EMOTIONAL REGULATION THERAPY TRAINING TO REDUCE THE LEVEL OF AGGRESSIVITY OF SCHOOL-AGE CHILDREN

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ABSTRACT

The aggresiveness of children in Jakarta has increase recently and it shows that the school-age student aggresiveness also elevated and could lead to criminal behaviour in the future. Aggressive behavior that is not treated early is expected to allow for even greater aggressive behavior to emerge in the coming year. The aim is to test the effect of emotion regulation training on reducing the level of aggression in elementary school students. The study design was quasi-experimental with one group pretest-posttest. The emotion regulation training consist of 4 stages which are applied to 30 selected elementary school students. The questionnaire were self-made and the Buss'–Perry Aggression Questionnaire and has been tested. The results of the statistical test on the level of aggression showed that p value <0.000, which meant that there was a significant difference in the level of aggression before and after being given emotional regulation training. The results of the Chi Square test showed that the P value of emotional status was 0.013, which means that the emotional status influencing children's aggressive behavior. The conclusion of the study is that emotional regulation training reduce the level of child aggression and it is influenced by the child's emotional status.

Keywords : *aggresivity; emotion regulation; school age children*

INTRODUCTION

Children who behave aggressively have become one of the phenomena of family life in Jakarta in recent years and have even led to criminal acts because there have been murders by elementary school students in Depok (Heru, 2012), brawls of 15 students in two elementary schools by throwing stones and hitting each other with wood resulting in serious injuries (Setiawan, 2013). The Indonesian Child Protection Commission (KPAI) revealed that brawl cases in Indonesia in 2018 increased by 1.1 percent compared to the previous year. The Central Statistics Agency (BPS, 2018) recorded that in 2013 the number of aggressive behavior of adolescents in Indonesia was 6325 cases and in 2017 it reached 9523.97 cases which showed an increase of 10.7%. The cases consist of various cases of aggressive behavior of teenagers such as brawls, murder, rape and torture.

The data shows that student aggressiveness has increased and it is feared that in the future it can cause children to commit more violent behavior at the next level of education and so on so that they are involved in criminal cases according to the results of Ningsih's research, (2008) that aggressive behavior that is not handled early, is expected to allow even greater aggressive behavior to emerge, with the number of casualties also increasing in the years to come.

Elementary school-age children are individuals aged 7-12 years and at the end of the school period the child will enter the early stages of adolescence. According to the stage of development, emotions in adolescents are unstable and turbulent, *mood* (mood) can change very quickly due to hormonal maturity in adolescents (puberty) and role transitions (Hurlock, 2006). The emotional behavior of early adolescents (12 – 15 years) tends to be moody and unpredictable, behaves violently to cover up lack of confidence, is irritable, tends to be intolerant of others and wants to always win alone (Biehler, in Putri, 2016). Adolescents experience emotional turmoil and mental pressure so that it is easy to deviate from the rules and social norms that apply among society (Zulkifli, 2009) and manifest in criminal, antisocial, violent behavior when at a high level of anger (Kellner &; Bry, 1999). This behavior shows that adolescent emotions are stronger and more powerful than realistic thoughts (Zulkifli, 2009) so they often experience bias in perceiving social situations and encourage them to behave aggressively when facing conflicts or unpleasant conditions (Berkowitz, 1995).

Aggression behavior is an emotional overflow expressed verbally and non-verbally in the form of intentional destruction of humans or objects (Sudrajat, 2011), to attack, hurt or fight others (Hildayani, 2005) both directly and indirectly (Anantasari, 2006). Aggressive behavior is increasingly felt by educational institutions, especially aggressive behavior carried out by adolescent children or students who are at the end of elementary school or junior high school. Cornell, Peterson, & Richards (1999) state that anger is a predisposing factor to aggressive behavior and that anger is parallel to impulse aggression so that intervention on anger needs to be done as a means of reducing one's aggressive behavior. Aggressive behavior can be prevented by learning how to control emotions because emotion regulation exercises in children will be able to assess, regulate and express positive and negative emotions, (Syahadat, 2013), behave assertively (Silaen and Dewi, 2016) and feel subjective well-being (Rini, and Pratisti, 2015).

Seeing the dangers that can be caused by aggressive behavior of children and the results of research on emotional regulation, researchers wanted to know whether the emotional regulation training provided can reduce aggressive behavior in school-age children. Especially in the East Jakarta area which has a high rate of aggression. In accordance with these problems, the purpose of this study is to describe how the influence of emotion regulation programs on aggressive behavior in school-age children.

METHOD

This study uses aquasi-experimental quantitative approach with the method The method used in this study is a quasi-experimental method with a pretest-posttest control group design because in the study measurements were made of respondents' aggression levels before and after following the emotion regulation program in the intervention group and control group according to Arikunto, (2010) that in the *pretest posttest One Group Design* was assessed 2 times, namely before and after the experiment. This study will test the effectiveness of emotion regulation training compiled by researchers to lower the level of aggression of school-age children by considering factors that influence the level of aggression of students. The variables of this study were emotional regulation training as an independent variable and the level of aggression of students as the dependent variable.

The population in this study was grade 6 elementary school students in East Jakarta while the study sample was grade VI students with a history of aggressive behavior. The sampling technique used is *purposive sampling* because subjects are selected based on the level of aggressiveness in accordance with the purpose of the study, namely knowing to assess the decrease in the level of aggressiveness after emotional regulation exercises (Herdiansyah, 2010) and the data obtained can later be more *representative* (Sugiyono, 2010). The number of samples obtained was 30 children with a moderate and high level of aggression.

This study used standard and homemade instruments (questionnaires). The standard instrument used to measure aggression behavior in this study is a modification of the *Buss – Perry Aggresion Questionnaire* (AQ) which consists of 29 questions and has been adapted in Indonesian. AQ is a *self-report questionnaire* consisting of questions about physical aggression, verbal aggression, anger, and hostility, and uses a Likert scale consisting of 5 choices. A score of 29 – 89 indicates a low level of aggression and a score of 90 – 145 is included in the high level of aggression.

The study consists of several stages. In the first stage, the research team carried out administrative licensing to the school and determined the trainees. The second stage is the measurement of aggressiveness using questionnaires followed by training activities. The final stage is a reassessment of the level of aggressiveness of students using questionnaires and evaluation of activities by students. Emotion regulation training activities conducted for 4 weeks, 1 time per week; to provide opportunities for students to apply the results of training, the following is a description of training activities carried out by researchers.

Table 1. Emotion regulation training program

Session 1: Introduction and measurement of aggressiveness	Unveiling
	Contract of activity
	Filling out a research questionnaire
Session 2: recognizing emotions	Understanding of anger
	Recognizing signs of anger
	Recognizing the cause of anger
	Breathing exercises
Session 3: expressing emotions	Recognize how to express emotions verbally
	Assertive communication exercises
Session 4: processing emotions	Recognize effective coping mechanisms
	Progressive relaxation exercises
Session 5: Turning negative emotions into positive ones	Recognize how to do positive activities
	Practice making a schedule of activities
Session 6: Close and reward	Fill out a research questionnaire
	Termination and rewards

The purpose of this training is to help students understand that their anger is normal and can be controlled and expressed positively. Each session lasts for 60 – 70 minutes, carried out together in one group because student behavior is usually influenced by peer perceptions and new behaviors can be formed when there is support from the community (Dwivedi &; Gupta, 2000).

The hypothesis of this study was tested using paired T test and Chi Square as well as univariate analysis for respondent characteristic data. Data came from 30 respondents. The S scatter normality test with the One-Sample Kolmogorov-Smirnov Test showed that all the data used, i.e. aggressive behavior scores had a normal spread ($p > 0.05$).

RESULTS AND DISCUSSION

The characteristics of the study respondents were analyzed univariately using frequency with the following results.

Table 2. Characteristics of respondents in the intervention group

VARIABLE	FREQUENCY	PERCENT
Gender:		
1. Man	5	16.7
2. Woman	25	83.3
Age of Respondents		
1. 9 years	3	10
2. 10 years	14	46.7
3. 11 years old	3	43.3
Respondent's parent tribe		
1. Betawi	12	40
2. Sundanese	3	10
3. Javanese	12	40
4. Sumatra	1	3.3
5. Other	2	6.7
Marital status of parents		
1. Divorce	2	6.7
2. Married	28	93.3
Parents' work		
1. Merchant	5	16.7
2. Laborers/coolies	5	16.7
3. Private Employees	14	46.7
4. Civil Servants	3	10
5. TNI	1	3.3
6. Does not work	2	6.7

The data in table 3 above shows that the majority of respondents are female, 10 years old, Betawi and Javanese tribes, married parents, private employee parents, with income above UMR, live in complexes, and games that are usually watched or played are non-violent types.

The results of the univariate test on the level of aggression showed 15 respondents had a low level of aggression and 15 other respondents included a high level of aggression.

The influence of characteristics on respondents' aggression behavior was tested using the Chi square test with a degree of significance of α=0.05 or a 95% confident Interval (CI) which can be seen in the following table.

Table 3. Analysis of the correlation of respondent characteristics to the level of aggression of elementary school students Lobang Buaya 03 Pagi Cipayung Jakarta in 2018 (n = 30)

Variable	Category	Aggression Level				OR	P Value
		low		high			
		n	%	N	%		
1. Gender	Man	3	60	2	40	1.625	0,500
	Woman	12	48	13	52	(0.230-11.464)	
2. Emotional Status (frustrated/angry)	Good	10	76.9	3	23.1	0.125	0.013
	Bad	5	29.4	12	70.6	(0.24-0.57)	
3. Milieu	Village	8	61.5	5	38.5	2.286	0,231
	Complex	7	41.2	10	58.8	(0,522-10.011)	
4. Economic Status	Above UMR	9	42.9	12	57.1	2.667	0.213
	Under UMR	6	66.7	3	33.3	(0.521-13.655)	
5. Marital status of parents	Marry	15	53.6	13	46.4	2.154	0.241
	Divorce	0	0	2	100	(1,087-6.292)	
6. Types of TV viewing	Theme Violence	7	58.3	5	41.7	1.750	0.355
	Nonviolence	8	44.4	10	55.6	(0.400-7.664)	
7. Game Type	Violence	6	75	2	25	4.333	0,107
	Nonviolence	9	40.9	13	59.1	(0,708-28.531)	

The data in table 3 above shows the results of P values in the range of 0.013 – 0.500. This shows that the above characteristics do not affect the aggressiveness of respondents. There was only one variable, emotional status, and significantly ($p<0.05$) influenced the aggressive behavior of respondents. Most of these significant results can be influenced by respondents' gender (83.3% women), economic status (57.1% above UMR), parents' marital status (93.3% still complete) and 93.3% of parents are employed.

This is according to the results of research (Kim, Orpinas, Kamphaus, &; Kelder, (2011) which states that men show dominant expression, respond aggressively and initiate aggressive behavior and show aggressive behavior in physical or verbal form while women are more emotional expression; according to physical differences. Research Mega, A.P., (2016) and Syahtira (2015) found that the socioeconomic status of parents does not affect the level of aggressiveness of children because children's emotional abilities or aggressiveness are influenced by many factors. Sufficient family income status, complete

parents and having a job will reduce the stressors experienced so that the child's emotional condition is more stable and does not trigger aggressive behavior.

Hypothesis effect of emotion regulation training on respondents' level of aggression tested using paired T Test and obtained the following results.

Table 4. Results of the analysis of the aggression level of students of SD 03 pagi, Lubang Buaya, Cipayung District, East Jakarta before and after emotional regulation training (n=30)

Variable	Mean	Standart deviasi	Standart Error	P Value
The level of aggression before training	47.90	5.061	0,924	< 0.000
Post-training aggression levels	61.53	5.482	1.001	

The average aggression level of respondents before training was 61.53 and after emotional regulation training was 47.90. The difference in mean before and after training of 13.63 with a p value of <0.000, showed that there was a significant difference in the level of aggression before and after emotional regulation training. These results suggest that the emotion regulation training provided can reduce respondents' levels of aggression. This result is in line with research conducted by Roberton, Daffern, & Bucks (2012), stating that emotional regulation can reduce aggressiveness because by training emotional regulation skills adolescents will be able to control their emotions adaptively and will reduce aggressive behavior. Umasugi (2013) states that students who have low emotional regulation are unable to regulate their thinking and behavior when different emotions arise (negative emotions and positive emotions) because when experiencing negative emotions, students with high emotion regulation are able to think clearly so that the behavior that arises remains based on logic and consciousness. and reinforced by the results of Arianty's (2018) research that the higher the ability of emotional regulation, the lower the bullying behavior.

CONCLUSION

This study shows the final result in the form of a significant influence between emotional regulation and a decrease in the level of aggression of respondents (elementary school

students) and the emotional status of respondents affects their aggression behavior. The results of the data analysis showed the level of aggression of respondents was 50% high and 50% moderate. This condition is supported by the characteristics of repondents who are mostly women, relatively the same age (10 years), with fairly good economic conditions, have complete parents.

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