Application of Peer Tutor as A Solution to Overcome Aggression Behavior of Elementary School Students

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Abstract-- *The purpose of this study was to determine: the type of aggression behavior, the application of peer tutoring methods in overcoming the aggression behavior of third-grade students of elementary schools, and their obstacles and solutions. This research uses descriptive qualitative research methods. Data collection techniques using observation, interviews, and documentation. Data analysis techniques using data reduction, data presentation/display data, and drawing conclusions. Data validity checking techniques using triangulation techniques and sources. The results showed that the type of aggression behavior that occurred in class III SDI Nurul Huda was physical aggression and verbal aggression. Then the end of the application of this peer tutor method showed positive interactions between victims and perpetrators, although verbal aggression still suffered a lot of declines, this was because the perpetrator is accustomed to talking harshly. So that it can be said this application is quite successful with a note followed by other forms of therapy or interventions to overcome the behavior of verbal aggression.*

Keywords*—Peer Tutor , Aggression Behavior, Elementary School Students*

I. INTRODUCTION

When children begin to enter elementary school age, children begin to interact with peers, teachers, and the surrounding environment. There are some who experience obstacles, there are also those who actually do things that are less good so that it harms himself and others. These behavioral responses are negative behaviors that are usually termed naughty behavior. Anyone will respond with unpleasant behavior too. Mischief committed by a child is interpreted as a form of behavior that is not in accordance with the norms or rules that apply in the community [1][2][3]. During school children often do negative behaviors termed aggressive behavior [4]. Such behavior can be in the form of verbal and physical, for example hitting, pushing, pinching, kicking, etc. then verbal aggression behavior such as insulting, threatening, berating, yelling, talking dirty, and others.

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The causes of aggression are very complex, not singular, but in general can be grouped into two causes, namely internal and external. Both of these factors cause the development of emotional or social aspects of the child concerned [3][5]. The inhibition of emotional development and social behavior is manifested in the form of aggressive behavior [6][7]. Aggression behavior carried out by children, both at home, school, and even in the wider community.

Besides the factors that cause children to behave in aggression in the family and school environment are important factors regarding the formation of a character in children [8][9][10], family environments with high levels of conflict, lack of communication between families, lack of parental support regarding children's activities, these things are able to influence the emergence of negative behavior in children [11]. Then cultural factors in the form of modeling from people who are more mature or the environment around them such as parents and also peers.

Aggression behavior in school-aged children is usually formed due to a lack of harmonious relationships with fellow friends because the perpetrators tend to have difficulty developing the ability to establish relationships between healthy individuals [12][13]. As explained [14] that at school age, most of the time spent with peers both at school and in the environment around the house, so that if the socialization ability of children is not good then the child will be difficult to get friends [15].

The reality in the field, behavior of aggression in children if it is still within reasonable limits and can be tolerated will usually be ignored, but if it has led to conditions that harm others, hurt, the reaction from around, then it will be dealt with seriously. Though not so it should be. Aggression behavior in school-age children, if not handled properly from the beginning, this will hamper the development of children's socialization in the next grade stages even into adulthood [16]. It also can affect academic problems at school, when children are busy with negative behaviors, children are less likely to listen to what is instructed and assigned by teachers in the learning process so that children are less able to get satisfactory academic results from learning. As a result, the value obtained by children is less than the maximum [17].

The aggression behavior in children is not a new problem faced by teachers, aggression behavior itself is able to inhibit children's development and if not handled properly will affect the future of the child because the child will encounter a wider and diverse environment [18][19][20]. One of them, children will find it difficult to socialize with their peers and even experience rejection from the surrounding environment.

As happened at SDI Nurul Huda Surabaya, there were 5 students from 34 students in grade 3 who showed aggression in the class, including kicking fellow peers, pushing, making noise, forcing friends to do school work during class, asking for pocket money friends by force, sometimes against the teacher. Thus, the results of interviews from grade 3 teachers, and the behavior is inherited from class 2 whose handling has not been completed, consequently brought to grade three. The five students, in addition to having low academic scores on several subjects, are also often rejected by other friends, not only in the classroom but also outside the classroom.

The problem of classroom teachers in elementary schools is quite complex, in addition to having to prepare learning tools for all subjects they teach, interesting learning methods, class teachers must also be able to overcome various forms of behavioral disorders in the classroom.

Various methods are applied by educators in overcoming academic problems and disruption of student behavior in class. But there are only obstacles that occur. Even though this form of behavior disorder is considered fair, if it is done repeatedly it will cause stress and fatigue to the teacher [21][22]. Several approaches have been taken between others, reprimanding, sanctioning, and asking the five students to make a statement not to repeat their actions, but they are still incomplete.

Based on the above problems, the researcher tried on this occasion a peer tutor approach as a solution to overcome the aggression behavior of students in grade 3 at SDI Nurul Huda Surabaya.

II.   RESEARCH METHOD

This research uses descriptive qualitative research methods. This type of research centers on the description of data consisting of sentences that have a deep meaning obtained from the informants and behaviors that researchers observe. The data generated from this study are in the form of facts obtained while in the field by researchers. Descriptive research is researching whose procedures and ways of solving problems are investigated by describing the state of the research subject when based on the facts that appear.

In this study, researchers tried to examine as much data as possible from the subject under study. Data collection techniques in this study include observations and interviews to obtain data, types, and causes of the emergence of aggression behavior in class III students at SDi Nurul Huda, interviews to obtain data on the application of peer tutors in class 3 and documentation in the form of photographs and records during the study along with obstacles encountered during the application of peer tutor groups. Data analysis techniques in this study researchers used data reduction, data presentation/display data, and drawing conclusions. The data validity checking technique in this research is using triangulation.

III.   RESULTS AND DISCUSSION

1)   Types and Forms of Aggression Behavior

Based on the results of observations and interviews that have been conducted by researchers, it can be concluded that there are 2 types of aggression behavior carried out by third-grade students of SDI Nurul Huda Surabaya, including verbal aggression and physical aggression.

In general, aggression is all actions or behavior, both physically and verbally, which are carried out intentionally and planned with the aim of hurting, damaging, misery for others (individuals or groups). Aggression behavior is not a form of assertiveness, but rather destructive or destructive behavior. Verbal aggression is all acts of verbal aggression carried out by individuals or groups by means of face to face (such as: mocking, insulting, cursing, yelling) and not face to face such as spreading slander, pitting sheep, writing ridicule through social media [23].

Namely acts of aggression carried out by individuals or groups using physical both directly and indirectly. The physical aggression that occurred in the class included: holding the head (knot), pushing, pulling the hair of a girl. As for physical aggression that is indirect by hiding the victim's belongings, stationery, damaging the

victim's belongings, such as breaking a pencil, throwing, throwing away the victim's belongings, both the knowledge or without the victim's knowledge, damaging the victim's work if the victim does not fulfill the request of the offender to do classwork.

Application of Peer Tutor Method to Overcome Student Aggression Behavior According [24] peer tutoring is a procedure of students teaching other students" According [25] peer tutors are one of the learning strategies based on active learning. Teaching peers provides opportunities and encourages students to learn something well, and at the same time, he is a resource for others. Peer teaching-learning is an effective way to produce peer teaching abilities.

The several steps of peer tutoring learning methods are as follows [26]:

a) Making an established selection of the selection of a tutor among students, automatically the student is smarter and more capable of communicating with other students.

b) Distribute several learning groups and do not make too large the number of groups. In one group a person is chosen as the tutor.

c) Before the tutors deliver the material, the teachers must also prepare various things for the selected peer tutors. Thus, when the delivery of material does not deviate in the topic of discussion.

d) The teacher explains to all students the learning objectives of the peer tutoring method. Because when students want to ask questions, they will ask the chosen tutor. And the teacher's function is only to direct to act as a facilitator.

e) Choose the topic of discussion in accordance with the abilities of peer tutors. Because the topic of the discussion is not mastered by the peer tutors the other students will not understand either. So in the end the peer tutoring method has deemed a failure.

f) Give rewards to groups and tutors who are the best to deliver and discuss problems that have been prepared beforehand.

While the function of a teacher himself in the peer tutoring method is after selecting one of the students to be a tutor and teaching other students, a teacher also guides and directs the teaching given by the peer tutor.

In this study, divided into two groups consisting of a group of students who have completed the achievement of the value of several lessons, then provide assistance to students who have difficulty understanding the lessons learned through guidance. According to [27] guidance is a form of assistance given to a person or a group in order to develop into a more independent person. In the peer group learning process there will be positive interactions between students when working together in solving some of the problems given by the teacher on a regular basis, so that creative attitudes, critical research, perseverance, cooperation, discipline, responsibility, and honesty.

Based on the results of interviews with Homeroom Teacher III, the stages of the application of peer group tutors in class III include: 1) The planning stage where the teacher determines the subject to be discussed then arranges the objectives to be achieved such that students become more active by discussing and strengthening their social relations. 2) The implementation phase is students are divided into several groups, then students who

better understand the material explain to students who do not understand. 3) The evaluation stage is after applying peer-group tutors, the teacher sees the development of students in terms of understanding the material.

This is in accordance with the application of peer tutoring groups conducted by researchers. To overcome various aggression behaviors that have occurred in class III. How to apply, namely: 1) Planning Phase, arranging the objectives to be achieved, namely the existence of positive interactions between students who are perpetrators and victims in a teamwork group, with the aim that interaction occurs between the two, call it Randy (actor: ' R ") and Danar (victims who are often bullied:" D "), 2) Observing interactions between" R "students and" D "students when discussing, 3) Evaluation Phase, looking at the effects after applying peer-group tutors such as: observing whether after three weeks in the same group there were a change in attitude from "R" students to "D" students. Based on the observation of researchers, when students' "R" borrowed stationery on "D", then "D" was happy to lend, which at first was very reluctant.

2) Results of Observation Activities After the Application of Peer Tutor Groups in Overcoming Aggression Behavior

After conducting research by applying peer tutoring groups to overcome aggression behavior, researchers conducted observations to see if there were impacts such as changes in the attitude of students' "R" to student's "D". Based on observations, researchers can say that the application of peer group tutors is quite successful in overcoming some of the aggression behavior that occurs in the class, although sometimes "D" still seems scared, there is a reduction in the form of physical aggression behavior because during observation after applying peer-group tutors the researcher did not find any bullying behavior between student offenders and victims. However, for verbal aggression sometimes it still appears. This fact is because "R" has become accustomed to talking harshly and misjudged, because in the "R" family, too. This information was obtained from several friends who happened to be neighbors with "R", even said the words were already like talkative people when they knew there were falling objects, then spontaneously "R" immediately dropped, even though they were often reprimanded by class teachers and religious teachers. Then based on the results of an interview with an "R" student who stated that he knew the aggression behavior he had done so far was not a good deed so that he would never repeat it, actually because it was solely so that his friends would obey the "R".

3) Constraints on the Application of Peer Tutors

During the observation, "D" students and several other students who were often victims of "R" with their group initially refused to be appointed as tutors. In the first week, D asked to be accompanied by a full homeroom teacher because of fear if anything happens to him and his friends. While "R" in the first week still showed his arrogance, he even asked to do maple tasks that he had not mastered.

The function of the homeroom teacher at that time was to support the tutor group to stay afloat and to be optimistic that "R" and his friends would change. While on another occasion, the homeroom teacher also gave guidance, took reflective actions that the friends who were appointed as tutors were kind-hearted friends, even though they were often hurt, bullied, they were still willing to help their learning difficulties, not worthy of being

hurt and disturbed, if it happened to "R" and the group, of course, the "R" parents would be angry and would not be able to accept it.

IV. CONCLUSION

The types and forms of aggression that occur are verbal and physical aggression. Application of Peer Tutor Groups to Overcome Class 3 Student Aggression Behavior is done by involving students and students in one group, because they have worked together in their groups related to actually dealing with aggression actually increasing, it will help for verbal aggression still not enough. Decline, because the "R" is indeed difficult to speak harshly and "misuh" because of habits at home too, thus, "misuh" is almost like a talkative and difficult to control. Based on this, it can be concluded that the application of the Peer Tutor Group that was applied was quite successful in overcoming the problem of student aggression in the classroom. While the obstacles and solutions are: for more than one student who was a victim and who was appointed as the original tutor who refused because he had to ask for help during the learning process. As a solution, the homeroom teacher carries out the guidance process by understanding the sympathy and empathy of friends who have been harassed while still doing good, the guidance of several learning lessons that have not been fulfilled.

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