

THE RELATIONSHIP BETWEEN RELIGIOSITY WITH AGGRESSION BEHAVIOR IN ELEMENTARY SCHOOL STUDENTS

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Introduction

- In the research of Dewantari et al, (2023) explained that KPAI noted that in 2022 there were around 226 reports of cases of violence in educational institutions
- According to a news article by Detikjatim (2023) titled “Blitar Elementary School Student Slashes Friend because He Hurt His Father’s Name was Made Fun of”, there was a boy who committed an act of aggression by slashing his friend
- Based on research by Safari and Mulya (2020), the results of aggression behavior in elementary school students were categorized a low aggressive behavior in 19.4% (7 respondents), moderate aggressive behavior in 69.4% (25 respondents), and high aggressive behavior in 11.1% (4 respondents)
- In Angraeni’s study (2018), 5-19% of school-aged children exhibited aggression behavior

Preliminary Survey

- A preliminary survey was conducted on 15 students at Tanggul Wonoayu Public Elementary School in Sidoarjo, which showed physical aggression such as hitting, bumping, throwing, damaging, pushing, and even kicking in 11 students
- Then there was verbal aggression in the form of mocking, threatening, using harsh language, and shouting by 12 students
- Then there was anger and disappointment in 14 students and 2 students expressed a desire to hurt others
- These results are in line with the aspects described by Buss and Perry (1992)

Preliminary Survey

- According to Buss and Perry (1992), the aspects of aggressive behavior are physical aggression, verbal aggression, anger, and hostility.
- Internal factors of aggressive behavior include observation disorders, frustration, thinking disorders, and emotional disorders.
- External factors include religious education (religiosity), social traditions that prevail in a person's environment, and formal education.
- Religiosity is one of the causes of aggressive behavior, so it needs to be instilled in students from elementary school age.
- According to Arimbi et al (2022), religiosity is a self-value related to Allah SWT, encompassing behavior, thoughts, and speech based on divine values or religious teachings.

Preliminary Survey

- Stark and Glock (1968) explain that religiosity is a phenomenological self-image of a person regarding their level of knowledge, strength of faith, and the extent of their gratitude and discipline in worship
- Religiosity has several dimensions, namely ideological dimension, the ritualistic dimension, the experiential dimension, the consequential dimension, and the intellectual dimension

Benefits Of Research

- The aims of this study were to determine the relationship between religiosity and aggressive behavior in elementary school students.
- The research hypothesis was that there is a negative relationship between religiosity and aggressive behavior in students at SDN Tanggul Wonoayu Sidoarjo, such that the higher the level of religiosity, the lower the level of aggressive behavior, and vice versa.

Research Question

Is there a relationship between religiosity and aggression behavior in elementary school students?

Method

- Research method : Quantitative Correlational
- Research population : 4th, 5th, and 6th grade students at Tanggul Wonoayu Public Elementary School in Sidoarjo
- Sampling technique : Saturated sampling technique
- Population size : 115 students
- Two scales were used :
 1. Aggression Behavior Scale based on Buss and Perry (1992)
 2. Religiosity Scale based on Strak and Glock (1968)
- The statistical analysis used is the Spearman's product moment correlation test

Method

- Aggression Behavior Scale based on Buss and Perry (1992)
 - the reliability coefficient of 0.837
 - the valid items consists of 28 item with 15 favorable items and 13 unfavorable items
- Religiosity Scale based on Strak and Glock (1968)
 - the relibility coefficient of 0.887
 - the valid items consists of 25 item with 20 favorable items and 5 unfavorable items

Research Results

- The description of respondents based on gender shows that there were 61 male students and 54 female students
- The normality test results showed a p-value of 0.034. This meets the normality requirement of p-value < 0.05 , indicating that the residual values of religiosity and aggressive behavior variables are not normally distributed
- The linearity test yielded a significance value < 0.001 , indicating very low significance compared to < 0.05 , meaning there is a linear relationship between the variables of religiosity and aggressive behavior

Research Results

- Due to the normality test showing that the data was not normally distributed, the hypothesis test used was a non-parametric test in the form of Spearman's correlation test
- For the hypothesis test, the correlation coefficient was -0.395 with a significance level of $p < 0.001$ (< 0.05)
- Based on the results of this test, the hypothesis proposed by the researcher was accepted
- Thus, there is a significant negative relationship between religiosity and aggressive behavior among students at SDN Tanggul Wonoayu in Sidoarjo.
- Therefore, the higher the religiosity of students, the lower their aggressive behavior. Conversely, the lower the religiosity of students, the higher the aggressive behavior exhibited by students at SDN Tanggul Wonoayu in Sidoarjo.

Research Results

The frequency range of aggressive behavior

28 students (24.3%) → low category

84 students (73%) → moderate category

3 students (2.6%) → high category

The frequency range of students' religiosity

1 student (0.9%) → low category

98 students (85.2%) → moderate category

16 students (13.9%) → high category

Discussion

- Based on the analysis results, with a total of 115 students, 84 students showed moderate levels of aggressive behavior (73%). Furthermore, the data on religiosity showed that 98 students had moderate religiosity (85.2%).
- It can be concluded that the average student at SDN Tanggul Wonoayu has moderate levels of aggressive behavior and religiosity
- With moderate religiosity, students at SDN Tanggul Wonoayu exhibit moderate levels of aggressive behavior.
- This indicates that, in addition to religiosity, other factors influence aggressive behavior. Other factors influencing aggressive behavior include unmet desires, peer influence, parenting styles, and television exposure.

Conclusion

- The results of the study indicate that there is a significant negative relationship between religiosity and aggressive behavior among students at SDN Tanggul Wonoayu in Sidoarjo.
- This supports the proposed hypothesis, which states that there is a negative relationship between religiosity and aggressive behavior among these students.
- The higher the religiosity, the lower the aggressive behavior, and vice versa.
- Therefore, it is necessary to enhance students' religiosity to reduce the level of aggressive behavior.

Conclusion

- The limitations of this study include the limited use of variables and the population of respondents. Therefore, it is hoped that future researchers will be able to expand the scope of the study to include more variables and a larger population.
- Students are expected to improve their understanding of religious values through religious activities, build positive relationships with others, and control their emotions.

Conclusion

- For schools, it is hoped that there will be regular activities that instill religious values in students at school and maximize the role of teachers as preventive intervention by providing individual guidance to students who exhibit aggressive behavior and forming study groups to improve interaction or relationships among students.
- For parents, it is hoped that they can serve as role models for their children, especially in self-control, both in behavior and emotions, and establish good communication with their children so that they feel valued and do not seek alternative outlets.

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