

## **The Influence of State Identity on Student Aggressivity**

Siti Fauziah<sup>1</sup>, Ayu Diah Nurjunima<sup>1</sup>, Khodijah Auliya Tsabitta<sup>1</sup>, Puan Harum Majid<sup>1</sup>,  
Muhammad Almuzaffah<sup>1</sup>

Universitas Islam Negeri Raden Fatah Palembang<sup>1</sup>

Corresponding email: sitifauziahpangkal@gmail.com

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### **ABSTRACT**

Aggressiveness is behavior that hurts, injures, harms and is detrimental both physically and psychologically. State identity is organizing, encouraging, believing in oneself to make self-decisions. This research is limited, the purpose of this study is to determine the effect of state identity on aggressiveness in semester 4 students at Palembang city, South Sumatra, Indonesia. The total number of research respondents was 45 people. Data collection was carried out through a questionnaire with a quantitative research type. This research was developed with the development of Taufik's (2011) scale concerning the effect of identity status on aggressiveness. The results of the research analysis showed that the significance hypothesis test value was 0.43, the normality test was 0.48 and the linearity test was 0.14. Referring to the deviation from sign value of 0.05, it can be concluded that there is a significant relationship between state identity and the aggressiveness of 4th semester students.

## **Introduction**

Aggressiveness is an individual behavior in the form of an attack aimed at hurting, injuring, harming, or other actions that are detrimental, disrespectful, or hostile, both physically and psychologically. As for State identity, it is the organizing or regulation, ability, and belief in a consistent duru image which includes the ability to choose and make good decisions regarding work, sexual orientation, and philosophy of life. Aggressiveness is the use of one's rights by violating the rights of others. Aggressiveness is behavior that has the intent to injure and hurt others, either physically or verbally, causing loss and damage, and can even lead to anti-social behavior. Aggressiveness is a reaction to frustration or an inability to satisfy basic psychological needs and not instincts. When an

aggressive person acts for himself, he does that right by not insulting and demeaning others.

Aggressiveness generally has the potential to injure other people or objects in the form of physical attacks (hitting, kicking, biting), verbal attacks (snapping, insulting), and violating the rights of others (taking by force). According to Bandura (in Alwisol, 2006.342), two factors cause aggressive behavior, namely internal and external factors. However, by looking at the fact that there are various types of students and the problems they face, it can be ascertained that the causes of aggressive behavior for each student are also different. For that, it is necessary to conduct research. All forms of behavior that are intended to hurt someone, both physically and all forms of behavior that are intended to hurt or injure other living beings, according to Baron (Alex Sobur, 2003) are aimed at injuring or harming other individuals who do not want the coming of.

Case studies of aggressive behavior can be seen from the incident on Jalan Daan Mogot, Cengkareng, West Jakarta, Wednesday (6/10/2010), where two groups of students were involved in throwing stones at each other, some even dared to carry sharp weapons to paralyze their opponents. One of the students from SMK Bina Siswa, KebonJeruk, Thomas Jonathan (16) died after being stabbed by a student who became his enemy. Seeing Thomas' condition lying on the street covered in blood, three of his colleagues took the initiative to take Thomas to the Cengkareng PUSKESMAS. Due to his serious injuries, Thomas finally died due to stab wounds to his left knee, left chest, and back and a slash wound to the back of the neck. Currently, the victim's body was taken to RSCM for autopsy. Jakarta - student brawls around the Bulungan area, South Jakarta.

Based on the case study, aggressiveness is a tendency to behave towards living things and inanimate objects to injure, or hurt. harm or damage by causing physical or psychological harm to someone who does not want to be harmed or cause damage to objects. The forms of teenage aggressiveness that we often hear about either through newspapers, television, and so on. This is very worrying for the community, both materially and psychologically. We usually see this in today's society when students fight, they immediately run away to save themselves.

Aggressiveness is an individual behavior in the form of an attack aimed at hurting, injuring, harming, or other actions that are detrimental, disrespectful, or hostile, both physically and psychologically. Aggressiveness is the use of one's rights by violating the rights of others. Aggressiveness is related to behavior that has the intention to injure and hurt others, either physically or verbally, causing loss and damage, and can even lead to anti-social behavior. Aggressiveness is a reaction to frustration or an inability to satisfy basic psychological needs and not

instincts. When an aggressive person acts for himself, he does that right by not insulting and demeaning others. Aggressiveness generally has the potential to injure other people or objects in the form of physical attacks (hitting, kicking, biting), verbal attacks (snapping, insulting), and violating the rights of others (taking by force).

Two factors cause aggressive behavior, namely internal and external factors. However, by looking at the fact that there are various types of students and the problems they face, it can be ascertained that the causes of aggressive behavior for each student are also different. For this reason, it is necessary to research all forms of behavior that are intended to hurt someone, both physically and all forms of behavior that are intended to hurt or injure other living beings, according to Baron (Alex Sobur, 2003) are intended to injure or harm other individuals who do not want coming From the description above, it can be concluded that verbal aggressive behavior is any form of behavior that is intended to hurt someone and tends to hurt someone verbally (orally). To find the factors that cause aggressive behavior with the main elements that must be found by the points of research focus, objectives, and research benefits, this research uses a qualitative approach with a case study design. Because this study aims to obtain a description of the subject naturally and as it is and the data is presented in the form of explanatory descriptions in the form of words.

Based on this explanation it can be concluded that verbal aggressive behavior is any form of behavior that is intended to hurt someone and tends to hurt someone verbally (orally). To find causal factors. aggressive behavior, with the main elements that must be found following the points of research focus, objectives, and research benefits, this research uses a qualitative approach with a case study design. Because this study aims to obtain a description of the subject naturally and as it is and the data is presented in the form of explanatory descriptions in the form of words. The urgency of this research is to provide an overview and interventions that will be given to students who have high aggressiveness.

## **Method**

This research is a type of quantitative research. Study. Quantitative is a systematic scientific study of the parts and phenomena as well as the causality of their relationships and this research is a method that uses a lot of numbers. The goal is to develop and use mathematical models, theories, and hypotheses related to a phenomenon. The data collection technique used is the distribution of questionnaires or questionnaires, as an effort to determine the level of validity and

reliability of a questionnaire to the existing reality. Questionnaires are one of the data collection techniques in the form of a list of questions posed to data sources (respondents), either directly or indirectly with data sources.

Quantitative research methods can provide an overview of the population in general in quantitative research, which is highlighted in the relationship between research variables and testing the hypotheses that have been formulated previously. In this study, what we wanted to measure was the aggressiveness of the 4th-semester students at Palembang city, South Sumatra, Indonesia. This questionnaire is indeed widely used in quantitative research, but can also be used in qualitative research with the condition that the researcher must have a deep understanding of what is being studied. Respondents in this study were students of the Faculty of Psychology in semester 4, with a total of 45 respondents.

The population in this study were students at Palembang, South Sumatra, Indonesia, the data in this study were taken using two kinds of scales, namely the aggressive behavior scale. The subject determination technique in this study used a purposive sampling technique. This technique is a random sampling methodology where the sample group is targeted to have certain attributes (Meyrinda & Fakhriya, 2023). This method can be used on multiple samples, where the researcher relies on his judgment when selecting members of the population to participate in the study.

## Results and Discussion

This study aims to determine the effect of state identity on behavior aggressiveness in 4th semester students. The number of respondents from this study was 45 people divided into women and men. The research procedure was carried out by giving an aggressiveness scale to determine the level of influence of state identity on students.

Table 1 (Normalitas Test)

N		43
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	7.90072479
Most Extreme Differences	Absolute	.135
	Positive	.135
	Negative	-.068
Test Statistic		.135
Asymp. Sig. (2-tailed)		.048 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test, it shows that the result of normalization between the 2 variables is 0.48 which means that there is a relationship between the state identity variable and aggressiveness.

Table 2 (Linearitas Test)

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Agresivitas * State Identity	Between	(Combined)	1657.278	20	82.864	1.272	.291
	Groups	Linearity	469.043	1	469.043	7.199	.014
		Deviation from Linearity	1188.234	19	62.539	.960	.532
	Within Groups		1433.467	22	65.158		
Total			3090.744	42			

Based on the linearity test, a significance value of 0.14 is obtained, which is greater than the value of 0.05. Referring to the basis of decision making in the linearity test the value of the deviation from linearity sign is greater than 0.05, it can be concluded that there is a significant linear relationship between the independent variable and the dependent variable.

Table 3 (Hypothesis Test)

		State Identity	Agresivitas
State Identity	Pearson Correlation	1	.390**
	Sig. (2-tailed)		.010
	N	43	43
Agresivitas	Pearson Correlation	.390**	1
	Sig. (2-tailed)	.010	
	N	43	43

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of hypothesis testing, it shows that the result of the Pearson correlation value between state identity and aggressiveness is 0.43. Based on this and referring to the guidelines for the degree of relationship, the resulting relationship is a moderate correlation in both variables. The Pearson correlation test aims to determine the closeness of the relationship between variables which is expressed by the correlation coefficient.

The hypothesis in this research proves that state identity influences student aggressive behavior. The results of this study support several previous studies, one of the interventions that can be carried out is in research (Taufik, 2011). In the study (Taufik, 2011), totaling 70 students with state identity variables with aggressiveness obtained an F calculated value of 29.4 at a significance of 0.000 greater than the F table 3.98, so that between state identity variables. In these

problems, state identity influences student aggressiveness. State identity related to organizing or encouraging ability, belief in self-image and philosophy of life influence aggressive behavior.

Research conducted by Taufik (2011) proved that state identity influences the aggressive behavior of Semester 4 students. The impact of state identity on aggressiveness can be manifested in various aspects ranging from physical, objects or objects, verbal or symbolic as well as violations of other people's property rights. Based on our research, aggressive behavior can be minimized because it is influenced by identity status as a student. Student stereotypes as an educational person, supported by psychological student stereotypes who understand psychological conditions and can be implemented in everyday life, then aggressive behavior is within the scope of control. Our research proves and supports research from Taufik (2011).

### **Conclusion**

From the results of the study it can be concluded that of the 45 respondents. This study has significant results because the values obtained are with a total mean of 43 which supports the statement that there is a relationship between state identity and aggressiveness. The proportion of state identity variants on aggressiveness in students contributed 43%. The solution of this research is to see the potential in oneself and form a good environment to support aggressiveness control. The conclusion from this research is that psychology faculty students have an influence of state identity on student on student aggressivity.

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