

Aggressive Behavior of Students at PGRI 2 Padang High School (Student Case Study)

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Abstract

This research is motivated by the presence of students involved in physical aggressive actions (hitting, kicking), verbal aggressive (insults, shouting), explosive anger, and hostility towards peers and school authorities. The purpose of this study is to describe the aggressive behavior of students at SMA PGRI 2 Padang, which is seen from the characteristics of physical aggression, verbal aggression, anger, and hostility. This study uses a descriptive qualitative approach. The key informants of this study are MFA as key informants and additional informants namely FD, RK, MR. Data collection techniques used in this study are observation and interviews. Data analysis techniques have 3 stages: data reduction, data presentation and drawing conclusions and verification. The results of the study revealed that aggressive behavior of students at SMA PGRI 2 Padang, manifested in four main characteristics: 1) physical aggression, shown through actions such as pushing, hitting, or kicking, often triggered by teasing or provocation from friends, and occurring in school areas with minimal supervision. 2) verbal aggression, including the use of harsh words, teasing, sarcasm, and shouting as a response to feeling offended or humiliated, often occurring in class or during gatherings. 3) anger in the form of spontaneous emotional outbursts such as shouting, nagging, or other impulsive actions, arises when feeling underestimated or treated unfairly, and is vented to reduce emotional stress. 4) hostility, shown through attitudes of distancing, ignoring, insinuating, or influencing other friends to join in the hostility, as a reaction to painful experiences or unresolved conflicts. Based on the results of this study, it is recommended that guidance and counseling teachers provide ongoing counseling services, both individual and group, that focus on emotional regulation, social skills and empathetic communication.

Keywords: Aggressive Behavior, Case Study, Students.



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Introduction

Adolescence can be defined as a transitional phase from childhood to adulthood. Life during adolescence is synonymous with problems and challenges, both internal and external. The social environment, whether family, school, peers, or community, plays a strong role in shaping adolescent behavior patterns. One problem that often arises during adolescence is aggressive behavior, which can disrupt adolescent growth and development.

Aggressive behavior commonly carried out by students at school is physical aggressive actions such as hitting, pinching, kicking, throwing, pushing and fighting, as well as verbal aggression such as shouting, swearing, mocking, cursing and spreading rumors or gossip. The results of research conducted by Harris (Salmiati, 2015:67) also show that the experience of aggressive behavior is shown through various forms of behavior such as attacking others (hitting, slapping,

kicking, biting) threatening physically or verbally, harassing others (teasing, shouting, swearing), being impolite and forcing to have other people's objects that are not theirs.

Karneli et al. stated that aggressive behavior is physical or verbal behavior intended to harm or injure others, which causes others to suffer, thus causing physical and psychological distress (Netrawati, et al. 2023:1978). Syukur, et al. (2022:2) stated that one of the aggressive behaviors is direct passive verbal aggression, namely verbal aggressive actions carried out by individuals/groups by confronting them directly, such as insulting, cursing, getting angry, and swearing, which causes danger to other students in the form of psychological pain such as being threatened, cursed, terrorized, etc.

Aggressive behavior is grouped into four forms, namely 1). physical aggression, individuals who tend to commit acts of physical violence as a form of anger aimed at hurting and physically injuring, 2). verbal aggression, individuals who tend to commit acts of verbal violence as a form of provocation aimed at hurting and harming others, 3). angry behavior, the initial step that stimulates someone to commit aggressive acts, and 4). hostility, feelings that arise due to hurt due to injustice from the thought process which includes envy, suspicion, and hatred of others Buss & Perry (Sarfika, et al. 2019:258).

Based on the results of observations conducted by researchers from July to November 2024 at SMA PGRI 2 Padang, there were problems among students, namely hitting, kicking, opposing, swearing, forcing, and being impolite. The actions carried out by these students are classified as unique emotional aggressive behavior because the aggressive behavior carried out is driven by obtaining pleasure from hurting others. This is caused by their inability to control or control emotions which are shown by easily getting angry when disturbed, easily feeling threatened and attacked, being very sensitive or easily offended by teasing or insults and easily attacking or hurting others.

Based on the results of initial interviews with the guidance counselor and homeroom teacher, information was obtained that aggressive behavior among students often appears in the form of physical aggression such as pushing or hitting, as well as verbal aggression in the form of insults or shouting. The guidance counselor explained that this behavior is often triggered by the students' inability to manage their emotions, social pressures, and conflicts between friends. Meanwhile, the homeroom teacher emphasized that explosive anger and hostility towards school authorities and fellow students are recurring patterns, especially among students from less harmonious family backgrounds.

Based on the description, it can be concluded that aggressive behavior in adolescents is a complex problem influenced by various internal and external factors, such as the inability to manage emotions, social pressure, family parenting patterns, and an uncondusive school environment. This aggressiveness appears in the form of physical aggression, verbal aggression, anger and hostility. These four forms are interrelated and are the main indicators of aggressive behavior that has the potential to disrupt the socio-emotional development of adolescents and cause both physical and psychological harm, not only for the victim, but also for the perpetrator himself. Therefore, this study focuses on describing the aggressive behavior of students at SMA PGRI 2 Padang (student case study).

Method

The research approach used in this research is a qualitative approach that is descriptive qualitative, namely a research method that aims to reveal phenomena about what is experienced by research subjects holistically and through descriptions in the form of words and language, in a certain natural context and using various scientific methods (Nisa, et al. 2024:89).

According to Creswell (Khoiriyah, et al. 2024:236) a case study is an exploration of a "bounded system" or "a case/multiple cases" over time through in-depth data collection and involving various "rich" sources of information in a context. This bounded system is bound by time and place while the case can be studied from a program, event, activity or an individual. In other words, a case study is a research in which the researcher explores a particular phenomenon (case) in a time and activity and

collects detailed and in-depth information using various data collection procedures over a certain period.

Results and Discussion

1. Results

a. Physical Aggression

Based on the results of interviews with key informants, namely students with the initials MFA, stated that his physically aggressive behavior emerged as a form of venting uncontrolled emotions. This behavior was triggered by various factors such as teasing from friends, provocation, emotional pressure, fatigue, and accumulated mental burdens. He tended to express his frustration physically because he felt relieved after doing so. The targets of this behavior were generally classmates who were considered annoying, liked to tease, or offended him. Physically aggressive behavior occurred in places with minimal supervision such as in the classroom, the field, or other areas outside the supervision of teachers, and usually occurred during recess or after school. Forms of behavior that appeared included pushing, hitting, and kicking.

Interviews with additional informants, including the guidance counselor and homeroom teacher, revealed that students lacked effective emotional management skills and tended to display dominance when cornered or pressured. They also suspected that social and family experiences influenced how students resolved conflict. MR's peers corroborated these findings by stating that students tended to react quickly and physically when angry, especially when they felt humiliated or hurt.

b. Verbal Aggression

Based on the results of interviews with key informants, namely MFA students, explained that verbal aggression is carried out as a form of response to teasing, insults or comments that are considered hurtful. When feeling offended or disrespected, they tend to vent their emotions by retaliating with harsh words, insults or a high tone of voice. This behavior occurs more often in the school environment such as in class or when gathering with friends outside of school, especially during breaks or relaxed atmosphere. For them, expressing anger verbally is considered a way to release the frustration felt to feel relieved, forms of verbal aggression that are carried out include swearing, mocking, sarcasm, and even shouting at friends who upset them.

Based on the results of interviews with additional informants, namely the guidance counselor and homeroom teacher, it was explained that students engage in verbal aggression because they feel emotionally superior when they are able to respond with words and maintain their self-esteem in front of their friends. They also often make insinuations or speak in a demeaning tone as a form of self-defense. The homeroom teacher observed that students tend to be easily offended and use harsh or demeaning language to show reactions to situations that bother them. Meanwhile, peers reported that students often say hurtful words, mock, blatantly sarcasm, and even make threats when emotions run high.

c. Anger

Based on interviews with key informants, MFA students, they reported that they easily become angry when they feel belittled, humiliated, or bullied. The targets of their anger are classmates who have upset them or acted mischievously. This anger is usually vented in the school environment, especially in class or outside when the atmosphere is lively. This often occurs during breaks or after school, because the atmosphere is freer and there is less teacher supervision. They stated that if they don't immediately express their anger, they will feel increasingly stressed, so they choose to vent it openly as a form of relief. Their anger takes the form of shouting, nagging, and sometimes even pushing friends when they can no longer control their emotions.

Based on the results of interviews with additional informants, namely the guidance counselor and homeroom teacher, it was explained that students do not yet have good emotional

management skills. When emotions are running high, students tend to vent their anger directly in class or outside of school, especially during breaks or after school when there is less supervision from teachers. Expressions of anger shown include shouting, speaking in a raised tone, grumbling, and pushing others. Peers reinforced this finding by stating that students often express their anger spontaneously, especially when feeling humiliated. This behavior is considered a way to show that they are angry or dissatisfied with others' treatment.

d. Hostility

Based on interviews with key informants, namely MFA students, it was reported that hostility in students emerged as a response to feelings of being hurt, betrayed, or belittled by others, especially classmates. Hostility was not expressed openly through physical or verbal violence, but through aggressive actions such as avoiding, not greeting, making insinuations, talking about people they dislike, and even encouraging other friends to also distance themselves from them.

Based on the results of interviews with additional informants, namely the guidance counselor and homeroom teacher, it was conveyed that the guidance counselor observed that the student's hostility arose due to unresolved conflict, jealousy, or the student's inability to manage negative emotions and resolve conflicts healthily. The homeroom teacher also observed that the form of hostility was shown through changes in attitude such as indifference, coldness, or withdrawal from interactions with certain individuals. Peers confirmed that the student not only showed a distance attitude, but also spread negative stories and influenced others to become hostile towards the person.

2. Discussion

a. Physical Aggression

Based on the results of the research that has been conducted, it is seen that the physically aggressive behavior of students (key informants) is a form of emotional response that arises due to negative stimuli from the environment that are perceived as a threat to comfort and self-esteem. The main triggers for this behavior include teasing, provocation, feelings of stress, and personal problems that cause emotional tension. The inability to manage emotions adaptively encourages individuals to express anger through physically aggressive behavior, including pushing, hitting, and kicking parties who are considered to be sources of disturbance. This behavior generally occurs in school areas with low levels of supervision, such as on the field or areas outside the classroom, and more often occurs during breaks or after learning activities have ended.

According to Paswaniati et al (Pratama, et al 2024:6) who argue that physical aggression is an action intended to hurt another individual through physical means such as hitting, kicking, pinching and the like, the characteristics of aggressive behavior in students are reactive, meaning it appears spontaneously as a form of emotional venting without careful planning. This aggressive action not only reflects low emotional regulation skills, but also shows weak self-control in facing stressful social situations. This pattern indicates an interaction between internal factors, such as psychological conditions, levels of tolerance for frustration, and the need to maintain self-esteem, with external factors including the dynamics of social relationships with peers, the atmosphere of the school environment, and opportunities for aggressive behavior due to minimal supervision.

This can be supported by the theory of Dollard et al (Sarfika, et al 2019:260) which states that aggression is a direct consequence of frustration, namely a condition when an individual is prevented from achieving his goals or desires, when students feel embarrassed, insulted, or humiliated, this condition creates emotional stress which is then expressed through physical aggressive actions. In addition, Gottfredson & Hirschi (Darminto, et al 2020:553) stated that students with low self-control tend to commit impulsive acts, including physical aggression, because they do not consider the long-term impact of their behavior, students in this study

showed a similar impulsive pattern choosing to act physically without thinking about the social or academic consequences that may arise.

Based on this explanation, it can be concluded that students' physically aggressive behavior is not only influenced by internal factors, namely emotions, impulsivity, and self-control, but also by social dynamics and a school environment that is less conducive to fostering healthy communication between students. The findings indicate that aggressive behavior is an expression of poorly managed negative emotions, triggered by social pressure, conflict between friends, and students' inability to solve problems assertively. In addition, physical aggression is often seen by students as a way to maintain self-esteem or demand personal justice.

b. Verbal Aggression

From the results of the research that has been conducted, it is seen that verbally aggressive behavior in students (key informants) is a form of anger expression that is channeled through speech or words that are offensive, demeaning, or offensive. This behavior usually occurs when individuals feel treated unfairly, teased, or provoked in social interactions. Forms of verbal aggressive behavior found include using harsh words, shouting in a high tone, making taunts or sarcasm, and uttering direct threats. Situations that trigger the emergence of this behavior generally occur in the school environment, both in the classroom and on the schoolyard, especially when there are differences of opinion, competition, or conflict with friends.

In line with the opinion of Ayu et al (Hafizhah, et al 2024:6) who emphasize verbal aggressive behavior as a behavior or desire that aims to cause harm or injury to others through the use of words, either directly or indirectly. Examples of verbal aggression include swearing, mocking, swearing, slandering, insinuating, harshly criticizing, insulting, and threatening. This is also in line with the theory of Sarafino (Maryam, et al 2024:8) verbal aggressive behavior often appears in an environment that is less supportive, even tends to habituate negative communication between peers, if students are often exposed to models of verbal aggressive behavior both from friends and digital environments such as social media, then they tend to imitate the same pattern in resolving conflicts, verbal aggression is not only an emotional outburst, but also a form of adaptation from dysfunctional social interaction patterns.

Based on this explanation, it can be concluded that verbally aggressive behavior is a direct expression of emotional distress and students' inability to communicate effectively. Students lack positive conflict resolution strategies, preferring to verbally attack their opponents as a form of self-protection or emotional outlet.

c. Anger

The research findings show that students' anger is an intense, negative emotional reaction that occurs when they feel unfairly treated, belittled, or provoked by others. This anger is often triggered by situations perceived as threatening self-esteem or causing frustration, such as teasing, belittling, or disagreements with peers. Anger manifests not only in verbal and physical behavior, but also in changes in facial expression, raised voice intonation, body movements that indicate tension, and attitudes that indicate rejection or withdrawal from social interactions.

According to research conducted by Muranda (Hafizhah, et al. 2024:6) anger is a form of aggressive behavior that is usually characterized by feelings of anger and disgust, this behavior is influenced by factors such as temperament, tendency to get angry easily, and difficulty controlling anger, this is also in line with research conducted by Ramadani who argues that anger is a form of aggression that is not visible from the outside because it is inherent in the individual's emotions towards others. However, the impact is visible from his actions, such as the inability to regulate emotions resulting in a red face, bulging eyes, and so on.

The conclusion is that this aggressive behavior, in the form of anger, is the result of an interaction between internal emotional stress and a lack of social-emotional guidance from the surrounding environment. The findings indicate that anger is not simply a normal emotional expression but has developed into a repetitive pattern of aggressive behavior, damaging social

relationships and potentially leading to further conflict. Anger arises from students' inability to understand and manage their emotions, as well as from a social environment that does not provide a safe space for healthy expression of feelings.

d. Hostility

The research results show that the hostility displayed by students is a persistent negative attitude toward certain individuals or groups who are perceived to have treated them unpleasantly or harmed them. This hostility is reflected in the form of ongoing dislike, reluctance to interact, avoidance, and a tendency to retaliate against behavior deemed offensive. Students view the target of hostility as a threat to their self-esteem or personal comfort, resulting in a pattern of tense social relationships and minimal cooperation. The hostility held by students is not always expressed openly, but is often shown through cold attitudes, cynical stares, or demeaning comments.

This assertion is consistent with the findings of Rahmah (Hafizhah, et al. 2024:6) which states that physical aggression is a cognitive component of aggressive behavior, this component consists of sentiments of desire to cause harm and injustice, which are further divided into two components: prejudice and hostility, this is also in line with Soetjiningsih's research which states that hostile aggression is a form of aggressive behavior that manifests as negative emotions towards others that are rooted in feelings of envy, jealousy, or hostility.

Overall, these findings suggest that hostility in students stems not only from momentary feelings of dislike but also from persistent negative thought patterns toward others. Therefore, conflict resolution approaches, empathy training, and individual counseling are essential to help students release negative emotions in a healthy manner and rebuild more harmonious social relationships.

Conclusion

Based on the results of research conducted on students at SMA PGRI 2 Padang, it can be concluded that aggressive behavior in students appears in various forms, namely physical aggression, verbal aggression, anger, and hostility. Each form of aggression has different characteristics and causes, but basically stems from the inability of students to manage emotions and resolve conflicts healthily. 1.) Physically aggressive behavior in students is a tendency to carry out physical actions such as pushing, hitting, or kicking when feeling emotionally stressed or provoked by friends. This behavior arises due to momentary emotional impulses, inability to control oneself, and the influence of a social environment that lacks supervision. 2.) Verbally aggressive behavior is carried out by mocking, shouting, cursing, or insinuating others. Students use harsh words as an outlet for emotions that are not channeled constructively. This indicates weak communication skills and emotional regulation. 3.) Angry aggressive behavior in students is manifested in the form of emotions that are expressed directly, such as shouting, shouting, or cutting off communication. This anger is triggered by feelings of being unappreciated, underestimated, or treated unfairly. Students are not yet able to manage anger positively. 4.) Aggressive behavior is hostility demonstrated through attitudes of distancing, ignoring, teasing, or influencing other friends to also distance themselves from certain individuals. This behavior occurs due to unresolved conflicts and emotional disappointments that are allowed to linger. Students view hostility as a form of self-protection from situations that are considered painful. In general, aggressive behavior in students reflects a need for social-emotional development. Internal factors (emotions, self-esteem, self-control) and external factors (social environment, peers, lack of supervision) mutually influence the formation of this aggressive behavior.

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