

Increasing student identity in preventing student aggressive behavior

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Abstract

The low self-identity of students causes aggressive behavior. The phenomenon of aggressive behavior is the act of attacking others directly or indirectly to hurt others both physically and psychologically. Aggressiveness among adolescents is increasing from year to year, based on data released by the Central Statistics Agency, in 2007 it was recorded that 3145 adolescents aged ≤ 18 years of age became criminals and continued to increase to 3280 in 2007, and 4123 in 2008. Self-identity is one of the factors that influence the emergence of aggressive behavior. The purpose of this study is to describe the self-identity of students at SMK Muhammadiyah 1 Padang City. This research uses descriptive analysis. The sample of this study was 114 students who were taken using purposive sampling technique. The instrument used was "Self-identity scale in preventing aggressiveness" with a reliability value of 0.881. The results showed that: (1) the aspect of Identity diffusion was in the medium category with a percentage of 67%; (2) Identity foreclosure aspects are in the medium category with a percentage of 39%; (3) the Identity aspect of the moratorium is in the low category with a percentage of 45%; and (4) Identity achievement is in the low category with a percentage of 41.2%. The results of the study generally show that the students' self-identity is in the medium category with a percentage of 71.1% and it needs to be improved in order to prevent aggressive behavior.

Keywords: Self-Identity and Aggressive Behavior

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Introduction

Aggressive behavior is physical behavior that damages and injures others, which causes other people to experience suffering, both physically and psychologically (Karneli, Firman, & Netrawati, 2019). The phenomenon of aggressive behavior is an act of attacking directly or indirectly with the aim of hurting or injuring the victim both physically and psychologically

(Arif et al., 2019). Aggressive behavior is a serious problem among adolescents today, which has a negative impact on the victim and also for individuals who engage in aggressive behavior.

Currently, some teenagers show negative behavior, one of which is aggressive behavior (Zulaiha, Husen, & Bakar, 2019). Negative behavior is not a characteristic of normal adolescent development, adolescents with good developmental stages will show positive behavior (Hidayat, Yusri, & Ilyas, 2015). An increase in aggressive behavior is not only happening in Indonesia, but in European and American countries there is also an increase in aggressive behavior among children and students in schools, the increasing number of aggressive behavior reflects the seriousness of the problem (Alhadi, Purwadi, & Muyana, 2017). Adolescents who choose to engage in aggressive behavior to get recognition from others without thinking about the consequences (Wulandari, Firman, & Solfema, 2020).

Based on the results of research by Sriwahyuningsih, Yusuf, & Daharnis (2016), the level of aggressive behavior of students is in the medium category with a percentage of 66.97%. Pratama, Syahniar, & Karneli's (2016) research results also show that aggressive behavior in students is in the moderate category with a percentage of 46%. The results of the research by Aulya, Ilyas, & Ifdil (2016) also showed that the aggressive behavior of male students was in the high category with a percentage of 23% and the aggressive behavior of female students was in the high category with a percentage of 18%. In general, the aggressive behavior of students at SMP Negeri 16 Padang is in the high category with a percentage of 58.37% (Sagarmatha & Karneli, 2020). Based on some of the research results, it shows that the aggressive behavior of the students is in the high enough category.

KPAI data (2016) shows that during January-July 2016 there were 62 cases of physical violence, 23 cases of psychological violence, 86 cases of sexual violence, 41 cases of brawl and 93 cases of bullying with teenagers as perpetrators. Student brawl cases also continued to increase, throughout 2013 the total cases in Indonesia had reached 255 cases with a total of 20 students killed compared to 2012 which had 147 cases (Aji, 2013). The results of the study proved that acts of violence and aggressiveness were carried out by some teenagers (25%) in West Sumatra, by committing one type of violence and aggressiveness, namely: hitting, cursing, slapping and threatening. The intensity of the actions taken included: killing, causing the victim to be hospitalized, injured, detained by the police himself, and injuring himself (Nurmina, Firman, Zaheydam & Ferawati 2003).

Eliasa (Rahma, Sumi, & Faizah, 2019) explained that the factors that can influence juvenile delinquency are the identity factors of adolescents, family, school and social environment. According to Santrock & Kartono, the factors that influence student aggressiveness include self-identity, self-control, age, gender, and the socio-economic environment (Herawati, Nirwana, & Syahniar, 2018). Adolescence is a period of searching for self-identity and also a period of establishing social relationships with peers (Aulya et al., 2016). One of the factors that influence aggressive behavior is the formation of self-identity (Morsunbul, 2015).

The results of the research of Irianto, Aimon, Nirwana, & Prasetia (2018) that the self-identity of adolescents shows that they are still at the level of unattainability, in the aspect of identity achievement with a percentage of 26.67%, and the aspect of identity moratorium with a percentage of 4.67%, the aspect of identity foreclosure with a percentage of 2.67%, and identity diffusion with a percentage of 2% which is stated to be very unattainable. Rahayu, Nirwana, & Netrawati's research results (2021) also show that the identity achievement aspect is in the low category with a percentage of 26.3%, and the identity moratorium aspect is in the

low category with a percentage of 5.8%, the identity foreclosure aspect is in the low category with a percentage of 18.8 %, And the identity diffusion aspect is also in the low category with a percentage of 7.9%. In accordance with the results of the research above, it is necessary to form and improve the identity of students in schools.

Adolescence is a critical period marked by the emergence of a tendency to conduct deviant behaviors (Retnowuni & Linda Yani, 2019). Adolescence is a period of self-identity crisis, adolescents who experience an identity crisis need to improve their identity (Rahayu et al., 2021). Adolescence is a period in the search for his identity (Ramdhanu, Sunarya, & Nurhudaya, 2019). Adolescents who fail to seek self-identity are synonymous with manifesting deviant behavior that is not accepted or disliked by society in general (Berdibayeva, Ivanov, Satybaldina, Smatova & Yeluyayeva, 2016). The emergence of aggressive behavior in adolescence is influenced by mood swings and unstable emotions (Hayati, Firman, & Marsidin, 2015). Self-identity enhancement is a very important developmental task to develop.

Based on the previous explanation, seeing how bad the impact of aggressive behavior is on others which can have a negative impact, not only psychological and psychological, even leading to death of the victim, also seeing the increasing number of cases of student aggressiveness is certainly a focus of attention for child observers, teachers and parents, therefore the authors are interested in conducting self-identity research to reduce students' aggressive behavior. Furthermore, the results of this study can be the basis for providing guidance and counseling services to students in schools.

Method

The method in this research uses quantitative methods with descriptive analysis (Kothari, 2004). The quantitative research method is a method that provides an overview in the form of numbers then analyzed using statistics (Creswell, 2009). The population in this study were students of SMK Muhammadiyah 1 Padang City in the academic year 2020/2021, totaling 438 students. The sample of this study was 114 students who were taken using the Slovin formula and continued by using purposive random sampling.

The instrument used in this study was the "Self-Identity Scale in Preventing Aggressiveness" in the form of a Likert scale. This research was conducted directly to students by administering "Self-Identity Scale in Preventing Aggressiveness" and explaining the instructions for filling out the instrument to students. Test the validity of the instrument using the Product Mement Correlation formula. "Self-Identity Scale in Preventing Aggressiveness" with a reliability value of 0.881. Data were analyzed using Descriptive analysis This research data is processed using the help of statistical products and service solutions (SPSS) version 20.00. Descriptive analysis techniques are used to see the description of the level of student identity.

Results and Discussion

Based on the results of data analysis regarding the level of self-identity at SMK Muhammadiyah 1 Padang City, the picture is as follows.

Table 1. General self-identity at SMK Muhammadiyah 1 Padang City

Interval	Categories	F	%
≥ 148	Very high	1	0.9
120 – 147	High	20	17.5
92 – 119	Moderate	81	71.1
64 – 91	Low	11	9.6
≤ 63	Very low	1	0.9
Total		114	100

Based on table 1, the overall student identity is in the "medium" category with a score of 71.1%. Student identity is obtained from all aspects of self-identity including aspects of identity achievement, aspects of identity moratorium, aspects of identity foreclosure and aspects of identity diffusion. The results of this study are supported by the results of research by Syarqawi (2015) which shows intellectual self-identity data that is in the sufficient category with a percentage of 54.07%, and the indicators of religious spiritual self-identity are in the sufficient category with a percentage of 66.6%. The results of this study also show that self-identity at SMK Muhammadiyah 1 Padang City is also in the medium category. So it is necessary to improve student self-identity to reduce student aggressive behavior at school.

Table 2. Self-identity based on sub-variables at SMK Muhammadiyah 1 Padang City

No	Sub Variabel	Kategori	Interval	F	%
1	Identity diffusion	Very high	≥ 56	1	0.9
		High	46 - 55	14	12.3
		Moderate	36 - 45	76	67
		Low	26 - 35	21	18
		Very low	≤ 25	2	1.8
Jumlah				114	100
2	Identity foreclosure	Very high	≥ 39	7	6.1
		High	32 - 38	43	37.7
		Moderate	25 - 31	44	39
		Low	18 - 24	19	17
		Very low	≤ 17	1	0.9
Jumlah				114	100
3	Identity moratorium	Very high	≥ 35	1	0.9
		High	29 - 34	15	13.2
		Moderate	23 - 28	44	39
		Low	17 - 22	51	45
		Very low	≤ 16	3	2.6
Jumlah				114	100
4	Identity achievement	Very high	≥ 22	1	0.9
		High	18 - 21	11	9.6
		Moderate	14 - 17	47	41.2
		Low	10 - 13	47	41.2
		Very low	≤ 9	8	7.0
Jumlah				114	100

Based on table 2, self-identity based on sub variables of all aspects of self-identity, namely the Identity diffusion aspect is in the medium category with a percentage of 67%; Identity foreclosure aspects are in the medium category with a percentage of 39%; the Identity aspect of the moratorium is in the low category with a percentage of 45%; and Identity achievement is in the low category with a percentage of 41.2%.

One of the efforts to develop adolescent self-identity by combining knowledge and experiences experienced by an individual, adolescents will often be confused about themselves about other people's judgments about them (Siswoyo & Yuliansyah, 2017). Teachers in schools participate and need to understand the experience and development of students in the process of forming self-identity in realizing a better future (Flum & Kaplan, 2012). The achievement of self-identity describes an individual who is able to organize himself. Individuals who have achieved commitments through the exploration process are at achievement status, Individuals who are still trying to achieve commitments and in the exploration process are at moratorium status, Individuals who have achieved commitments will take other people's commitments in their lives are at foreclosure status and Individuals who have not achieved commitment and undergoing the exploration process are in a diffusion status (Muttaqin & Ekowarni, 2016).

Individuals who have a positive self-identity will generate positive emotions, so that it will affect children's social skills (Agustriana, 2018). And vice versa, when individuals experience an identity crisis, the individual will reflect deviant behavior, one of which is aggressive behavior (Hidayah & Huriati, 2016). To reduce aggressive behavior among students at school, both counselors and educators need to strive to improve student identity (Morsunbul, 2015). Counselors need to provide preventive measures so that students in schools are prevented from engaging in aggressive behavior in higher categories (Pratama, Syahniar, & Karneli, 2016). Institutionally, guidance and counseling are part of the overall educational program in schools, which is designated to assist or facilitate students to achieve optimal developmental tasks and be able to adapt to the environment (Nengsih, N., Firman, F., & Iswari, 2015).

In the guidance and counseling of self-identity issues including in the personal and social fields, the guidance and counseling teacher education unit seeks to assist students in achieving student independence by providing guidance and counseling services (Maslikan, 2018). Group guidance services by providing material on how to get along and socialize that should be avoided from aggressive behavior, activities in group guidance services through the dynamics created will give service participants the opportunity to interact with each other, express ideas and ideas, learn to respect differences, which is expected can form student self-identity in a better direction.

Conclusion

Aggressive behavior is a serious problem among adolescents today, which has a negative impact on the victim and also for individuals who engage in aggressive behavior. Self-identity is one of the factors that influence aggressive behavior. In general, it can be concluded that the level of student identity is in the medium category. The higher the level of student identity, the less aggressive behavior among students in school. Efforts are made to improve student identity by providing guidance and counseling services related to self-identity materials and aggressive behavior.

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