of awareness. Emotion regulation is a person's ability to be aware of and regulate his thoughts and behavior in a variety of emotions, both positive and negative emotions. A person with good emotional regulation is able to control the urge not to perform impulsive behaviors such as self-harm, reckless behavior or physical aggression when experiencing emotional stress. According to Reivich and Shatte (2002), emotion regulation is the ability to remain calm under pressure. People with the ability to regulate their emotions are able to control themselves when upset and overcome anxiety, sadness or anger to speed up problem solving. Expressing emotions, both negative and positive, is healthy and constructive as long as it is done correctly. Reivich and Shatte (2002) present two important issues related to emotion regulation, namely calmness and focus. Individuals who can master both of these skills can help soften existing emotions, focus distracting thoughts, and reduce stress. There are three aspects of emotion regulation that play an important role in shaping the behavior displayed. The presence of a stimulus that causes positive or negative emotions can indicate appropriate behavior if a person is able to regulate his emotions. The first aspect is the assessment of emotions in emotion regulation, training people to understand the negative emotions experienced, recognize and interpret negative emotions, so that individuals can respond to emotions that arise with appropriate behavior (Ardini, 2022).

According to Gross and Thompson (2006), children can change their negative emotions

if trained to make emotional judgments. The child who can evaluate his emotions, also knows the causes and effects of negative emotions, significantly influences changes in his behavior. Nuryanti (2008) added that school-age children begin to understand causal relationships, and when they grow up children are able to recognize their emotions, another aspect, namely emotional regulation, also affects changes in individual behavior. to perceived negative emotions. Emotional regulation can be done through exercise and relaxation. Gross and Thompson (2006) note that exercise and relaxation are ways to manage negative emotions such as anger and sadness and can be used to reduce disruptive psychological behaviors such as aggressive behavior or depression. People who are able to regulate their negative emotions more easily control their emotions and find the right way to deal with these emotions and also display the right behavior. In accordance with the stages of emotional development, children also begin to learn to control and manage the negative emotions they experience (Santrock, 2002), so that the process of emotional regulation can be applied to children from school age. The third aspect, namely the expression of emotions, also affects changes in individual behavior. In general, children and adults are better able to regulate their emotions when they find the right way to express their emotions (Gross and Thompson, 2006). In addition, emotional expression also influences changes in maladaptive behavior such as depression and aggression. Expressing feelings, including expressing familiar feelings, helps people, including schoolchildren, to express their emotional needs. In school, children are able to describe their experiences and express their thoughts and feelings so that if children manage to express their feelings appropriately, then the behavior that occurs is also appropriate. The process of emotional regulation is a process that develops slowly and gradually (Schore, 2003). At first, children rely heavily on external media such as parents to control their emotions. In later developmental periods, children are better able to manage their negative emotions over the years by talking to others and negotiating to overcome problematic situations, which is a process of emotional regulation (Astuti, 2022).

INTERVENTION

Behavior is formed by learning from the surrounding environment, through direct experience or by observing the behavior of others around, and aggressive behavior is behavior that is formed due to the influence of these factors so that there is a need for training programs or interventions. reduce this aggressive behavior. Bringham (1991) there are three factors that influence aggressive behavior (Hunainah, 2021); learning, confirmation, model imitation

This intervention or training is a learning process that is expected to change or change the behavior of subjects / participants before training is given after training, so that

participants have a learning process in a positive direction. In his book *Introduction to Psychology* (1978), Morgan defined learning as a relatively permanent change in behavior that occurs as a result of training or experience. Sears et al. (1988) state that behavior is usually a learned response resulting from reinforcement. Behavior can be formed by rewards and learning by rewards. If the influence of the behavior is negative, it can reduce the behavior. Aggressive behavior can have negative consequences, so it is expected that the education provided can reduce children's aggressive behavior by applying reward methods both verbally and non-verbally to reinforce aggressive behavior. Imitation is imitating the character of the model in such a way that his entire behavior becomes similar to that of the model. The modeling process is that children have a strong tendency to imitate certain figures, one of which is the parents, because they are the closest people to the child. Sears et al. (1988) say that the most likely role model for children is their own parents, the child's aggressive behavior depends largely on how parents perceive themselves and themselves. Therefore, the main target of this training or intervention as the object of research is parents, with the thought that aggressive behavior of children is very dependent on how parents treat their children (parenting style), so parenting / parental behavior becomes very important. in this training. The better and more positive so that they can be good role models for their children. This approach is often referred to as Albert Bandura's social learning theory which states that all behavior is the result of learning that occurs by imitating or imitating behavior in social situations. Bandura (1977) revealed that the process of observation or attention is very important in learning (modeling) behavior because new behaviors (competencies) cannot be obtained without the observation and attention of learners (Hunainah, 2021).

Handling Aggressive Behavior in Children

1) Group discussions;

a) talk to parents about all the behaviors that occur, the forms of child delinquency that arise are stubborn, annoying, like to hit, lazy to study, do not want to go to school, argue, speak rudely, refuse, difficult. controlling, criticizing, shouting, throwing objects, hitting, hitting or cursing and difficulty controlling themselves (Mariah, 2019).

b) find out for example the source of child crime; family (parenting), environment (including school environment, playmates, community where you live) and television media.

c) What things do parents do to cope, such as child delinquency? advice by yelling, berating it, hitting, inviting trade, giving in, promising etc.

d) The effects of treatment on children include crying, silence, rebelling, depression, bedwetting, withdrawal and others.

2) Psychoeducational session material (causes of juvenile delinquency perspective of Bandura's social learning theory), forms of models that are not suitable for shaping children's

behavior and psychological development, characteristics of good character models. Support children's behavioral and psychological development, how to form good behavior in accordance with social learning principles, and how to improve self-control when dealing with children.

3) Role-play Session Role-play is the last session, ie. Train the skills to implement programs and overcome children's aggressive behavior based on the results of group discussions and psychoeducation. Each participant practiced 25 ways of speaking and practiced listening and behaving according to parenting principles by first making a model. In this training we call aggressive behavior as delinquent behavior in children, so that participants who are mostly ordinary people who do not know psychological terms can better understand them.

Group discussions, in this discussion are conducted to raise awareness about forms of juvenile delinquency. The purpose of the discussion material is to provide understanding and awareness to participants about their child's aggressive behavior, participants are guided to know, understand and be aware. Forms of juvenile delinquency, causes of juvenile delinquency, what parents do to address juvenile delinquency, the impact of parenting on children's behavior (Mariah, 2019).

The participants reflected on what had been done so far in the fight against child crime and also realized the influence of their behavior (parenting style) on the child's behavior and psychological development to create understanding among the participants. Psychoeducation, psychoeducation is given to increase participants' understanding of the characteristics of good role models, support children's psychological development and provide skills to improve self-control. At the beginning of the illustration of the results of the previous session discussion, in this session participants get an overview or understanding of the problems of raising children in their own environment, and it turns out that so far participants have done it. . Many mistakes training your child in unfamiliar behavior can have quite significant negative consequences. What they thought and did all this time, what they thought was right, in raising children turned out to be wrong. They train children by punishing more often, without rewarding, more often by yelling, scolding, letting go, giving up, etc. They do not raise their children with their hearts and do not use their emotions to understand the child's condition. Finally, participants know and understand the forms of juvenile delinquency, the causes of juvenile delinquency according to Bandura's social learning theory, understand various models that are not suitable for shaping children's behavior and psychological development, know the characteristics of good models that support children's psychological development, understand how to formulate good behavior according to social learning principles, and acquire techniques to improve self-control when communicating with child. After delivering the material, it was followed by a question and answer session based on the

experiences and cases of participants (Rahmat, 2018).

Role play begins with observing the results of activities on the first day, so that in the discussion and psychopedagogic session. In this session, the trainer asks at the beginning what participants do when their children behave aggressively, what to say and what to do. The participants answered the question and some people said that if they want to convey something serious to their child, it is delivered without the child's attention, not serious and often influenced by the feelings of parents. Some participants consisting of various characters tried to treat their children differently according to the character of the participants, some were angry, some just said "no". After that, 25 ways of speaking are practiced for children to listen to as a principle of child processing. Then there was an interactive discussion on how to deal with the child effectively, participants were asked to identify the events they encountered with their own child and how the participant's behavior and other participants could respond based on the experience, before the trainer interceded and practiced effectively. . The way the coaches provide role play examples (Rahmat, 2018).

Eitington (1996) states that education is a means for an individual or group of individuals to acquire certain knowledge, skills or behaviors so that they can be applied in daily activities. The educational model with Albert Bandura's social learning method with the principle of transfer modeling provides many opportunities for trainees (parents and the surrounding community) to learn to become characters / models who become good role models for their children. Trying to educate children in their basic environment so as not to lead children to aggressive behavior. After role-playing, participants have the knowledge and skills to become role models for their children, implementing behaviors that can control and reduce children's aggressive behavior (Rusmana, 2020).

CONCLUSION

Highly aggressive behavior, such as being rude, resistant, unruly, criticizing, yelling, throwing, hitting, spitting, or swearing. In addition, children are generally difficult to control themselves, mostly dominated by high and unstable emotions, which leads to aggressive behavior, early puberty, and also a lack of ways (honesty, respect, mutual respect, etc.) to reduce the aggressiveness of the child. Aggressive behavior, it is necessary to prevent and handle aggressive behavior of juvenile delinquency as an image. Albert Bandura's social learning approach to training/intervention with the principle of modeling (transitional model) provides many opportunities for families and communities to learn to be role models for children in an effort to educate their children. in and around the nuclear environment. As the child's main environment, parents play an important role as role models who can effectively reduce children's aggressive behavior. However, it is assumed that the local community

knows how to treat children and equip them with positive attitudes and behaviors, so that the child's attitude and behavior show in accordance with the role model or environment to be observed/displayed.

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