

The Phenomenon of Learning Social and Moral Skills on the Aggressive Behavior of Elementary School Students

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ABSTRACT

It is suspected that there has been aggression in the school environment, including at the elementary school level. Concrete efforts are needed to reduce aggression behavior in schools carried out by fellow students, because the impact of aggression behavior inflicts prolonged psychological trauma on victims of aggression. This type of research is quantitative research with a post-test only experiment design. The aggressiveness scale is used to measure aggression behavior that has met the item discrimination and reliability indexes. The research data were analyzed with the Mann-Whitney non-parametric test, resulting in significant differences in aggression behavior of group students who acquired character learning, social skills, and morals with control group students. The aggression behavior that acquired character learning, social and moral skills was lower than the aggression behavior of the control group students. These findings suggest that character learning, social and moral skills have an effect on students' aggression behavior.

INTRODUCTION

Aggression behavior in children is an important issue in the field of child development psychology. Aggression behavior can be detrimental to both the individual experiencing it and the surrounding social environment. Children who exhibit aggression tend to face challenges in interacting with peers, teachers, and family. In addition, acts of aggression also have a negative effect on the teaching and learning process in elementary schools. FSGI said 4 cases occurred at the beginning of the new school year in July 2023. The majority of violence cases occurred in elementary schools (25%) and junior high schools (25%), then in high schools (18.75%) and vocational schools (18.75%), MTs (6.25%) and Islamic boarding schools (6.25%) in several cities spread across Indonesia (Yulianti, 2023).

Looking at the data on cases of aggression behavior cases in Counseling Guidance at school X shows that there is an increase in the number of severe cases from 3 cases every month to 8 cases in a month, especially in cases of aggression behavior problems. Referring to the ISO 21001: 2018 standard, the management system of educational organizations in schools X the limit of severe cases in one month is 10 severe cases, not including moderate cases or mild cases (BK Mudipat Rules Chapter 1 Article 6e). Problem Data Cases previously, the school had 3 severe cases every month that were referred to Guidance Counseling. Now, the number of severe cases has risen to 8 cases in a month. The increase is mainly related to cases of aggression behavior problems. Referring to ISO Standard 21001: 2018: international standards for education management systems have a limit of severe cases in one month is 10 severe cases.

LITERATURE REVIEW

Enopadria (2018), suggests that aggressive behavior in adolescents is a problem that needs to be addressed and analyzed related to the causative factors, namely family, community, school, and peer factors. Social control factors themselves are the most dominant factor associated with aggressive behavior in adolescents, so effective intervention is needed to reduce it. Some examples of character learning that can be done to reduce aggressive behavior in elementary school students include sociodrama techniques that classical learning using sociodrama techniques have been proven effective in reducing aggressive behavior of grade V students at SD Negeri Pegirikan 03 (Azizah, 2013). Sociodrama helps students to practice dealing with conflict situations and expressing feelings constructively. Group counseling is the application of effective group counseling to reduce students' aggressive behavior in MAN 2 Pidie (Indrayana, 2019). Group counseling helps students to share experiences and learn from each other in overcoming aggressive behavior. Empathy education by teaching students to appreciate the feelings and perspectives of others can help reduce aggressive behavior (Chadijah, 2018).

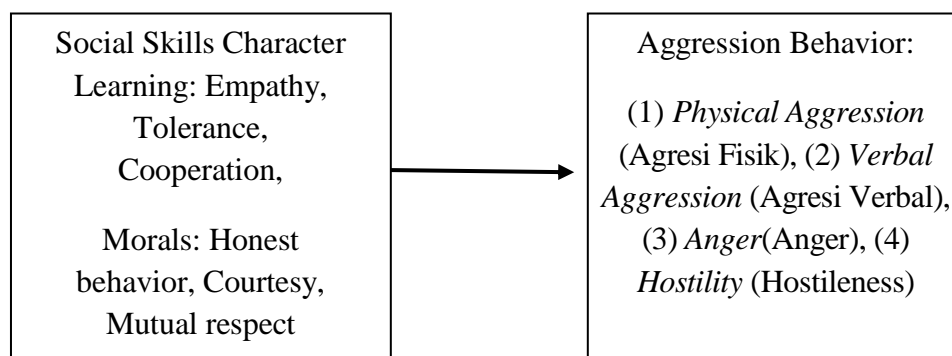
Empathy education can be done through discussions, role-playing, and activities that involve cooperation between students. Anger management training by teaching students how to manage emotions, such as anger,

frustration, and disappointment, can help reduce aggressive behavior (Jolita, 2020). Anger management training can involve relaxation techniques, meditation, and strategies for coping with negative emotions. The development of social skills by teaching students good social skills, such as communication, conflict resolution, and cooperation, can help reduce aggressive behavior (Herlina, 2021.). Social skills can be taught through group activities, games, and discussions. The implementation of character learning requires support from teachers, parents, and the school environment is essential to help students develop more positive and constructive behaviors.

Understanding the problem of aggression behavior can provide more effective solutions to overcome negative impacts such as disruption in the teaching and learning process, its effect on student well-being, and its impact on the school environment. A deep understanding of character learning social skills that includes the development of empathy, tolerance, and mutual cooperation is needed, Setiana (2020). Learning moral character includes honest behavior, courtesy, and mutual respect to be a way out to reduce the impact of aggression behavior on students. The frame of mind that has been presented, it can be concluded that aggression behavior in the experimental group that received character learning had a lower level than the control group that did not receive character learning. Through the application of character learning in accordance with the independent curriculum model of character education, students are given material on aggression behavior so that they can understand the effects and influence of aggression behavior on themselves and others.

Based on the theoretical description above, the explanation in the literature review and some relevant research results, a research hypothesis can be formulated, namely there are differences in aggression behavior between students who obtain character learning social and moral skills and students who do not obtain character learning social and moral skills. The aggression behavior of students who acquire character learning of social and moral skills is lower than that of students who do not acquire character learning of social and moral skills.

The flow of thought in this study can be summarized as follows:



METHODOLOGY

This study used true experiments using posttest-only control group design, where researchers both did post tests to the control group and experimental group but only the experimental group received treatment. The population in this study was grade 6 students with an age range of 11-12 years at SD Muhammadiyah 4 Pucang Surabaya who experienced problems of hostile behavior. The sample in this study is grade 6 students for the 2023-2024 school year whose aggression behavior is classified as moderate and high. Then, researchers randomly selected samples from these groups. The results of the selection with cluster random sampling obtained class 6A and class 6D as research samples. Determined class 6A as the experimental group and class 6D as the control group.

The stages carried out in this research include three stages, namely the research preparation stage, the experimental implementation stage and the research evaluation stage. The hypothesis test in the Post-Test Only design states that there is a significant difference between the experimental group given character learning and the control group that is not given character learning. To determine the level of significance to be used in the hypothesis test. Results of analysis using the SPSS 23 program for windows non-parametric test analysis Mann- Whitney.

RESEARCH RESULT

The dissertation data obtained that aggression behavior in the experimental group was very low category = 46 to 91 with a frequency of 29 students (100%). While aggression behavior in the control group in the high category with a frequency of 2 students (6.89%) and in the sufficient category there were 27 students (93.10%). This proves that there is a significant difference between aggression behavior in the control group and aggression behavior in the control group. The results can be seen in the table below:

Table 1. Aggression Behavior Level Data Ex. Control and Experiments

Interval	Categorization	Control Group		Experimental Group	
		Frequency	Percentage (%)	Frequency	Percentage (%)
184 - 230	Very High	-	-	-	-
153 - 183	high	2	6,89%	-	-
123 - 152	average	27	93,10%	-	-
92 - 122	Low	-	-	-	-
46 - 91	Very Low	-	-	29	100%
Total		29	100%	29	100%

Source : SPSS 23 for windows

Hypothesis testing is carried out to determine whether or not the hypothesis proposed is accepted. The hypothesis test of the study was conducted based on changes in aggression behaviour of elementary school students. In post-test only experiment design, hypothesis testing is used to evaluate whether there is a significant difference between two groups

(experimental group and control group, if any) in the dependent variable after treatment is administered. This hypothesis test aims to measure whether the effect of the treatment is the result of the treatment itself.

The results of the data analysis obtained that the average aggressiveness behavior that received character learning (mean = 76.90) was lower than the aggression behavior of students who did not receive character learning in the control group (mean = 141.69). This finding shows a research hypothesis that proves that character learning has an effect on students' aggressiveness behavior. The results can be seen in the table below.

Tabel 2. Average Scores of Experimental Group and Control Group

Group	Aggression Behavior	Mean	Information
Experimental Groups		76,90	Low aggression behavior
Control group		141,69	High aggression behavior

Source : SPSS 23 for windows

DISCUSSION

Character learning involving social and moral skills such as empathy, tolerance, mutual cooperation, honest behavior, courtesy, and mutual respect, Setiana (2020). Not only does it provide ethical guidelines, but it also creates an environment that supports positive emotional growth. Through the reinforcement of values and the development of interpersonal skills, students can build healthy relationships and resolve conflicts without eliciting aggressive behavior. This underlying psychological dynamic creates a solid foundation for reducing aggression behavior. Aggression behavior arises not due to congenital factors born from the child. However, because children have not gained knowledge about solving problems that have not been learned and no one has educated. So it is very necessary to learn this character in every school and developed according to the development needs.

CONCLUSIONS AND RECOMMENDATIONS

This study seeks to provide solutions and prove that by implementing character learning, it is hoped that children's aggressive behavior in elementary school can be reduced and a conducive learning environment can be created. The results of the Mann-Whitney non-parametric test analysis obtained $Z = -6.544$ with $p = 0.00$ ($p < 0.05$) which means there is a significant difference in the aggressiveness of group students who obtain character learning with the aggressiveness of control group students. The mean aggressiveness of those who obtained character learning (mean = 76.90) was lower than the aggressiveness of the control group students (mean = 141.69). This finding shows a research hypothesis that states character learning affects student aggressiveness. The results of this research can be used by all interested parties as a reference to create character education curricula in schools and learning materials. The maximum character learning process will be able to solve the problem of aggression behavior in children so that it can provide benefits for the development of the golden Indonesian generation, not anxious Indonesians.

ADVANCED RESEARCH

This research has several suggestions that can be done through the character learning process carried out through three approaches, namely learning through inspirational stories, direct student involvement according to needs (secret letters) and learning that produces real actions in the form of student work (posters). Students are not only good at solving academic questions, but students also have soft skills in conveying their problems. Discuss with common sense, and produce effective solutions or problem solving. The implementation of character education is carried out through an educational curriculum that is oriented towards building the character of students. Thus, character learning can be obtained through a holistic approach, involving various aspects of student self-development, and integrated into curriculum and learning activities.

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