The relationship between family well being and aggressiveness among the seventh grade students of junior high school

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Abstract. This research is aimed to determine the relationship between family well being and the students' aggressiveness. The proposed hypothesis is that there is a negative relationship between family well being and aggressiveness of junior high school students. Quantitative research method with correlational research was used to conduct this study. The sample of this study was 172 students recruited from 338 students in the population by implementing simple random sampling technique. Likert scale model was used as data collection technique to measure the family well being and aggressiveness. Pearson's Product Moment correlation technique with the help of SPSS 16.0 for Windows was performed to analyze the data. The results showed that there was -0.225 correlation coefficient with the significance value of 0.001 <0.05, meaning that there is a negative relationship between family well being and aggressiveness among the seventh grade students of a private junior high school in Buduran sub-district. It means that the higher the family well being is, the lower the aggressiveness is and vice versa. Family well being contributes 4.5% to the aggressiveness variable.

Keywords: family well being, aggressiveness, junior high school

Abstrak. Tujuan penelitian adalah mengetahui hubungan antara *Family Well Being* dengan Agresivitas yang dilakukan siswa. Hipotesis yang diajukan adalah ada hubungan negatif antara *Family Well Being* dengan Agresivitas pada siswa SMP. Penelitian ini menggunakan metode penelitian kuantitatif dengan tipe penelitian kolerasional. Sampel dalam penelitian ini berjumlah 172 siswa dari jumlah populasi 338 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik *Simple Random Sampling.* Sedangkan teknik pengumpulan data yang digunakan dalam penelitian ini menggunakan dua skala psikologi model skala *likert*, yaitu skala *Family Well Being* dan skala Agresivitas. Analisis data dilakukan dengan teknik Kolerasi *Product Moment* dari *Pearson* dengan bantuan program SPSS 16.0 *for windows.* Hasil analisis penelitian menunjukkan koefisien kolerasi sebesar -0,225 dengan signifikansi 0,001 < 0,05, artinya ada hubungan negatif antara *Family Well Being* dengan Agresivitas pada siswa kelas VIII di salah satu SMP swasta di Kecamatan Buduran. Hal ini berarti semakin tinggi *Family Well Being* maka semakin rendah Agresivitas, begitu juga sebaliknya semakin rendah *Family Well Being* maka semakin tinggi pula Agresivitas. Variabel *Family Well Being* memberikan sumbangan sebesar 4,5% terhadap variabel Agresivitas.

Kata Kunci: *Family Well Being;* Agresivitas*;* Sekolah Menengah Pertama

INTRODUCTION

In their lifetime from babies to elderly, people experience several developmental stages in which one of them is adolescent period. This is a transition period from kids to adult (Santrock, 2012). Moreover, Desmita (2007) divided the adolescence period into four phases (1) pre-adolescent for 10-12 years old, (2) early adolescent for 12-15 years old, (3) mid adolescent for 12-15 years old, and (4) late adolescent for 18-21 years old. Junior high school students fall in the category of early adolescent/puberty period since they are 12-15 years old. Werang (2015) stated that students are individual entities that become the main focus and result of education process in school. Moreover, Hartinah (2010) also stated that the adolescents or junior high school students are in the process to their maturity.

The developmental stages of adolescence include physical, cognitive, and psychosocial developments. Ozdemir et al. (2016) also stated that in the process of being an adult, an individual will experience sexual, physical, cognitive, and social developments. Based on psychosocial development theory from Erikson, adolescence period contains individual and identity stage, meaning that it is a period where they find their identity. Adolescents are trying to be "me" who is independent and unique, and also become "somebody" who is acknowledged by the others(Santrock, 2007). Hartinah (2010) explained that the emotional state of early adolescence (junior high school students) tend to be negative, such as easy to be irritated, angry, sad, and gloomy. It is due to the nature of adolescents who are sensitive and eager to responde to any event or situation. Those conditions allow adolescents to more likely perform misconduct behaviors or be involved in delinquency with their aggressiveness.

Novianto (2018) stated that based on the data of KPAI obtained from various sources, there are still a lot of educational cases in school. There are ups and down in terms of cases of violation by the students. The dominant delinquency is violence and bullying. There is a case of violence by adolescents in their 15 and 18 years old found in Sidoarjo. According to Ardian (2020) an act of violence occurred in Pecantingan village, Sidoarjo, involving two adolescents robbing a motorbike by hitting the victim on the head. Another act of violence was also found in a private junior high school in Buduran sub-district. Based on the interview with the vice principal and the guidance and counseling teacher, it is true that there was an aggressiveness act by the students of a private junior high school in Buduran sub-district, particularly in the seventh grade. The aggressiveness act is predominantly in the form of psychological/relational aggressiveness such as insulting or ridiculing and physical aggressiveness such as pinching.

A research by Dewi, Tiurma, & Romlah (2019) showed that aggressiveness by the seventh grade students of junior high school remained high. The most dominant form of aggressiveness is physical aggressiveness. Hurlock (1990) also explained that 14 year old individuals are often easy to be angry, have unstable emotion, and are unable to control it. Act of violence also occurs in cyber world called cyberbullying. A study by Safaria et al. (2020) on 2,407 adolescents from 11 cities in Indonesia showed that dark triad personalities contributed to the act of cyberbullying.

Besides interviews, a questionnaire of aggressiveness scale was also given to 10 of the seventh grade students in a certain private junior high school in Buduran sub-district. The school is located in a particular village in Buduran sub-district, Sidoarjo, in which the students were studied based on some indicators from Ormrod (2008). According to Heri (2018) the school is one of the private junior high schools with a lot of achievements. Abdul Sjukur, the vice principal of the school, stated that it is the only, the best and favorite school under the YLPP and has performed inclusive education as a pilot school implementing TRI PUSAT while also representing Sidoarjo in Widya Pakerti Nugraha competition at the provincial scale. Buduran sub-district is located in the middle of the town and consists of 15 villages with various tourist destinations. One of which is Mpu Tantular Museum. Regarding the results of the questionnaire on aggressiveness, it was shown that there were 10 students showing signs of aggressiveness. The aggressiveness takes many forms, including physical aggressiveness by pushing or hitting, psychological/relational aggressiveness by insulting or avoiding. Therefore, it can be concluded that some students committed aggressiveness.

According to Kulsum & Jauhar (2014) aggressiveness is an act done by individual

aiming to hurt and injure the others. Ormrod (2008) classified it into two categories, which are physical and psychological aggressiveness. Physical aggressiveness includes the act of hitting, pushing, ganging up or fighting, kicking, pinching, and slapping. On the other hand, psychological/relational aggressiveness includes the act of insulting, alienating, ridiculing, snapping, criticizing, spreading bad issues, ignoring, and avoiding.

Pangarsa, (2018) explained the effect of aggressiveness on the actors themselves and on the others in their surroundings. The effect of aggressiveness on the self is that it may create a bad self concept . Paswaniati et al. (2021) also stated that the actor of aggressiveness will face rejections from their friends and even from adults. Besides, an aggressive adolescent will also be labeled as delinquent child and it can give them an uneasy feeling. For the surroundings, it can spread fear for the others seeing it, generating bad social relationship among the peers. Coyne (2016) also explicated that cognitively seeing the act of aggressiveness signals some script in dealing with cognitive behavior, infusing more anger and hostility and increase the chance to "be ready" to act aggressively. It also disturbs the serenity of its surroundings due to the nature of aggressiveness in adolescents in which they tend to disturb and break everything in its reach. Afiah (2015) stated that perpetual violence or physical aggressiveness dominantly affects the emergence of an extreme attack or even death.

Ormrod (2008) explained that there are some factors that cause children to be aggressive. One of which is neurological damage, causing the adolescents to genetically have a tendency to do the act of aggressiveness. The other influencing factors are the environment, media, and cognitive factor. The environment can strongly trigger aggressiveness. There are a lot of aggressive students who live in a dysfunctional family.

Adolescents are able to learn from what they see and experience in their house including aggressiveness. Household circumstances which are full of conflicts, anger, punishment, violence and lack of love seen in public may trigger them to act aggressively. According to Kartono (2017), the quality of family life has a big impact on promoting adolescent delinquency. A disharmonious family can cause lack of physical and psychological needs in adolescents so that

their wishes and expectations cannot be expressed. Besides, other factors such as poverty and lack of practiced religious values may also encourage them to act aggressively.

Unpleasant family circumstances and bad relationships with family members trigger negative perceptions of family relations making adolescents showing some acts not according to the norm and increasing their aggressiveness Marliani (2016) stated that based on some studies, adolescents living in disharmonious families have a higher risk of having antisocial personality and acting not according to the norm than those living in harmonious ones. Disharmonious family relationship and dysfunctional family are some aspects considered in studying family well being.

According to Noor, Gandhi, Ishak, & Wok (2012), family well being is a multidimensional concept covering individual or family living condition involving balanced individual development in terms of physical, financial, social and psychological condition so they can achieve satisfaction considering that all of the human needs from the basic to self-actualization have been fulfilled. Moreover, Mujiyanto (2016) explained that there are three dimensions of family well being which are 1) fulfillment of family's material needs, such as clothes, foods, and a house, 2) communication and moral conduct of the family, and 3) authority and emancipation dimension.

Noor et al. (2012) also mentioned some aspects of the family well being which are 1) family relationship including parenting style, involvement of father and mother, family resilience, family functionality, family time, child care, work and family balance, social media influence, overall satisfaction with family relationships, 2) financial situation including the ability to fulfill the needs and give higher education, family's monthly income, financial safety, future saving, absence of loan, and overall satisfaction with financial situation, 3) house and its environment including having appropriate house, protection and facility (based on the number of persons living in the house, number of beds, and overall satisfaction with the house and its environment), 4) health and safety including physical, mental, and social well being (healthy lifestyle, physical health, and thought control), the feeling of safety inside the house and overall satisfaction with health and safety, 5) relation

with the society including involvement in society and satisfaction with the social relation, 6) concept of religion/spirituality including the role of culture, belief, religious deed and moral value.

There are some forms or circumstances of family, such as complete family, disharmonious family, and common family. It is impossible to determine which family form creates an adolescent with aggressiveness. A complete family does not guarantee to create unaggressive adolescent and vice versa. The family factor may determine whether an adolescent will act aggressively or not, Based on the aforementioned explanation, the case in which the seventh grade students in a private junior high school in Buduran sub-district, Sidoarjo committed the act of aggressiveness led the researchers' the interest in conducting this study to know the relationship between family well being and aggressiveness of the students at SMP PGRI 1 Buduran.

The aim of this study is to investigate the relationship between family well being and aggressiveness of the seventh grade students in the private junior high school in Buduran sub-district. The proposed hypothesis of this research is that if there is a negative relationship between family well being and aggressiveness among junior high school students. It means that the higher the family well being is, the lower the aggressiveness of the junior high school students is and vice versa.

METHOD

Quantitative method with the correlational research design was used to conduct this study. There were two variables in this research, which are family well being and aggressiveness. The population of this research was 338 students of the seventh grade in a private junior high school in Buduran sub-district. A total of 172 students were recruited as the sample of the research using the Isaac and Michael table with 5% level of error. Simple random sampling was implemented as the sampling technique.

Likert scale model was used as data collection technique to know two psychological scales: the family well being scale and the aggressiveness scale. The family well being and aggressiveness scales were developed by the researchers themselves. The family well being scale was developed based on behavioral indicators from Noor et al. (2012) consisting of family relationship, financial situation, house and its environment, health and safety, social relationship, and religious or spiritual concept. There were 44 items in the family well being scale. The validity test on family well being scale showed that as many as 34 items were considered as valid and the other 10 were not. Total correlation coefficient of the items in family well being scale moved from 0.302 to 0.584. Meanwhile, the reliability test of Alpha Cronbach on family well being resulted in 0.891 coefficient.

On the other hans, the aggressiveness scale was developed based on the indicators of aggressiveness from Ormrod (2008) consisting of physical and psychological/relational aggressiveness. There were 41 items in the aggressiveness scale. The validity test on the aggressiveness scale showed that 35 items were considered as valid and the other six were not. Total correlation coefficient of the items in the aggressiveness scale moved from 0.313 to 0.636. Meanwhile, the reliability test of Alpha Cronbach on aggressiveness resulted in 0.911 coefficient.

RESULTS AND DISCUSSION

The normality test of the output of Kolmogorov-Smirnov showed that the significance value (p) of the family well being scale was 0.248, while that of the aggressiveness scale was 0.301 and it was higher than 0.05. It can be concluded that the data of family well being and aggressiveness had normal distribution. The results of normality test of the data across variables can be seen on Table 1.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		FWB	Aggressiveness
N		172	172
Normal Parameters[a]	Mean	114.30	64.55
	Std. Deviation	8.933	9,077
Most Extreme Differences	Absolute	.078	.074
	Positive	.078	.041
	Negative	-.053	-.074
Kolmogorov-Smirnov Z		1.021	.973
Asymp. Sig. (2-tailed)		.248	.301

Then, the linearity test resulted in 9.034 of Linearity F with 0.003<0.05 of significance. Meanwhile, the value of Deviation from Linearity was 0.962 with the significance value of 0.534>0.05. It can be concluded that the data of family well being and aggressiveness had linear correlation. The results of linearity test are presented on Table 2.

Table 2. Linearity Test

ANOVA Table

			F	Sig.
Aggressiveness * FWB	Between Groups	(Combined)	1.193	.236
		Linearity	9.034	.003
		Deviation from Linearity	.962	.534
	Within Groups			
	Total			

The results of data analysis tests showed that the correlation coefficient (r_{xy}) was -0.225 with the significance value of 0.001<0.05. It means that the proposed hypothesis is approved in which there is a negative relationship between family well being and aggressiveness. It also means that the higher the family well being is, the lower the aggressiveness of the seventh grade students of the private junior high school in Buduran sub-district is. On the contrary, the lower the family well being is, the higher aggressiveness of the seventh grade students of the private junior high school in Buduran sub-district is. The results of data analysis tests on the across variables can be seen on Table 3.

Table 3. The Results of Data Analysis Tests

Correlations

		FWB	Aggressiveness
FWB	Pearson Correlation	1	-.225**
	Sig. (1-tailed)		.001
	N	172	172
Aggressiveness	Pearson Correlation	-.225**	1
	Sig. (1-tailed)	.001	
	N	172	172

**. Correlation is significant at the 0.01 level (1-tailed).

Based on the results of the determination coefficient test on the table below, it is known that result of AR^2 was 0.045, meaning that the family well being variable had 4.5% contribution on the aggressiveness variable. The rest (95.5%) was affected by the other factors which are not the focus of this study. The results of the linearity test are presented on Table 4.

Table 4. The Results of the Determination Coefficient

Model Summary

Model	R	R Square	Adjusted R Square
1	.225a	.051	.045

a. Predictors: (Constant), FWB

The above analysis showed that the seventh grade students of the private junior high school in Buduran sub-district have high aggressiveness. There are some factors affecting aggressiveness. Family well being is only one among many factors affecting students' aggressiveness at the school in Buduran sub-district. There was only 4.5% of the contribution from family well being to the aggressiveness of the seventh grade students of the school. It means that the family well being variable has a little contribution to the aggressiveness variable and the rest is affected by other factors outside the focus of this research.

The low contribution of the family well being variable to students' aggressiveness is affected by some conditions including different condition of research subjects, subjects' culture regarding with the place where they live, and other external factors from the subjects such as online games and relationships with the peers or surrounding people. It is in line with the study conducted by Trisnawati et al. (2014) that found the factors affecting the act of aggressiveness are both internal and external. Internal factors include frustration, thinking disorder, and emotional disorder among adolescents, while external factors include relationship with the peers, mass media, and environment factors.

Family harmony is also a variable that is negatively correlated with children's aggressiveness (Dari, 2018). Family harmony effectively contributed to 19.1% of aggressiveness, while the other 80.9% were affected by other factors. Ramadhani (2013) explained that there is a positive relationship between playing online games and early adolescent aggressiveness (a case study in three internet cafes named Zerowings, Kandela, and Mutant in Samarinda) with 12.9% of effective contribution to aggressiveness while the other 87.1% were affected by other factors outside of the research. Another study conducted by Suharti (2016) on the relationship between conformity and the tendency of adolescent delinquency resulted in positive and effective contribution of conformity variables with 45.5% of adolescent delinquency and the other 54.5% are affected by other factors.

Previous researches showed that external factors such as family harmony, online games, and peers conformity affect adolescent aggressiveness Family well being is one of the external factors that also affect adolescent aggressiveness. These findings, though may only shed a little light, still can be a useful support for the previous studies that found that external

factors highly influence the adolescent aggressiveness.

Adolescents with high family well being, are projected in good family bond, financial situation, house and environment, health and safety, social relation, and religious and spiritual values. Those conditions become a protective environment for the adolescents (Syakarofath & Subandi, 2019) so that they lower the level of physical and psychological aggressiveness.

Adolescents with low family well being, can be seen in bad family bond, financial situation, house and environment, health and safety, social relation, and religious and spiritual values. These problems tend to encourage the acts of physical and psychological aggressiveness.

Al-Mighwar (2006) explained that the main factor of adolescent's misconduct behavior is a prolonged conflict in the family. It is in line with what Marliani (2016) stated that in some studies, adolescents living in disharmonious family have a higher risk of having antisocial personality and acting not according to the norm than those living in harmonious one. Adolescents with bad relationship with the family tend to do psychological/relational aggressiveness, for example ignoring family members. It is because there is not any harmonious family so that the children do not have emotional bond and sympathy with the parents or other family members.

Based on the categorized scores of the subjects' family well being variable, there were 57 subjects (33.2%) who fell in high category, 58 subjects (33.7%) in moderate category, and 57 subjects (33.1%) in low category. Meanwhile, based on the scores of the aggressiveness variable, there were 64 subjects (37.2%) who fell in high category, 56 subjects (32.6%) in moderate category, and 52 subjects (30.3%) in low category.

It can be seen from the table that 33.7% of the seventh grade students' family well being level was in the moderate category, while the 37.2% had a high level of aggressiveness. The subject's score categorization on each variable scale is depicted below.

Diagram 1 Score Categorization of Subject's Family Well Being

Score Categorization of Subject's Family Well Being

57 33,2%   57 33,1%   0   58 33,7%
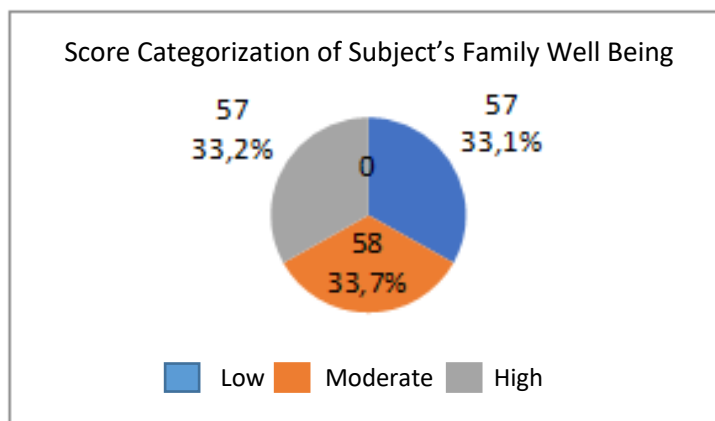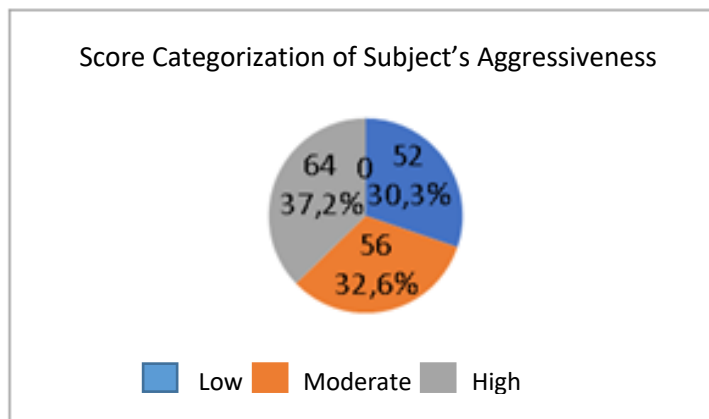
Low   Moderate   High

Diagram 2 Score Categorization of Subject's Aggressiveness

The aspects of family well being with the highest scores were financial situation (18.06%), health and safety (17.67%), and house and its environment (17.24%). On the other hand, the aspects with the lowest scores were social relationship (14.38%), family relationship (15.82%), and religious/spiritual concept (16.82%). It can be concluded that the percentages of students' family well being aspects are spread quite evenly with only two aspects with higher percentages, which are financial situation and health and safety. It indicates that the fulfillment of financial situation and health and safety aspects is important for the students. However, for the aggressiveness aspects, the one with the highest score was physical aggressiveness (51.80%). The forms of physical aggressiveness usually committed by the students were hitting, kicking, pushing, slapping, and pinching. Meanwhile, the psychological one was measured to be 48.20%. The usual forms of psychological aggressiveness by the students were threatening, ridiculing, insulting, and shouting. A conclusion that can be drawn is the percentages of the forms of students' aggressiveness (physical and psychological) are also quite even. However, the students tend to do physical aggressiveness rather than psychological one. It is shown from the score of physical aggressiveness which was higher than the psychological one. The score analysis of the respondents is presented on Diagram 3 and 4 below.
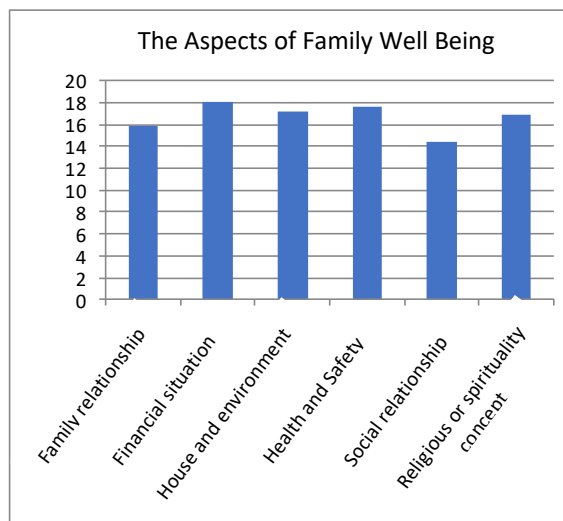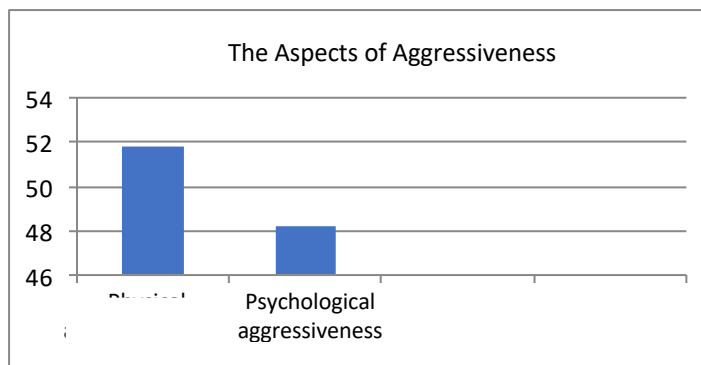
Diagram 3. The State of Students' Family Well Being Based on Its Aspects

Diagram 4. Forms of Aggressiveness Committed by Students

This study is limited by the small number and homogeneity of its subjects which is only focused on the seventh grade students of one particular school, so it can be developed further by involving bigger and broader population even till on the senior high school to get a more diverse aggressiveness. Besides, there may also be a development on the independent variable (X) by adding another factor which may influence the aggressiveness variable such as poverty, parenting style, religiousness, etc. by acknowledging it first.

CONCLUSSION AND SUGGESTION

Based on the discussion, it is known that a correlation coefficient (r_{xy}) was -0.025 with the significance value (p) of 0,001 < 0,05 meaning that the proposed hypothesis is accepted; thus, there is a negative relationship between family well being and aggressiveness of the seventh grade students of the private junior high school in Buduran sub-district. It means that the higher the family well being is, the lower the aggressiveness of the seventh grade students of the private junior high school is and vice versa. Family well being contributed as much as 4.5% to the aggressiveness and the other 95.5% was affected by other factors outside of the focus of this research.

It is suggested that the future researchers broaden the study when the same variable is to be researched by considering other factors affecting aggressiveness, such as poverty parenting style, and religiousness. It is also expected to have different place and subjects to get different characteristics such as the Islamic junior high school or senior high school. However, the findings of this study provide additional suggestions for teachers to create a program such as guidance and counseling information group regarding family well being including the effort to build it. Moreover, teachers may give follow up actions to the students who have low family well being in the form of individual counseling service as an effort to give internal guidance support. It is also expected for the school to organize a program for the parents about increasing family well being as it is a triggering factor of aggressiveness especially on the aspects of social relationship, family relationship, and spirituality.

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