

## The Relationship between Religiosity with Aggressive Behavior in Elementary School Students

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### ABSTRACT

**Objective:** This study aims to determine the extent of the relationship between religiosity and aggression behavior of elementary school students. The population in this study were students of SDN Tanggul Wonoayu in Sidoarjo from all active students in grades 4, 5, 6 totaling 115 students. **Method:** The sampling technique used saturated sampling technique. This study uses correlational quantitative research methods. In the data collection method using the scale model method, namely the Likert scale. The scale used in the study was the aggressive behavior scale and the religiosity scale. The analysis used is the spearman's correlation test using the SPSS 29.0.0.0 for Windows application. **Results:** The results of data analysis obtained  $r = -0,395$  with a significance level of  $p < 0,001 < 0,05$ . So the hypothesis is accepted so that there is a negative relationship between religiosity and aggression behavior. **Novelty:** Previous research found differences in research regarding religiosity with aggression behavior in students. This researcher offers a review by analyzing the relationship between religiosity and aggression behavior in elementary school students.

### INTRODUCTION

School is a time for children to gain knowledge and experience. In addition, this school period is one way to shape children's character well. Education at school is one way to educate children and aims to produce a quality and responsible generation in the future. However, in reality there is still a phenomenon that shows that the children of the nation's next generation have a tendency to aggression behavior. Children who have raised aggression behavior tend to act violently to their friends [1]. 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 [2].

This case of violence in educational institutions can be one of the signs of the emergence of aggression behavior in the world of education. Meanwhile, educational institutions should be a good educational facility for students. Where education is one of the strategies to build the nation's intelligence by producing quality and responsible human resources [3]. Education is an effort to direct children to achieve physical and moral maturity in the culture of relationships and the environment both in logical (thinking) and affective (feeling) aspects [4]. If in the process of providing education to students experiencing obstacles in terms of the emergence of aggression behavior, it will certainly have an impact on the student learning process. Student aggression behavior can have a significant impact on the learning process. In general, aggression can create an environment that is not conducive to learning, reduce concentration, and damage social interactions between students. When students engage in aggression behavior,

either physically or verbally, it can cause discomfort and fear among classmates, resulting in decreased motivation to learn [3].

In primary school students, this impact is more pronounced because students are still in the social and emotional development stage. Aggressive behavior can hinder their ability to collaborate and communicate well, which is crucial in group learning. In addition, students who are victims of aggression often experience stress, anxiety and low self-esteem, which can affect their academic performance. Thus, it is important to understand and address aggression behavior to create a more positive and productive learning environment.

According to Arista (2020), it is explained that students who have aggressive behavior will tend to have low academic achievement and difficulties in their academic learning and have difficulties when building social relationships with both peers and teachers [5]. This is also explained by Wibhisono (2019), that aggressive behavior that occurs in elementary school students can hinder the socialization process in the student's social environment because directly the surrounding people will stay away and do not want to interact [6]. In addition, students will ignore lessons and instructions given by teachers at school and seek attention by engaging in aggressive behavior [6]. Based on this, it is necessary to conduct a deeper study of aggressive behavior to find out in depth about aggressive behavior.

According to Abdul Ghofur (2012), aggressive behavior is an action in the form of physical or verbal actions carried out with the aim of hurting objects [1], harming or hurting individuals against their own will [7]. Buss and Perry (1992), explain that aggression behavior is an action or tendency of a person's behavior that is shown with the aim of hurting others either physically or verbally [6]. Aspects of aggression behavior according to Buss and Perry's (1992) theory include physical aggression, verbal aggression, anger, and hostility [8]. Physical aggression includes behaviors such as engaging in physical altercations, where individuals lash out and hit others in conflict situations. Meanwhile, verbal aggression is seen through the use of harsh words, such as arguing, spreading gossip, and being sarcastic. Anger is shown when a person feels frustrated, such as being upset and irritable when faced with an undesirable situation. Hostility reflects negative attitudes towards others, such as hatred, suspicion, and envy towards others [8].

According to the latest data quoted from Detikjatim news (13/03/2023), entitled "Blitar Elementary School Student Slashes Friend because He Hurt His Father's Name Was Made Fun of" [9]. Based on the data found, there are indications of aggressive behavior in children, in the form of stabbing or harming others either verbally or physically by elementary school students. Then based on research conducted by Safari and Mulya (2020), the results of aggression behavior in elementary school students with a low aggressive behavior category of 19.4% (7 respondents), moderate aggressive behavior 69.4% (25 respondents), and high aggressive behavior 11.1% (4 respondents) [7]. Then according to Angraeni (2018) explains that 5-19% of school-age children have aggressive behavior [10].

Based on an initial survey conducted by researchers through the distribution of questionnaires to 15 students of SDN Tanggul Wonoayu in Sidoarjo, the results showed the emergence of indicators of physical aggression behavior such as hitting, nudging, throwing, damaging, pushing, and even kicking in 11 students. Then, there is also verbal aggression behavior in the form of mocking, threatening, saying harsh words, and shouting for 12 students. In 14 students there was also anger and disappointment and 2 students showed behavior in the form of a desire to hurt. With the results of the survey conducted, it appears that there are indications of aggression behavior in these elementary school students. This is in accordance with aspects based on the theory of Buss and Perry (1992), where the behavior of hitting, nudging, throwing, damaging, pushing and kicking aimed at others is a physical aspect (physical aggression). Then the behavior of mocking, threatening, saying harsh words, and shouting is an aspect of verbal aggression. Then the emergence of anger and disappointment is an aspect of anger and hostility.

According to Permatasari et al, (2021) explain that the factors that cause aggressive behavior are external and internal factors. Where internal factors are in the form of observation disorders, thinking and intelligence disorders, frustration, and emotional or emotional disorders [11]. Meanwhile, external factors include religious education (religiosity), social traditions that apply around a person, and formal education [1]. Religiosity is one of the causes that lead to aggressive behavior. This is necessary to be instilled in students even from elementary school age in order to be able to face the times. Where currently there are many behaviors or actions that are less commendable, such as violence, social inequality, moral degradation, and various other conflicts [12].

Religiosity is a character value that reflects obedient behavior and attitudes in carrying out the beliefs adopted, living in harmony with adherents of other religions, and being tolerant of the implementation of other religious worship [12]. According to Arimbi et al. (2022), religiosity is the value of self related to Allah SWT, including behavior, thoughts, and speech based on divine values or religious teachings [13]. Then Stark and Glock (1968) explained that religiosity is a phenomenological self-image of a person regarding how far knowledge, the strength of faith, and how much gratitude and discipline in worship [14]. According to Stark and Glock (1968), religiosity is divided into several dimensions, including the ideological dimension (belief), the ritualistic dimension (worship or religious practice), the experiential dimension (experience), the consequential dimension (consequences), and the intellectual dimension (intellectual) [14].

Students need to be able to control themselves in order to reduce the aggressive behavior that arises. According to Lestari (2014), one of the aspects that influence aggressive behavior is self-control [15]. The core component of self-control is obtained through the practice of religiosity values [1]. Religiosity can influence students' aggressive behavior through moral and ethical values taught in religion so that students are able to behave according to existing morals and norms [3]. The value of religiosity obtained by students can increase social sensitivity and provide a sense of peace [3]. With

this, religiosity plays an important role in shaping student behavior to avoid aggressive behavior. This statement is in line with research conducted by Lestariningsih et al (2021), which found that there is an influence between religiosity on student aggression behavior [3]. Religiosity can influence students' acts of aggression where by instilling the value of religiosity students will have good religious behavior. So that religiosity can become the foundation of student morals in order to become a human being with good morals and avoid aggressive behavior [3].

So that more studies are needed because there is a research gap, where the findings of research conducted by Al-Nur et al (2023) explain that there is no effect of religiosity on aggression behavior and only character education has an effect on aggression behavior [1]. However, in another study, conducted by Lestariningsih et al (2021), there are results where there is an effect of religiosity on aggression behavior and there is no effect of social media on aggression behavior [3]. With the differences in research results regarding religiosity and aggressive behavior, researchers are interested in reviewing it again. The difference between this research and the previous one, is that the previous research conducted by Al-Nur et al (2023) [1] examined the Effect of Religiosity and Student Character Education on Aggressiveness at MI Istiqlal Jakarta and research conducted by Lestariningsih et al (2021) [3] examined the Effect of Religiousness and Social Media Use on Aggressive Behavior of Muhammadiyah Karangwaru Elementary School Students in Yogyakarta City, while the study conducted by the researcher related to the Relationship Between Religiosity and Aggression Behavior in Elementary School Students.

Based on this phenomenon, it is necessary to conduct a deeper study on whether there is a relationship between religiosity and aggressive behavior in elementary school students. The purpose of this study is to determine the relationship between religiosity and aggressive behavior in elementary school students. The research hypothesis is that there is a negative relationship between religiosity and aggression behavior in students of SDN Tanggul Wonoayu Sidoarjo, with the higher the level of religiosity, the lower the level of aggression behavior, while the lower the level of religiosity, the higher the level of aggression behavior.

## RESEARCH METHOD

This research uses quantitative research methods. Then based on Afif et al quantitative research is systematic, planned, and structured research and uses numbers from collection to appearance of results [16].

The type of quantitative research used by the researchers is correlational quantitative research. According to Faenkel and Wallen, correlational quantitative research is a research method used to study the relationship and level of relationship between two or more variables without any attempt to change the variables so that there is no manipulation of the variables [17].

In this study, there are two variables, namely aggressive behavior (*dependent*) and religiosity (*independent*). Where this study requires a population and sample as the target or subject of the study. The population used in this study was all students of SDN

Tanggul Wonoayu in Sidoarjo from the upper grades (grades 4, 5, 6), totaling 115 students. The number of samples in this study was the entire research population, namely 115 students. The researcher used a sample in this study using all members of the population, so it is called a saturated sampling technique. Based on Amin et al., a saturated sampling technique is a technique that can involve all members of the population as a sample in the study [18].

The data collection technique in this study used two scales, namely the religiosity scale and the aggressive behavior scale. The aggressive behavior scale used was adapted from research conducted by Nurfaujianti based on aspects of aggressive behavior according to Buss and Perry in the form of physical aggression, verbal aggression, anger, and hostility [8]. The reliability value of the aggressive behavior scale is 0.837. The number of valid items on the aggressive behavior scale consists of 28 items with 15 favorable items and 13 unfavorable items [8]. Then, the religiosity scale uses a scale adapted from research conducted by Nada (2023) based on the religiosity aspects of Stark and Glock in the form of the ideological dimension (belief), the ritualistic dimension (worship or religious practice), the experiential dimension (experience), the consequential dimension (consequences), and the intellectual dimension (intellectual) [14]. The religiosity scale has a reliability coefficient of 0.887. As for the number of valid items, the religiosity scale consists of 25 items consisting of 20 *favorable* and 5 *unfavorable*. The two scales were compiled using a Likert scale with four answer options, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). According to Sugiyono (2018), the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of individuals or groups regarding social events by stating agreement or disagreement with favorable and unfavorable items [19]. The assessment on this Likert scale is in the form of scores 4, 3, 2, 1 for favorable item scores and 1, 2, 3, 4 for unfavorable item scores.

The statistical analysis used is the Spearman's product moment correlation test. This analysis technique is used to determine the relationship between variables X and Y in the study [20]. Statistical analysis with the help of SPSS 29.0.0.0 for Windows.

## **RESULTS AND DISCUSSION**

### ***Results***

In this study, 115 students participated in filling out the questionnaire. The researcher made a description of the respondents based on several criteria, namely gender, age, and class.

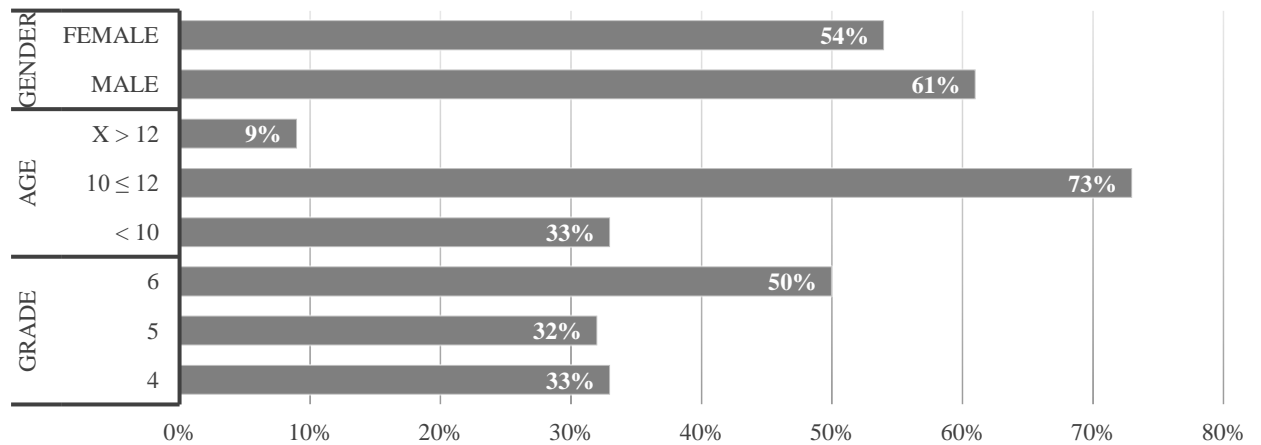


Figure 1. Respondent Description.

Figure 1 shows the description of the respondents, based on gender there are 61 male students (61%) and 54 female students (54%). Based on age, there were 9 students (9%) aged >12 years, 73 students (73%) aged 10-12 years, and 33 students (33%) aged <10 years. The respondents in the study consisted of 50 students (50%) in grade 6, 32 students (32%) in grade 5, and 33 students (33%) in grade 4.

**Normality Test**

The next data analysis is the assumption test, which includes the normality test and the linearity test. The results of the normality test show that the data is not normally distributed as shown in Table 1 below.

Table 1. Normality Test.

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Unstandardized Residual	.087	115	.034

The results of the normality test state that the data is not normally distributed (p-value = 0.034). This meets the normality requirement, namely p-value <0.05, so it can be seen that the residual values of the religiosity and aggression behavior variables are not normally distributed.

**Linearity Test**

Table 2. Linearity Test.

		ANOVA Tabel					
		Sum of Squares	df	Mean Square	F	Sig.	
AGGRESSIVE B. * RELIGIOSITY	Between Groups	(Combined)	6.267.933	33	189.937	1.691	.029
		Linearity	2.055.823	1	2.055.823	18.304	<.001
		Deviation from Linearity	4.212.110	32	131.628	1.172	.280

Within Groups	9.097.511	81	112.315
Total	15.365.443	114	

Based on the significance value above, the variable of religiosity towards aggression behavior has a sig. value of  $<0.001$ . This shows that the significance value is very low compared to  $<0.05$ . So it can be said that there is a linear relationship between the variable of religiosity and the variable of aggression behavior.

### Hypothesis Test

**Table 3.** Test Spearman's Correlation Hypothesis.

		Correlations		
			AGGRESSIVE B.	RELIGIOSITY
Spearman's rho	AGGRESSIVE BEHAVIOR	Correlation Coefficient	1.000	-.395**
		Sig. (2-tailed)		<,001
		N	115	115
		Correlation Coefficient	-.395**	1.000
	RELIGIOSITY	Sig. (2-tailed)	<,001	
		N	115	115

Based on table 3, the correlation coefficient is  $r -0.395$  with a significance level of  $p < 0.001$  ( $< 0.05$ ). Based on these results, the hypothesis proposed by the researcher is accepted. Thus, there is a significant negative relationship between religiosity and aggressive behavior in students of SDN Tanggul Wonoayu in Sidoarjo, so that the higher the religiosity, the lower the aggressive behavior and vice versa, the lower the religiosity, the higher the aggressive behavior.

### Categorization

Furthermore, the researcher categorized the scores obtained from the research subjects into three categories, namely low, medium, and high. The table below shows the categories and criteria determined based on the subjects in each variable of religiosity and aggression behavior.

**Table 4.** Categorization of Aggressive Behavior.

		Frequency	Percentage
Aggressive Behavior	Low	28	24.3%
	Medium	84	73%
	High	3	2.6%
	Total	115	

**Table 5.** Categorization of Religiosity.

		Frequency	Percentage
<b>Religiosity</b>	<b>Low</b>	<b>1</b>	<b>0.9%</b>
	Medium	98	85.2%
	High	16	13.9%
	Total	115	

Based on the data above, the frequency range of aggressive behavior shows that 28 students (24.3%) are in the low category. Then 84 students (73%) are in the moderate aggression behavior category and 3 students (2.6%) are in the high category. Then, the frequency range of student religiosity shows that 1 student (0.9%) is in the low category. Then 98 students (85.2%) are in the moderate aggression behavior category and 16 students (13.9%) are in the high category.

### *Discussion*

The result of the correlation analysis obtained a correlation coefficient of -0.395 with a significance value of  $p = <0.001$  ( $<0.05$ ), this indicates a significant negative relationship between religiosity and aggressive behavior. Thus, the higher the religiosity of the students, the lower the aggressive behavior of the students. Conversely, the lower the religiosity of the students, the higher the level of aggressive behavior exhibited by students at SDN Tanggul Wonoayu in Sidoarjo.

As with the supporting research that was carried out by Lestariningsih et al (2021), it explains that religiosity has a relationship with aggressive behavior of 0.346 with a sig value of 0.001 [3]. The results of another study conducted by Anggoro et al. (2023) explain that there is a negative correlation between religiosity and aggressive behavior, with an effective contribution of 4.5%, especially to aggression [21].

Religiosity can instill basic values, life expectancy, and trust so as to minimize maladaptive behavior that triggers aggression both verbally and non-verbally [22]. A person with low religiosity tends to exhibit negative behavior in the form of aggression [23]. Increasing religiosity with good religious upbringing tends to provide benefits for both oneself and others [23]. Instilling good religious values from an early age will help individuals to grow with a positive attitude. Individuals who are able to apply religious values well in their daily lives will be able to minimize aggressive behavior [21].

Based on the results of the analysis, with a total of 115 students, 84 students showed a moderate level of aggression (73%). So it can be concluded that the average student at SDN Tanggul Wonoayu has a moderate level of aggression. Then from the results of the religiosity level data, there are 98 students with moderate religiosity (85.2%). So it can be said that the average student at SDN Tanggul Wonoayu has a moderate level of religiosity. With a moderate level of religiosity, students at SDN Tanggul Wonoayu exhibit moderate levels of aggressive behavior. This explains that besides religiosity, there are other factors that influence aggressive behavior. Other factors that influence

aggressive behavior are unmet desires, peer influence, parenting [24], and the influence of television [25].

This research is not free from shortcomings. Where this limitation is in the form of the use of variables that influence aggressive behavior is still limited by focusing on only one variable. In addition, the population is limited to one school and has not reached a wider scope.

## CONCLUSION

**Fundamental Finding :** The results showed that there was a significant negative relationship between religiosity and aggressive behavior in elementary school students at Tanggul Wonoyu in Sidoarjo. This result supports the proposed hypothesis, namely that there is a negative relationship between religiosity and aggressive behavior in elementary school students. The higher the religiosity, the lower the aggressive behavior, and vice versa. **Implication :** So religiosity needs to be increased in students so that the level of aggression that arises can decrease. **Limitation :** This study still has shortcomings, in the form of limitations in the use of the variables under study and the population that became the respondents in the study. **Future Research :** So it is hoped that future researchers will be able to develop studies into broader variables and a larger population scope than at present. Then for students, it is hoped that they will improve their understanding of religious values through religious activities in the neighborhood, build positive relationships with others, and recognize the emotions they experience in order to reduce the emergence of aggressive behavior. For schools, there should be routine activities that instill religious values for students at school and maximize the role of teachers as preventive interventions by providing individual guidance for students who behave aggressively and forming study groups to improve interaction or relationships between students. Then for parents, it is expected that they can set a good example for children, especially in controlling behavior and emotions, and being able to communicate well with their children so that their children feel valued and do not look for other outlets.

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