

Aggressive Behavior Of Early Children In The Kindergarten Of Bina Tunas Bangsa Batang Hari Regency Jambi Province

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ABSTRACT

This study discusses the phenomenon of aggressive behavior in children in educational institutions, especially in PAUD, with a focus on group B at Bina Tunas Bangsa Kindergarten. The purpose of this study is to help teachers understand and handle aggressive behavior in children effectively, so as to prevent further impacts that have the potential to become criminal acts. The study found that aggressive behavior is often triggered by teasing in class or while playing, which causes two types of aggression: physical (such as hitting and kicking) and verbal (insults or using bad words). This study uses a qualitative approach with a case study method. Some of the proposed handling strategies include understanding the child's personality, creating an active and enjoyable learning environment (PAKEM), channeling aggression through positive activities, avoiding rewards for aggressive behavior, and using non-physical positive punishment. Strategies for handling children with aggressive behavior at Bina Tunas Bangsa Kindergarten include understanding and accepting the child's personality, creating PAKEM (Active, Creative, Effective and Enjoyable Learning), achieving cataracts (channeling aggressive behavior into positive activities), eliminating rewards, Demonstration/training strategies, creating a non-aggressive environment and positive punishment (not physical punishment).

Keywords: *Child age early , Aggressive Behavior , PAKEM*

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INTRODUCTION

Childhood is the early period of growth and development. This period is often called the *golden age*. Where each child has a different development rhythm between one individual and another. This uniqueness and difference is the learning process of early childhood (Kurnia, 2015) . According to Law Number 20 of 2023, early childhood is in the age range of 0-6 years. A number of education experts argue that the age limit for early childhood is 0-8 years. Referring to Law Number 20 of 2023, Article 1 paragraph 14, development efforts aimed at children aged 0-6 years are carried out through formal, non-formal and informal education.

Formal education pathways for early childhood are Kindergarten (TK) and Raudhatul Athfal (RA). Kindergarten is a place to facilitate the development and growth of early childhood. The process of children's development takes place quickly in physical, emotional, intellectual, and social aspects. (Law of the Republic of Indonesia No. 20 of 2003) . Children who have aggressive behavior may experience obstacles to bad behavior. In addition, kindergartens also function to provide knowledge, skills, and attitudes to live in society. Therefore, as much as possible, parents can provide a good environment for children by bringing up good behavior for children to imitate. Children tend to imitate behavior from what they experience and witness. One form of negative interaction that often occurs when children play together is aggressive behavior.

The problem of aggressive behavior in children is not new to parents and teachers. However, it must be recognized that such behavior has great significance in the process of growth, development, and future of children. If not handled properly, aggressive behavior can have a long-lasting negative impact on a child's life. It is important to note that aggressive attitudes that begin at an early age, if not addressed seriously by parents and educators, can have detrimental consequences when the child becomes an adult, potentially affecting the direction of his or her future substantially.

It is important to address this aggressive behavior quickly and try to reduce its impact so that it does not significantly affect the child's personality. Parents have a very effective role as models for children, and children's aggressive behavior can be influenced by the examples given by adults around them, including parents. Therefore, it is important for parents to provide positive behavioral examples so that children do not imitate aggressive behavior. Aggressive behavior in children can include verbal anger, physical attacks, tantrums, and destructive actions.

According to the Federation of Indonesian Teachers' Unions (FSGI), there were 30 cases of *bullying that occurred* in schools throughout 2023. This figure increased from the previous year which amounted to 21 cases. As many as 80% of bullying cases in 2023 occurred in schools under the auspices of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), and 20% in schools under the auspices of the Ministry of Religious Affairs. "The thirty cases are cases that have been reported to the authorities and are being processed," said Chair of the FSGI Expert Council Retno Listyarti, as reported by *Kompas.com*, Sunday (12/31/2023). Of the 30 bullying cases in 2023, 50% occurred at the junior high school/equivalent level, 30% at the elementary school/equivalent level, 10% at the high school /equivalent level, and 10% at the vocational school/equivalent level. Two of these cases resulted in fatalities, namely one case at an elementary school in Sukabumi Regency, and one case at an Islamic junior high school in Blitar. Retno also noted that there was one case of bullying at the elementary school level which was suspected to be one of the triggers for the suicide victim . In 2023 (as of September) KPAI had received 1800 cases related to the fulfillment of children's rights (PHA) and child protection cases (PKA). The complaints were divided into 2 clusters, namely the Fulfillment of Children's Rights (PHA) 68.7% of cases and Special Protection of Children (PKA) 31.3% of cases. In 2024, the Ministry of Women's Empowerment and Child

Protection (KemenPPPA) emphasized the priority of preventing child marriage and strengthening child rights-based parenting, especially for families who are going to get married, by maximizing the role of the Family Learning Center (PUSPAGA). In accordance with Article 54 paragraph (1) of Law No. 35 of 2014 concerning Child Protection, it is stated that children in and around educational units must be protected from physical violence, psychological violence, sexual crimes, and other criminal acts that may be committed by educators, educational staff, fellow students, or other parties.

Aggressive behavior in educational institutions, including Early Childhood Education (PAUD) institutions, is a phenomenon that is increasingly receiving attention from educators, psychologists, and researchers. The results of observations of aggressive behavior were also found in Group B children at Bina Tunas Bangsa Kindergarten, especially in Kindergarten B. This is caused by the teasing treatment that is often experienced by these children both in class and when playing outside the classroom. Observation results At Bina Tunas Bangsa Kindergarten, there were two children who showed aggressive behavior by often getting into fights, saying harsh words, and teasing their friends. School friends often become victims of teasing and even physical attacks such as hitting, pinching, kicking and even biting, which leads to chaos both inside and outside the classroom. The impact of this child's behavior is that several children are afraid to go to school and not infrequently parents complain about children who often behave aggressively.

Early childhood learns through social interactions with others, teachers, and their peers. Therefore, children will feel more comfortable in a place that encourages positive communication, mutual respect, and cooperation. Children should feel free to interact with their peers without fear or pressure. Educators are also responsible for creating a friendly and warm environment where children feel heard and valued. Early childhood is very sensitive to the emotional environment they experience. When children feel emotionally supported, they are more willing to explore and learn new things. Emotional comfort occurs when they feel safe to express their feelings, be it happy, sad, scared, or angry, without fear of being judged. Educators who care about their children's emotional health will give their full attention and patiently respond to their children's emotional needs. Another important factor in creating a comfortable environment for children is parental involvement in the learning process. When children know that their parents support their learning activities, they will feel more motivated and secure. Parental involvement, such as communicating with teachers or being involved in school activities, helps strengthen the relationship between home and school, which will create comfort for children.

Children are active learners. They not only learn from direct teachers, but also from what they see, hear, and feel in everyday life. The experiences they have, whether at home, at school, or in their surroundings, influence their understanding of life. A child indirectly absorbs information and behavior from the adults who interact with him. When he hears a conversation or advice, the words are embedded in his memory and influence

the way he thinks. How he feels about social interactions and emotions, both positive and negative, influences how he acts in similar situations in the future.

Therefore, a solution or approach is needed that can help teachers or educators deal with children with aggressive behavior without feeling upset and angry that makes them feel judged, so that the learning and playing atmosphere becomes more comfortable for all parties. Children who exhibit aggressive behavior can be a serious challenge for teachers, requiring significant time and emotion. Urgency from this situation makes researchers to conduct in-depth observations related to the factors that cause children who are often involved in child fights in the school environment, especially in Bina Tunas Bangsa Kindergarten. A good school environment can have a positive impact on children who are experiencing the learning process.

This study aims to understand how teachers can deal with and overcome children with aggressive behavior. It is hoped that this study can help teachers to understand children with aggressive behavior more effectively, so that they can better guide these children while at school. As a result, it is hoped that solutions will be found that can overcome problems in dealing with aggressive behavior in children. So that the impact of aggressive behavior does not drag on leading to criminal acts. Research can also help improve understanding of children's emotional needs, which are often not met, causing aggressive behavior as a form of escape or attention seeking.

Aggressive behavior in early childhood is a phenomenon that has become a concern, including in the world of early childhood education. Aggressive behavior in early childhood can be defined as physical or non-physical actions carried out to injure others, cause physical or emotional impacts, and can be an expression of negative emotions as a result of frustration in the perpetrator. (Childhood & Behavior, 2021). Research shows that aggressive behavior in early childhood can be caused by various factors. Aggressive behavior in early childhood can have a negative impact on the child himself and others, such as harming the child and others, and can develop into delinquent behavior or involvement in violations. Handling aggressive behavior in early childhood needs to be adjusted to the cause of the behavior and requires cooperation from various parties, including parents, teachers, and the community (Mastuinda & Suryana, 2021).

It can be concluded that the problem of aggressive behavior in early childhood has similarities in various studies, different approaches in focus, place, time, and research methods show that aggressive behavior is a complex phenomenon and is influenced by various factors both from within the child and from his environment. This study will also explain effective handling strategies by teachers to overcome aggressive behavior in children at Bina Tunas Bangsa Kindergarten, Bajubang District, Batang Hari Regency, Jambi Province.

METHOD

In this case study, the qualitative approach is one of the methods used in this study. The research approach used is a qualitative approach with a case study method. A case study is a research model that focuses on investigating one or more cases thoroughly

through in-depth data collection. This approach is used because the topic studied in the study is closely related to the phenomenon through data collection in the field. According to Denzin and Lincoln (Anggito & Setiawan, 2018) . This method uses interviews and observations to describe the truth accurately. This study is a case study that describes the aggressive behavior of children at Bina Tunas Bangsa Kindergarten. Through field observations and interviews with teachers at the school, information was obtained on various types of aggressive behavior carried out by children. Researchers use the case study research type to describe or illustrate research related to aggressive behavior in children aged 5-6 years. Researchers also want to analyze cases related to aggressive behavior in children aged 5-6 years at Bina Tunas Bangsa Kindergarten .

This research was conducted at the Bina Tunas Bangsa Kindergarten located at Jalan Lintas Sumatera Rt.04 Rw.02, Bajubang Village, Bajubang District, Batang Hari Regency, Jambi Province. The research was conducted in August 2023. This primary data was obtained directly in the field when the research was ongoing in the form of information about aggressive behaviors seen in students of Bina Tunas Bangsa Kindergarten . Secondary data can be in the form of written documentation found in the field including Daily Work Plans and Annual Programs as well as self-development programs prepared by Bina Tunas Bangsa Kindergarten teachers . Observation carried out on aggressive behavior in children, what are the causal factors and how do teachers deal with aggressive child behavior . In this study, the author used direct observation techniques to obtain initial data on students to observe the aggressive behavior of children at Bina Tunas Bangsa Kindergarten. Interviews were conducted with the research subjects, namely the principal, teachers, and guardians of students at TK Bina Tunas Bangsa which were used to collect data that was relevant or in accordance with the research problems and to obtain complete data on the causal factors of children with aggressive behavior . Research instruments in the form of questionnaires, interview guidelines, observations and documentation

FINDING AND DISCUSSION

RESULT

The focus of the research was on 2 children in the B group education unit at Bina Tunas Bangsa Kindergarten with the initials AD and RA. The total number of children in group B was 20 people consisting of 14 boys and 6 girls. AD is a boy aged 6 years. A child who lives with his stepmother because the biological mother of the child has passed away. In the teaching and learning process AD often goes out and rarely follows the rules in the classroom. Outside the classroom he will eat his lunch until it runs out and go back to playing outside the classroom which he does every day. Even though every morning he goes to school enthusiastically accompanied by his father or mother. Every time the teacher persuades him to do activities together AD is always quiet and continues playing without being noticed. The same is true for RA who is always cheerful going to school to meet his friends at first glance they look ordinary. RA is a boy aged 5 years. is the first whose mother works in an elementary school canteen and his father is a private employee

for the extra attention he gets from AD because researchers often find AD talking to his mother. His mother responded in a harsh tone, unlike RA's mother who was always patient and gentle in responding to what her son said.

They play together, but often there are children who cry and complain to the teacher that AD snatches toys, hits, teases and even gets bitten by him. Unlike RA who always wants his desires fulfilled so he often snatches what he wants, for example toys he wants to play with, playmates, doesn't want to share so that it also causes chaos inside and outside the classroom.

A. Research Findings

Findings of aggressive behavior in early childhood at Bina Tunas Bangsa Kindergarten, Group B, Age 5-6 Years, as follows:

Interview with teachers at Bina Tunas Bangsa Kindergarten on September 26, 2023.

1. Questions With Aggressive Behavior Indicators

Question 1: What do you know about aggressive behavior?

Mother HY: children with negative behavior

Mother MT: aggressive behavior, namely children who like to bother their friends

Mother RY: In essence, children who like to misbehave with their friends, such as hitting, kicking, teasing, pinching, kicking, and snatching, are children with aggressive behavior.

Mother MS: Yes, that's the same answer as your friends.

Question 2: Are there any children in group B in particular who have aggressive behavior?

All mothers answered yes at the same time. They answered that AD likes to hit, pinch, fight, and even bite his friends. RA likes to tease, snatch toys and wants to win.

2. Questions With Indicators of Forms of Aggressive Behavior

Question 1: Do you know the forms of aggressive behavior?

Mother RY: I don't know for sure, but it's clear that aggressive behavior such as hitting, pinching, cursing, biting. I don't know the form of the behavior either, ma'am.

Another mother added: yes ma'am, same thing

Researcher: So there are 3 forms of aggressive behavior: Physical, verbal and passive aggressive behavior. Physical aggression is an example of what you have mentioned, such as hitting, stabbing, pinching, slapping, kicking, pushing, burning. Verbal aggression, for example, hurting with words such as insulting, mocking. While passive aggression is behavior with actions that seem harmless but subtly convey underlying aggressive intent. This type of behavior includes tactics such as ignoring others, remaining silent, and showing indifference.

Question 2: What do you know about forms of physical aggressive behavior?

All mothers answered: the child's behavior is like hitting, stabbing, pinching, slapping, kicking, pushing, burning. This means that AD's behavior is classified as physically aggressive behavior, he likes to hit, pinch and even bite his friends, said Mother RY.

Question 3: What do you know about forms of verbal aggressive behavior?

Behavior of hurting friends with words / statements of answers from all mothers. Which was continued by Mother HY if this is RA's behavior, there are always things

she says that make her friends cry. then Mother RY Sometimes called ugly like a cow, you smell like a goat, mocking friends who have fertile bodies by saying you are fat ugly ... ugly

Question 4: What do you know about the forms of passive aggressive behavior?

Mother RY: That is the behavior of a child who has the tactic of not caring and ignoring other people.

3. Questions With Indicators of Factors Causing Aggressive Behavior

Question 1: In your opinion, what are the factors that cause children to behave aggressively?

All mothers answered in turn, family environment, residential environment, family economy, friends, children's shows, lack of attention, maybe there are many more, ma'am.

Question 2: In your opinion, if we relate it to poverty, can aggressive behavior occur? Give your reasons?

Yes, ma'am. Poverty can be the cause of children with aggressive behavior, for example, as told by Bunda MT, there was a case of parental murder just because the parents could not buy a cellphone.

Question 3: Anonymity is a style of urban / big city with a way of life that is solitary and less social. In your opinion, can this situation have an impact on children behaving aggressively?

Mother HY said that urban situations with their own lifestyles can affect children's behavior with passive aggression. Mother RY added that yes, ma'am, passive aggression in children who are silent but don't care is also dangerous if not addressed.

Question 4: What is the air temperature factor? For example, areas with hot air temperatures can affect children's behavior to become aggressive? Give the reasons?

Ms. MS: In my opinion, it could be a factor causing aggressive behavior because hot temperatures make people feel irritated and their emotions get inflamed quickly, which can result in negative behavior such as fighting, etc.

Mother RY: Yes, that's right, I also think so.

Question 5: According to you, how influential is imitation/ *modeling*, for example, from shows or the child's environment, on their behavior?

Mother HY: I think the influence is big, especially for young children, they learn from what they see, hear and feel if what they watch is war cartoons, even at school, their friends are invited to play war games. If they live in a home environment with dirty words, when children have disagreements with friends at school, they will say dirty words.

4. Questions With Indicators on How to Handle Aggressive Behavior in Children

Question 1: When there is a child with physical or verbal aggressive behavior at school, what is your attitude as a teacher to understand and accept the child's personality? And how do you handle it?

Mother MS: As a teacher, of course we will accept whatever the condition of the child, good or bad. The students are our responsibility as teachers who act as substitutes for their second parents at school.

Mother RY added: handling students like that, take a deep breath, ma'am. Of course, never get tired of reminding them to do good deeds. Love each other and of course always pray that our students will become good children. That's right, said Mother MS.

Question 2: To produce PAKEM (Active, Creative, Effective and Enjoyable Learning) certainly requires a safe and comfortable situation, if there are children who make noise during learning activities. What do you do to overcome such a situation?

Mother RY: provide a safe place with toys that train creativity such as puzzles, legos, roncean, blocks.

Mother HY: If I let the children play outside for now, the important thing is that someone supervises them rather than making the classroom chaotic.

Mother MT: If I give him the task of being a leader, he will be an example for his friends. He will be embarrassed if he becomes a noisy leader.

Question 3: I will ask about achieving cataracts which means channeling aggressive behavior into positive activities. Have you done anything as a solution to handling children with aggressive behavior?

What we do is the same as the previous question, ma'am, providing a playground, allowing noisy children to play outside and making class leaders for noisy children or those who trick their friends. Answer all mothers

Question 4: Have you ever given a solution to a child's aggressive behavior change with a reward? What impact did it have on the child?

Mother HY: never if the reward is in the form of goods if the reward is applause, appreciation such as great child, thumbs up child, extraordinary yes often ma'am. The impact is positive children are happy and joyful. Sometimes children who like to be aggressive when given such awards smile happily.

Mrs. RY: I once gave a reward of candy, the impact was that if you want to obey, you have to ask for candy first, ma'am. Even if it's just candy, if you don't have any, it's troublesome and becomes a weapon for children to bother their friends. Because if you keep bothering your friends and obey the teacher, you get candy. Now, it's the same with other mothers, the reward is in the form of praise, the aim of which is to create positive motivation in the child.

Question 5: Is there a Demonstration/training strategy that you provide as a solution to handling aggressive behavior in children at school? If so, please explain?

Mother MT: The strategy we agreed upon as teachers is reading story books or telling stories directly to children either at the beginning or at the end of the activity where the story has moral messages of goodness for children. Mother HY, RY and MS added that kindergarten children cannot be separated from singing and clapping which has a meaning of goodness such as clapping honest children, clapping pious children, singing anti-bullying etc.

Question 6: How can mothers create a non-aggressive environment at school?

Mother HY: make clear rules/agreements about expected behavior, such as no hitting, teasing, or rude language. I also encourage my child to play with all friends and express his emotions in a positive way.

Added by Mother MT: inviting children to understand the importance of respecting others. Talking about how to deal with situations that make you angry without having to use violence.

Question 7: How do mothers develop empathy in children, especially those with aggressive behavior?

Mother RY: creating a supportive environment by teaching empathy to children. Every time my child tells about problems with his friends, we discuss how he can deal with it in a calm and kind way.

Question 8: Have you ever punished a child with aggressive behavior? If so, what kind of punishment did you give?

Yes. The punishment I gave was to go home last from the other friends.

If it's physical punishment, God willing, no, ma'am... while the mothers laughed softly.

Researcher: "Okay, thank you all, ladies, for your time and discussion today."

Mothers: "Yes, you're welcome, Mom."

After conducting observations, there were 2 children who often made noise in the school environment both inside and outside the classroom. There was even one child who felt afraid if he saw AD at school. There was one child who was lazy to go to school with the excuse that AD would be at school later. And it was not one or two guardians who complained about this child with the initials AD, they got stories from the child that AD was bothering him at school, there were also parents who complained that their child was pinched by AD or hit by AD. There were also parents who complained to the principal that every morning their child woke up excitedly to get ready for school but when they were about to be dropped off, they made many excuses, saying they had a stomachache, sometimes their head was dizzy so they didn't go to school.

For RA cases, there are not as many as AD. RA often shows aggressive behavior with words such as teasing to express their emotions. But to engage in hitting, kicking behavior is not like AD by showing verbal and physical aggressive behavior. All teachers and parents of students can only shake their heads when there is a child crying and the cause is AD.

The results of the interview on August 24, 2023, the researcher with children who are AD and RA's friends at school, most of the children do not like AD because AD is a naughty child and likes to disturb. But AD's friends still care about AD, it's just that they don't like AD's behavior of cursing, hitting, kicking, grabbing and even cursing with impolite words. Likewise, AD might feel lost if there are friends who have not been to school for 3 days, AD will definitely ask the teacher at school. Furthermore, on August 30, 2024, the researcher's interview with teachers at the school regarding AD's behavior at school, the following is his statement:

Mother HY: AD is like that. If he doesn't make his friends cry for a day, it means he's on holiday/not going to school.

Mother RY: Oh my... AD is amazing, Mom. From the beginning of teaching until now, I have never met a child who is this aggressive. If not hitting, pinching, biting, it doesn't matter if he hurts his friends.

Mother MT: AD huh...it's hard to say.

Mother MS: Since morning, she has been busy. Running here and there, she is incredibly active. But if she is enthusiastic about going to school, she can be independent. Sometimes she often comes alone without being accompanied on foot because her house is close to the school.

Mother MT added: It could be that she doesn't pay enough attention, because I often see AD being spoiled, as children are, and then his mother says things like that, which makes me uncomfortable.

Then continued with how AD's attitude related to learning in class, the following explanation from the teachers can be concluded that AD rarely participates in class activities in class. But sometimes his behavior is correct, does not interfere, can play together with friends without fighting, follows class rules. For development, it can be seen that there is progress even though he enters the class occasionally. Interview on September 12, 2023, researchers with parents of students at the school regarding AD's behavior. The following is the statement of DM's parents:

AD is indeed extraordinary, Mom. He didn't listen, even though he had been advised many times. But the child still did the same thing, Mom repeated it over and over again. "Yesterday he climbed the flagpole until he fell, but he didn't cry. Then they fought over toys and hit each other.

LL's parents added:

I'm furious, Mom....if AD is bad. Sometimes I also like to tell his mother. His mother said to hit him if he's naughty. Yesterday my child asked to be waited for until he came home because he was afraid of AD. Sometimes I feel sorry for him because he doesn't have a mother anymore. Mom is also busy selling so maybe she doesn't pay enough attention, right Mom.

Then an interview with AD's parents on September 14, 2023 at school while dropping off AD regarding AD's behavior of liking to disturb friends, the following is the explanation:

He's like that, Mom. Just pinch him if he's naughty to his friends. It gives me a headache, Mom.

The researcher asked what AD's activities were at home. What did AD do at home?

AD plays at home with his close friends too. But that's what my mother said, it's a headache. There are parents who complain that AD is hit, sometimes pinched or bitten. His father is already tired of being advised by his mother.

RA's aggressive behavior can be seen when the researcher observed on September 20, 2023, teasing a friend with bad words...ugly...like a cow and then laughing. RA is one of the children who likes to make friends cry with his teasing if his friend doesn't want to play. Sometimes RA also often snatches toys from friends if he wants the toy. The

researcher's observations every time there is a fight between children with AD or RA. After being traced and asked to AD and RA, here is their statement

We want to play too, Mom. That's always the reason they get into fights at school. Interviews conducted by researchers with RA's parents regarding RA's daily activities at home, the following is an explanation:

RA watches the best cartoons, but he really likes war cartoons. I'm also busy preparing materials for selling so I just let RA watch what he likes.

DISCUSSION

Discussion question research result

The research results were developed based on the results of observations and interviews at Bina Tunas Bangsa Kindergarten as follows:

Questions With Aggressive Behavior Indicators

Sub Indicator: Aggressive Behavior of Children Aged 5-6 Years (Group B)

Question 1: What do you know about aggressive behavior?

According to Mothers HY, MT, RY, and MS, aggressive behavior in children is associated with actions that hurt or disturb others. Mother HY calls aggressive behavior "negative behavior." Although this answer is descriptive, it is not specific enough in explaining what is meant by aggressive behavior. Mother MT said that aggressive behavior is a child who likes to bother friends. Although general, this answer provides a little more context. More concrete examples of aggressive behavior, such as hitting, kicking, teasing, pinching, and grabbing, were given by Mother RY. This answer is more in-depth and discusses the various types of violence that children may exhibit. Mother MS confirmed that her opinion is in line with the opinions of her friends, who showed the same agreement that aggressive behavior is behavior that hurts others.

From the mothers' answers, they think that aggressive behavior is about physical aspects (such as hitting, pinching, kicking) and verbal (such as teasing). However, not all types of aggression are discussed, such as psychological aggression or passive-aggression, where children show aggressive behavior but do nothing, such as ignoring or manipulating emotions. Mother RY gave the most complete and in-depth answer, helping us better understand the various types of aggressive behavior that may occur among children.

It can be concluded Based on the responses given, mothers agree that aggressive behavior is an action that is physically or verbally harmful to others. It is possible to expand this discussion by considering additional aspects of aggressive behavior that may not be so obvious, as well as appropriate methods for dealing with children who exhibit such behavior. By teaching them about the long-term effects of aggression and how to identify and deal with it in a constructive way, they can expand their understanding which is currently limited to the physical and verbal elements.

Question 2: Are there any children in group B in particular who have aggressive behavior?

All teachers (mothers) gave the same answer, and they mentioned that two children, AD and RA, showed certain aggressive behaviors. AD was identified with physically aggressive behavior, such as hitting, pinching, fighting, and biting his friends. This shows

AD's tendency to use physical violence as a way to solve problems or express his emotions. RA was identified as having verbal and social aggressive behavior, such as teasing friends, snatching toys, and wanting to win alone. This is more like emotional and interpersonal aggression. Physical Aggression (AD) with actions such as hitting, biting, and pinching is included in physical aggression, which is often an expression of frustration or anger that has not been expressed in a more appropriate way. Verbal and Social Aggression (RA) Teasing and snatching toys is one example of verbal and social aggression. This aggressiveness is more aimed at destroying his social relationships or the honor of his friends. RA wants to win alone. Several factors that can influence children's aggressive behavior, such as Lack of social skills: Children may not be able to communicate or negotiate with their peers well. Home or school environment. Children who often see or experience violence may tend to imitate the behavior. Frustration or stress. If children feel unheard or have difficulty expressing their emotions, they may behave aggressively as a way to express them. It can be concluded that AD and RA emotional expressions are unhealthy emotions. These aggressive behaviors can be reduced with appropriate interventions, such as emotional and social education. In addition, children can learn better ways to interact with their peers.

Questions With Indicators of Forms of Aggressive Behavior

Sub Indicator: Aggressive Behavior

Question 1: Do you know the forms of aggressive behavior?

As explained by the answers of Mother RY and several other mothers, they have a basic understanding of aggressive behavior, but it is still limited and not fully in-depth. They are able to identify examples of common aggressive behavior, such as hitting, pinching, cursing, and biting, but they also admit that they do not understand various other forms of aggressive behavior.

This suggests that a better understanding of aggressive behavior should be provided to Bina Tunas Bangsa Kindergarten mothers. In particular, an understanding is needed of how aggressive behavior can change depending on the situation and other variables, such as the child's age, environmental conditions, and emotional and social impacts. In fact, aggressive behavior can come in many forms, including physical, such as hitting or biting, verbal, such as yelling or insulting, and passive aggressive, such as refusing to cooperate or destroying property. By increasing this understanding, mothers can be better prepared to spot and handle aggressive behavior appropriately. They can also help their students learn to better manage their emotions.

According to researchers, there are three main forms of aggressive behavior: Physical Aggression: This consists of physical actions that directly hurt or harm another person. Examples of physical aggression include hitting, stabbing, pinching, slapping, kicking, pushing, and burning. All of these actions cause physical harm or injury, and in conflict situations, they are often visible. Various reasons can cause this behavior, such as anger, frustration, or an inability to manage emotions. Verbal Aggression: This type of behavior uses words to hurt or attack another person. Verbal aggression can still be emotionally and psychologically disruptive to the victim, even if it does not involve

physical violence. Examples of verbal aggression include Insulting, taunting, mocking, or threatening with words can lower a person's self-confidence, create feelings of anxiety, and even cause emotional trauma.

Passive Aggressive Behavior, This behavior conveys aggressive intent in a subtle way even though it seems harmless or harmless. Because it is more subtle than physical or verbal aggression, it is referred to as "covert aggression". Examples of this action are Intentionally ignoring or refusing to talk to someone. Silence or not responding, This is a way to show displeasure or protest by remaining silent. Indifference, Not showing concern or empathy when the situation requires action or response.

Question 2: What do you know about forms of physical aggressive behavior?

Sub Indicator: Physical Aggression

According to the mothers' answers, common physical aggressive behaviors, such as hitting, stabbing, pinching, slapping, kicking, pushing, and burning, include direct physical violence against others. In addition, Mother RY gave a real example of physical aggressive behavior carried out by AD. This child often carries out physical aggressive actions such as hitting, pinching, and biting his friends. Thus, AD's behavior can be categorized as physically aggressive because they directly use their physical strength to hurt others.

Physically aggressive behavior shown by children is often an expression of emotions that they do not yet understand or control well. Aggressive actions such as hitting, pinching, kicking, or other forms of violence can arise as a reaction to frustration, anxiety, or the need to attract attention from others. Adults should pay special attention to this kind of behavior, both parents and educators, so that children can learn to manage their feelings and find more positive ways to express their feelings. Physically aggressive behavior, it is very important to understand the underlying problems of the behavior. The environment, feelings, or even parenting can influence this behavior.

Sub Indicator: Verbal Aggressive

Question 3: What do you know about forms of verbal aggressive behavior?

Verbal aggressive behavior, in children can mean hurting friends with hurtful words or statements. Based on the mother's answer, some examples of verbal aggressive behavior are mentioned as follows:

1. Insulting or mocking friends, Mother HY said that a child often throws out words that make his friends cry. This shows that the child has a tendency to use emotionally hurtful words to attack others.
2. Giving derogatory nicknames or names: Another example given by Bunda RY is when children tease their friends with words like "ugly like a cow" or "smells like a goat." This is a type of insult where people are insulted by associating them with negative animal traits.

This verbally aggressive behavior shows a pattern of communication that is harmful to the self-esteem and feelings of others. If left untreated, this behavior can cause social and emotional problems for both the perpetrator and the victim. Therefore, it is important for parents and teachers to understand this behavior so that they can take

appropriate action, such as teaching children to empathize and communicate in a more positive way.

Sub Indicator: Passive Aggressive

Question 4: What do you know about the forms of passive aggressive behavior?

Passive aggressive behavior is when someone does not directly show anger, dissatisfaction, or frustration. Individuals with this behavior choose to express their emotions through actions that appear passive, but are actually intended to hurt or ignore others rather than express them openly.

Mother RY's answer shows the main characteristics of passive aggressive behavior, such as, passive aggressive behavior often uses tactics such as ignoring and ignoring others. The child or person may appear unconcerned, unresponsive, or even intentionally avoid the requests, wishes, or needs of others. They may use indifference as a way to "get back" or show their disagreement. Indirect tactics, The child or person uses indirect tactics such as delaying, being indifferent, or showing an uncooperative attitude without expressing the reasons or feelings behind the behavior.

Children who experience this behavior do so because they feel uncomfortable or afraid to face conflict directly. As a result, they express their disagreement in a less obvious way, but it still has an impact on interpersonal relationships.

This is in line with Stewart and Koch's theory of aggression (Rahmi, 2021) . Basically, this action aims to hurt, harm, or harm others. Herbert (Rahmi, 2021) said that aggressive behavior is a type of socially unacceptable behavior that can cause physical injury, psychological trauma, or damage to something. Hurlock (Rahmi, 2021) said that aggressive behavior is a type of behavior that can harm others, which can cause physical injury or psychological trauma. Therefore, loss due to aggressive actions can have a negative impact on physical and mental health.

Furthermore, Simanjuntak's opinion (Anggito & Setiawan, 2018) states that verbal aggression, or aggression carried out verbally against aggressive sources. These aggressive words can be in the form of dirty words or considered swear words, dirty words, harsh words, insults, curses, slander, and harsh words can hurt, hurt, injure, or make people suffer. Early childhood usually experiences rapid development in physical, emotional, intellectual, and social aspects.

Questions With Indicators of Factors Causing Aggressive Behavior

Sub Indicator: Factors Causing Aggressive Behavior

Question 1: In your opinion, what are the factors that cause children to behave aggressively?

The mothers' answers provide several reasons why children behave aggressively, including various environmental aspects related to child growth.

1. Family environmental factors, where children grow up and learn about social interactions. Children's behavior is influenced by their parents' behavior, their education, and family relationships. For example, children may become aggressive in their social environment if they often see fighting or violence at home.

2. The environment in which a child lives affects their behavior. If a child lives in an environment full of conflict, violence, or lack of security, they tend to adapt to aggressive behavior as a way to adjust, and the stress generated by this unfavorable environment can cause the child to behave aggressively.
3. Economic factors, which can cause tension in the home and increase the likelihood of aggressive behavior in children. This is especially true if parents are too focused on their economic problems that they fail to meet their emotional needs.
4. Friends, children are often influenced by how their friends behave, including aggression. If children play with friends who tend to behave aggressively or violently, they may imitate their behavior because of peer pressure or because they perceive such behavior as normal in their environment.
5. The shows that children see on television, the internet, or social media also affect their behavior. Children who often watch violent content or aggressive behavior tend to imitate what they see. In addition, children at an early age are often unable to distinguish between acceptable and unacceptable social norms.
6. Lack of attention from parents or caregivers can make children feel unappreciated or neglected. In such conditions, children may use aggressive behavior as a form of expressing frustration or to get attention from those around them. Children need consistent attention and affection to feel safe and valued.

It can be concluded that the factors that contribute to aggressive behavior in children are very diverse and interrelated. This shows that family, environment, media, friends, and the attention received by children influence aggressive behavior in children. This shows how important family, environment, and media are in directing children's behavior, and how parents and educators should be more aware of these factors so that they do not become more aggressive.

Sub Indicator: Poverty

Question 2: In your opinion, if we relate it to poverty, can aggressive behavior occur? Give your reasons?

Mrs. MT's answer shows that poverty can influence aggressive behavior by giving an example of an extreme case where children commit violence against their parents because they cannot fulfill their material needs, such as buying a cellphone. Some of the reasons why poverty can behave aggressively are because poverty is often associated with a lot of psychological and emotional pressure that they experience, which can lead to aggressive behavior. Economic Pressure and Frustration, children who grow up in poor families often experience pressure because they do not have basic needs such as food, clothing, shelter, and items that are considered important in social interactions such as cellphones. If you do not have access to these items, you can become frustrated, angry, or even low in self-esteem, which can then trigger aggressive behavior as a way to heal your disappointment.

In some cases, children who grow up in an inadequate environment may live in a neighborhood with a higher crime rate, which can affect how they see and act on the

world around them. In a violent environment, people may perceive aggressive behavior as a way to survive or express their dissatisfaction.

Poverty can affect how parents behave. Parents who are stressed about money may have harsh, neglectful, or even violent parenting styles. Children may imitate these aggressive behaviors, especially in families with poor families. Children who grow up in poor families often have difficulty getting a good education. Education is essential for teaching moral values, self-control, and skills for dealing with conflict constructively. If children do not receive adequate education, they may have limited skills in managing their emotions and conflict.

Sub Indicator: Anonymity

Question 3: Anonymity is a style of urban / big city with a way of life that is solitary and less social. In your opinion, can this situation have an impact on children behaving aggressively?

In Mother HY's response, it was explained that an individualistic city lifestyle can cause children to become aggressive and passive. Someone who behaves passively aggressively has aggressive feelings that are channeled indirectly, such as through an indifferent attitude, delaying work, or openly resisting. However, this behavior appears passive on the outside. Another comment from Mother RY, which emphasizes the dangers of passive aggression, supports Mother HY's opinion. Children may appear indifferent or quiet, but this kind of attitude can also be dangerous if not handled properly. Children who display passive aggressive attitudes may have difficulty expressing their emotions healthily, which can ultimately lead to future problems with their social and emotional relationships.

Urban environments often have fast-paced, competitive environments, and little social interaction. This can cause children to feel isolated or hinder their development of good social skills. Passive-aggressive behavior can emerge as a defense mechanism when children do not have a safe place to express their emotions or feel that no one understands them. Ignoring passive-aggressive behavior can lead to family conflict and more serious psychological problems. Therefore, it is important for parents to be more involved in their children's lives, giving them opportunities to talk and express their emotions, and helping them overcome the feelings of isolation they experience in the relatively anonymous urban environment.

It can be concluded that a less social lifestyle in the city can affect children's behavior, one of which is by encouraging passive aggressive behavior. This behavior is dangerous if not addressed immediately because it can hinder children's social and emotional development. Parents can help children overcome feelings of isolation, encourage healthy communication, and teach them to express their feelings positively. Bandura's opinion in (Sadownik, 2023) a child's life consists of various environments that influence each other, starting from the closest family (micro environment) to existing cultural values (macro environment). If there is an imbalance in one of these systems, it can affect aggressive behavior.

Sub Indicator: Hot air temperature

Question 4: What is the air temperature factor? For example, areas with hot air temperatures can affect children's behavior to become aggressive? Give the reasons?

Mother MS's opinion High temperatures can cause aggressive behavior because it makes someone feel hot and their emotions burn quickly. From a physiological and psychological perspective, this statement is true. The discomfort caused by heat can cause someone to feel threatened or upset, which can lead to negative behavior such as fighting. Mother RY's opinion agrees with Mother MS that high temperatures can cause aggression. This supports the idea that a person's physical and emotional states are related to each other. When the physical is disturbed, emotions are also difficult to control, especially for children whose emotions are very changeable.

Hot air temperatures can have an impact on human health. Body temperature increases when the body experiences heat, which can cause discomfort or physical stress. People who are hot or stuffy tend to be more tired, less patient, and more easily hurt emotionally. This is related to the body's nervous system responding to heat. A person is more likely to experience irritation or frustration in situations like this, which can lead to aggressive behavior. In addition, environmental temperature can affect a person's feelings and emotions. Increased tension, stress, and anger are usually associated with hot temperatures. Heat can cause mood swings to occur more often in children, because their ability to control their emotions is still developing. The discomfort caused by heat can cause them to become more irritable, frustrated, or aggressive.

In line with the study by Brad Bushman and Jennifer Whitaker found that constant hot temperatures are associated with greater aggression. The physical discomfort caused by high temperatures can make emotions more flammable. (Zahri & Savira, 2017).

Sub Indicator Imitation (Modeling)

Question 5: According to you, how influential is imitation/ *modeling*, for example, from shows or the child's environment, on their behavior?

Mother HY's answer emphasized how important modeling or imitation is in the learning process of early childhood. Nowadays, children are very likely to imitate the behavior of others and their environment. Their behavior is directly influenced by what they see and hear, both through the media and social interactions. Mother HY gave a concrete example of the influence of war cartoons on children's behavior. Children who often watch violent shows like this tend to imitate this behavior in their play activities, such as playing war games at school. This shows that children process the information they receive from watching and apply it in their social interactions.

Mother HY also talked about how the environment affects children's behavior, especially language. Children who are raised in an environment where they often speak rudely or dirty tend to imitate the language, even when they argue with their school friends. This shows how strong the influence of the home environment is on the development of a child's character and language habits.

Albert Bandura's theory of social learning is in line with Bunda HY's answer. This theory states that children learn by watching others. This can be done through the media, peers, and family environment. They not only imitate the habits of others, but also the habits, norms, and language they learn from their environment. (Patton, 2021) . It is concluded that models or imitation greatly influence the behavior of early childhood. Because children tend to imitate the behavior of others, parents, teachers, and the environment must provide positive examples. To foster good behavior in children, it is important to control viewing and create a pleasant environment.

Children often imitate aggressive behavior from what they see from people around them such as parents or friends and media such as television or video games. Repeated viewing of negative actions in the media can make children consider aggressive behavior as something normal. (Patton, 2021)

Questions With Indicators on How to Handle Aggressive Behavior in Children

Sub Indicator: Understanding and accepting the child's personality

Question 1: When there is a child with physical or verbal aggressive behavior at school, what is your attitude as a teacher to understand and accept the child's personality? And how do you handle it?

This question addresses a situation where an educator encounters aggressive behavior toward their students, either physically or verbally. Ms. MS and Ms. RY provided answers that reflected a patient and empathetic pedagogical approach.

1. Teacher Recognition of Children's Personality

Mother MS's answer said that teachers should accept the child's personality and circumstances as they are. All children have unique backgrounds and characters, and teachers have a duty to act as substitute parents in schools. This means that teachers should not judge or reject children's behavior directly; instead, they should recognize that each child has unique problems. Teachers should act as people who understand and are willing to help children behave better.

2. Aggressive Behavior Management Strategies

Mother RY recommends that teachers handle aggressive behavior in a relaxed manner, such as "taking a deep breath." This shows how important it is for teachers to control their emotions when they are working with unruly children. Furthermore, there are ways to continually remind children of good deeds and affection. This leads to an educational approach that emphasizes positive reinforcement, also known as positive reinforcement. Positive reinforcement encourages good and affectionate behavior while still reprimanding wrong behavior.

3. The Role of Prayer and Spiritual Values

All teachers agree that prayer is an important part of this process. This reflects the belief that education is not just about the interaction between educators and students. The spiritual aspect is the hope that students will become better people. This method emphasizes the importance of using a holistic approach in educating children, not only focusing on academic achievement or child behavior, but also on their moral and character development.

Conclusion It is expected that teachers have an accepting, patient, and understanding attitude when dealing with children who behave aggressively. The methods used are not only repressive, such as reprimanding or punishing, but more on guiding children consistently, reminding them of goodness, and maintaining loving relationships. In addition, spiritual values and prayer are considered important to teach children to behave better.

Sub Indicator: Create PAKEM

Question 2: To produce PAKEM (Active, Creative, Effective and Enjoyable Learning) certainly requires a safe and comfortable situation, if there are children who make noise during learning activities. What do you do to overcome such a situation?

The research on these questions and answers begins by discussing how teachers handle classroom disruptions to maintain a conducive learning atmosphere and support PAKEM (Active, Creative, Effective, and Enjoyable Learning). Basically, the three responses given by the mothers reflect different approaches to handling classroom disruptions, but all aim to create a safe and comfortable learning environment for children.

Mother RY chose a more preventive and solution-oriented method by providing a "safe place", a special area filled with educational toys such as puzzles, legos, ronean, and blocks. This shows that they realize how important creativity is to solving behavioral problems in the classroom. Children who are bored or restless can stay engaged in positive activities without disturbing their friends who are learning with toys that encourage creativity. This method is suitable for children who may need time to release their energy through more interactive activities.

Mother HY Gives Children the Opportunity to Play Outside the Classroom. Mother HY is more flexible in allowing noisy children to go out of the classroom to play, as long as someone is watching them. This method helps the class stay calm and reduces tension that might arise if children are forced to be quiet all the time. It is also a way to respect the needs of children who are often active and cannot sit still for long. Playing outside the classroom must still be supervised and directed so that it does not become a habit that is detrimental to learning.

Meanwhile, MT's mother uses a more rational approach to give responsibility to a noisy child, such as assigning him to act as a leader. It is hoped that by giving this role, the child will feel ashamed if he is noisy because he will be an example for his friends. This method relies on the child's internal motivation and sense of responsibility to improve his behavior. If the child responds positively to responsibility, this approach can be successful, but it also needs to be balanced with supervision and support so that the child does not feel burdened or pressured.

PAKEM emphasizes learning that involves students actively, creatively, and enjoyably. Therefore, the three approaches are different from each other. Because children are continuously engaged in activities that stimulate creativity, Bunda RY's approach fits the creative and enjoyable aspects. Bunda MT's approach strongly supports active and effective learning because it encourages children to be directly involved in

larger tasks. Bunda HY's approach, on the other hand, focuses on an effective classroom environment by reducing distractions.

Lev Vygotsky and Jean Piaget's Constructivism Theory emphasizes that students learn through experiences and interactions with their own environment. Active and creative learning allows students to try new things, experiment, and discover something new. (Tamrin et al., 2020)

Sub Indicator: Achieving Catastrophe

Question 3: I will ask about achieving cataracts which means channeling aggressive behavior into positive activities. Have you done anything as a solution to handling children with aggressive behavior?

To deal with aggressive children, it is important to achieve catharsis, which means redirecting aggressive behavior to positive activities. The methods you mentioned, such as providing a playground and allowing rowdy children to play outside, are excellent measures. This allows children to channel their energy in a more constructive way. Making children lead the class is also a smart choice. This not only gives them a task, but also teaches them empathy, cooperation, and leadership. They can be directed to manage activities or help friends, which can reduce aggressive behavior and increase their self-confidence.

Some additional actions that may be taken include identifying Triggers, Try to identify situations or conditions that cause children to behave aggressively. This can help design better interventions. Building social skills, Teaching children how to interact with peers in a positive way can help reduce aggressive behavior. Group activities that require cooperation can be very beneficial. Giving Positive Examples, As an adult, showing how to deal with frustration or conflict calmly can be a good model for children. Positive Reinforcement, If the child behaves well, give praise or a small reward such as "Mom gives AD 2 thumbs up today for being a good child" so that they continue to behave well. By combining these two methods, it is hoped that aggressive behavior will be directed to a more positive channel and will support the child's social development.

Sub Indicator: Eliminate Rewards

Question 4: Have you ever given a solution to a child's aggressive behavior change with a reward? What impact did it have on the child?

According to HY's mother, she gave rewards with applause and praise rather than goods. This method uses positive reinforcement to build children's confidence and encourage them to behave well. Meanwhile, RY's mother admitted that she had given candy as a reward for desired behavior. However, she had problems when the reward was used as a bargaining tool to get the desired behavior. This shows that physical rewards can cause dependency, where children are more interested in the reward than the change in behavior itself.

Mother RY realized that giving rewards such as candy can trigger manipulative behavior, where children start to bother friends to get something. Mother HY's experience shows that recognition and appreciation are very important to build internal motivation in

children, because children feel happy and joyful when their achievements are recognized. This shows that material rewards, if not balanced with a deeper understanding of the values of expected behavior, can have a detrimental effect.

Based on the explanation above, methods that focus more on positive reinforcement, such as praise, may be less effective in changing children's aggressive behavior. Verbal rewards can increase desire and self-confidence without relying on physical rewards. In addition, it is important to teach children about what happens when they behave well so that they realize that good behavior will be recognized and not rewarded. It can be concluded that Rewards should be used carefully to change children's aggressive behavior. Although rewards can be helpful, choosing the right type of reward is essential to achieving the desired goal. To prevent manipulative behavior and increase children's internal motivation, verbal praise and rewards are preferred over physical rewards.

Sub Indicator: Demonstration/training Strategy

Question 5: Is there a Demonstration/training strategy that you provide as a solution to handling aggressive behavior in children at school? If so, please explain?

According to Bunda MT, the approach used by teachers is to read story books to children or tell them directly at the beginning and end of the activity. The stories chosen have good moral messages to be conveyed to children. In addition, Bunda HY, RY, and MS said that kindergarten children are always involved in singing and clapping with moral messages, such as "Tepuk Anak Jujur" and "Tepuk Anak Saleh", as well as songs that teach children about anti-bullying.

According to this answer, narrative approach (storytelling) and fun activities (singing and clapping) are used by teachers to deal with children who behave aggressively. Through interesting stories and songs, this strategy aims to provide good moral messages to children. Storytelling, One of the effective ways to teach values and moral messages to children, especially at kindergarten age, is through stories. They give children the opportunity to empathize and see the world from the perspective of the characters in the story, which helps them understand the consequences of certain behaviors without having to experience or be told about them directly. This is important to help children understand which behaviors are good or bad without having to experience or be told.

One fun way to convey a moral message is through singing and clapping. Young children tend to learn more easily through activities that involve movement, rhythm, and song. Songs such as "Tepuk Anak Jujur" or "Anti *Bullying*" give children the opportunity to internalize these principles through fun and interactive repetition. This can help reduce aggressive behavior by diverting their attention to constructive activities while also providing them with an indirect understanding of morals. In addition, this strategy involves positive reinforcement, where children are given messages of kindness and expected behavior. By providing stories or songs that support values such as honesty, respect, and anti-bullying, children will feel supported to behave better.

This strategy is perfect for Kindergarten-aged children because they learn best through an interactive, creative, and relevant approach to their world. Teachers also know

that young children are still in the exploration and social learning stage, so teaching values through stories and songs can help stop aggressive behavior.

Sub Indicator: Create a non-aggressive environment

Question 6: How can mothers create a non-aggressive environment at school?

Mother HY said that creating clear rules or agreements about expected behavior at school is very important. These rules prohibit aggressive behavior such as hitting, teasing, or rude language. This helps children understand the boundaries of acceptable and expected behavior in interacting with their peers. In addition, Mother HY encourages children to socialize with all their friends without limiting their interactions to a certain group; this helps children not to be isolated or form small groups that can lead to conflict and aggression. In addition, encouraging children to play with all their friends can help improve their social skills and empathy.

No less important, Bunda HY also teaches children how to express their emotions in a positive way. Children often do not have good skills in managing emotions, especially negative emotions such as anger or frustration. By teaching them healthy ways to express their emotions, such as talking openly about their emotions or asking for help when they are angry, children can avoid aggressive behavior and be better able to deal with difficult situations.

Mother MT's answer states that teaching children to respect others is very important. Respecting others is the foundation of healthy and peaceful relationships in schools. If children know how important it is to respect the opinions, feelings, and existence of their friends, they will be more likely to avoid aggressive behavior that can hurt others.

Overall, Mother HY and Mother MT said that character education is very important to create a safe and peaceful school environment. To prevent aggression in children, it is important to create clear rules, encourage broad and inclusive relationships, and teach good ways to express and resolve conflicts. In addition, both responses show that a safe school environment is the result of a joint effort to teach children good social and emotional skills and direct supervision from teachers. A positive and non-aggressive environment will help children grow into people who are able to empathize, respect others, and manage their emotions healthily.

Sub Indicator: Recognizing children's empathy

Question 7: How do mothers develop empathy in children, especially those with aggressive behavior?

Mother RY's answer provides a clear picture of the methods she uses to teach her children to empathize. An empathy-focused approach is essential in a child's development because empathy is the ability to understand and feel the emotions of others, which is essential for building healthy social relationships. Children who behave aggressively often have difficulty managing and understanding the emotions of others. Mother RY said that one of the ways she does this is by creating a supportive environment. This means she tries to teach her children the importance of empathy in everyday interactions, especially when they are having problems with their friends.

Mother RY not only listens to her child when she tells her problems, but she also invites her child to talk about how to deal with them calmly and well. This approach involves an open discussion where the child is invited to think further about what he did and how a better and more empathetic reaction can help resolve the conflict better. This method is in line with the social learning theory put forward by Albert Bandura (Patton, 2021) which states that children learn from social interactions through observation and modeling. In this case, Mother RY serves as a model and teaches her child how to respond to conflict more empathetically. He is also taught to see problems from other people's perspectives and to better manage his emotions rather than responding aggressively.

Bunda RY teaches children to understand how their behavior toward others has an emotional impact and how acting in a calmer, more positive manner can lead to better outcomes. This helps children learn empathy and also learn to manage emotions and conflict. In conclusion, Bunda RY's method for developing empathy in aggressive children emphasizes the importance of creating a supportive environment, engaging children in reflective discussions about their emotions, and teaching them ways to deal with problems positively. This method is very effective in helping children understand the emotions of others and reducing aggressive behavior.

Sub Indicator: Punishment

Question 8: Have you ever punished a child with aggressive behavior? If so, what kind of punishment did you give?

This answer shows that giving children non-physical punishment. Punishments such as "coming home last from the rest of the class" are social consequences rather than physical consequences. Because children feel isolated or left behind from their peers, this type of punishment tends to cause psychological deterrence. Emphasis on Not Giving Physical Punishment, In the answer to the question explicitly stated that she did not give physical punishment to the child, which can be considered as an attempt to educate the child without using violence. This shows that the mother is aware of the importance of using a more humanistic approach in educating children. These statements are also accompanied by a little laughter from other mothers, this may indicate a calm discussion atmosphere and relief resulting from avoiding physical punishment.

The social impact on children is influenced by maternal punishment, such as "coming home last". The results can affect how children see themselves in their social group. Children may be more disciplined or maintain their behavior to avoid unpleasant situations, such as coming home last when their friends go home first. Avoidance of Physical Punishment, When mothers say "God willing no" about physical punishment, it can be considered a form of belief that violence is not the right way to educate. In addition, a little laughter from other mothers can indicate that they agree or even have the same experience in avoiding physical punishment and switching to a more positive approach.

According to the operant conditioning theory by BF.Skinner in (Murphy, 2020) the reward and punishment system, also known as *reinforcement and punishment* , can be

used to change a child's behavior. If the child is aggressive, they can be reduced by giving negative consequences, while they can reinforce positive behavior.

CONCLUSION

It can be concluded that there are two types of aggressive behavior in Bina Tunas Bangsa Kindergarten, namely physical and verbal aggression. Physical aggression is related to actions such as hitting, kicking, pushing, or damaging objects are examples of behavior that can physically harm others. Early childhood may exhibit this behavior because they cannot express their emotions or desires through language. Verbal aggression is a type of aggression in which people use harsh words, mock, insult, or shout. Children at an early age learn to manage their emotions and may use aggressive language to express their anger.

The causes of this aggressive behavior can vary, such as environment, poverty, anonymity, hot air temperature, imitation (*modeling*) and many more, for aggressive behavior in this Bina Tunas Bangsa Kindergarten there are 2 causal factors, namely family environmental factors, namely excessive affection and insufficient affection, as well as children's shows that are not educated by parents.

There are many ways to handle children with aggressive behavior, such as understanding and accepting the child's personality, creating PAKEM (Active, Creative, Effective and Enjoyable Learning), achieving catharsis (channeling aggressive behavior into positive activities), eliminating rewards, Demonstration/training strategies, creating a non-aggressive environment and positive punishment (not physical punishment).

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