

# The Profile Of Student-Aggressive Behaviors Reviewed From Gender-Role Identity: A Preliminary Study

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**Abstract-** *This research aims to describe the aggressive behaviors of Junior High School (JHS) students in Semarang, Central Java, Indonesia. The applied-data analysis technique is quantitative descriptive with the discussed-percentage technique through the result review of each respondent item. The data collection methods are done through the Aggressive Behavior Scale (ABS) and counselor interview. From the ABS, it was found that generally, all aggressive behaviors of the JHS students in Semarang were categorized high with 4% or 7 of 164 respondents, moderate with 72% or 118 of 164 respondents, and low with 24% or 39 of 164 respondents. It was also found both aggressive behaviors on male and female students. The realizations of the aggressive behaviors were mostly dominated by verbal aggressiveness with 28.31%. Furthermore, through counselor interviews, it was found aggressive-behavioral condition triggered by mocking each other. It was a realization of verbal aggressiveness, which led to physical aggressiveness. Such student-aggressive behavior emergence was due to a lack of personal-emotion control by uttering inappropriate speech that, unfortunately, was considered typical and fine to express. This condition was due to students' peers. This research recommends the necessity of counseling services to reduce student-aggressive behaviors.*

**Keyword** - *Aggressive behaviors, Physical aggressiveness, Verbal aggressiveness, Anger, Hostility*

## I. INTRODUCTION

Aggression is intentional behavior committed both physically and verbally to hurt, harm, and injure other people (Anderson & Bushman, 2002; Baron, R. A. & Byrne, 1994; Imtiaz et al., 2010; Myers, 2009; Warren et al., 2011). Individuals that are being the targets of aggression will be motivated to avoid any danger or injury from the behavior (Bushman, B.J. Huesmann, 2010; DeWall et al., 2011; Giancola et al., 2012) The realization of aggression is known as aggressive behavior (Gini et al., 2014). Aggressive behavior is typically

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triggered when individuals undergo angry emotions. Anger could be a vent on certain objects and forms (Lemmer et al., 2015). (Buss & Perry, 1992) divides three-principal dimensions of aggressiveness. They are motoric, affection, and cognition into physical aggression, verbal aggression, anger, and hostility.

The effects of aggressive behaviors could harm social competence, efficiency, and interpersonal relationship (Allameh et al., 2016; Chen et al., 2010; Jenkins et al., 2017). Therefore, it could develop bad images, such as between peers and teachers, peer denial, low-academic achievement, mischievousness, anxiety, suicidal, drug and alcohol abuse (Grange & Kerr, 2010; Zinatmotlagh et al., 2013). The cognitive-social theory explains aggressive behavior is developed through images of how individuals learn aggressiveness by observing and exposing. (Bandura, 1986) states that human skills are not only limited to cognitive, affective, and action contributions but also deal with how individuals motivate and regulate their behaviors through the social system for their lives.

Aggressive behaviors of students at schools annually increase in both the number and the realization. It is proven by the observable-case rate in research conducted by the *International Center for Research on Women and Plan International*. The research took 1.739 students aged 12-15-year-old. 84% of them admitted they were ever violated at schools. Then, 75% of them admitted that they ever did so for the last six months (Qodar, 2015). (UNESCO, 2018) Predicts that 30% of all students annually experience various aggression forms at school. Meanwhile, (Rini, 2018) shows survey results of the National Commission for Child and Women's Protection that the case of children's complaints based on the clusters proved children experienced increasing-aggressive behaviors in the forms of physical and psychological violence during 2011-2016 period. It does not only happen in a developing country such as Indonesia but also in America and China. They also experience increasing numbers of child and aggressive adolescent behaviors at schools (Chen et al., 2010; Lga et al., 2016).

A study by (Marsh, 2014) found from 1169 respondents, adolescence aged 15-16 years old were identified as aggressive offenders and victims with 70%. The next study by (Musu-Gillette et al., 2017) showed school-crime indicators in the United States for the first six months in 2015 found 3% of students aged 12-18 became school-crime victims. Meanwhile, a study by (Shaikh et al., 2014) found that urban children had a percentage of 69.5% in the form of physical aggressiveness, such as smacking, hitting, rape, and other risky behaviors. The findings also provide understandings that each problem experienced by students all this time was solved by harms.

However, at present, the students' behaviors in Semarang experience local-Javanese cultural value degradation. It insists on them being able to think globally and in a modern manner to be a more-flexible individual. Thus, the native values are forgotten. Freedom to express and technological advancement in millennial-era social life degrades the morel. The adolescence is no longer seen to have identities reflecting their eastern cultures. The eastern-cultural stereotypes are such as kind, polite, and *andhapasor* (low profile), *lambah-manah* (humble), religious, and cooperative. They become the pride and contrast comparisons to Western-cultural personality traits that are very free, individualism, capitalism, secularism, and materialism, but now the native values are only myths (Nugrahani, 2012). It makes students in Semarang losing their characteristics as Javanese adolescences that are known because of their speech levels or politeness and their cultures. These adolescence Javanese principles show the identity of Javanese people who are humble, respect other people, and

have willing for anything to create a peaceful and harmonious life. In a condition of various cultural context, aggressive behavior has triggered various social problems which get a lot of attention (Afiah, 2015).

Frequent-brawling cases among students are examples of aggressive behaviors. The case occurred between 20-JHS students and Hasanudin JHS students Semarang was found students bringing sharp weapons in their actions. The brawl was caused by mocking each other until it provoked both sides (Sugiarto, 2017). Identification of aggressive behaviors is required to identify the severity conditions and causes of such student-aggressive behavior. It is supported by (Ediati, 2015) about the emotional profiles of JHS-SHS adolescent students in Semarang. The research subject consisted of 568 male and female students from the seventh grade until the tenth grade, aged between 13-17 years old. It was found emotional problems of the students that indicated student-difficulty existence in engaging their transition period to get into the adolescent-developmental stage. Meanwhile, a study by (Setiowati & Suprihatin, 2017) focused on child groups and adolescent groups under school setting with 470 Preliminary, and Junior High Schools in a risky area in Semarang. It was found the increasing numbers of children 's and adolescences' aggressive problems become an externalized problem. The results showed 11.06% of respondents had low-category aggressiveness, 73.4% of respondents had moderate-category aggressiveness, and 15.53% of respondents had high-category aggressiveness.

From the case and research explanations, they show serious problems in JHS adolescent students in Semarang. It could trigger conflict, which leads to the aggressive behaviors of the students. Conflict experienced by adolescences or students are conflicts with peers. It is usually caused by misunderstandings, jokes, and competitions (Partiani, 2013). Increasing numbers of student-aggressive behaviors show peaceful-situations at schools are low and difficult to realize. Aggressive-behavioral phenomena in the educational world, especially JHS in Semarang, are concerning. One of the factors that have an aggressive-behavioral role is gender. (Haig, 2004) says gender as characteristics correlated to attitudes, affections, and behaviors that are associated with certain cultures, such as the biological-sexual orientation of individuals, and it differs between masculinity and femininity. The identity of gender roles dealing with aggressive behaviors of students at school describes a student's situation who has violated the dignity and integrity of other students by committing any kind of aggressive-behavioral actions.

## **II. PROBLEM OF RESEARCH**

The current research problems are based on the already-explained background about student-aggressive behaviors that have been frequently done. However, only a few studies comprehensively analyze each indicator of aggressive behaviors based on the identity of gender roles. The research questions are:

- Is there any category level of student-aggressive behavior?
- Is there any gender role in the form of physical aggressiveness, verbal aggressiveness, anger, and hostility.

### III. METHODOLOGY

#### Research Design

This research applies to a survey model. Survey model to collect data or information about a large population by using a relatively small sample size. This survey-research design is a quantitative-research procedure to get descriptions about attitudes, behaviors, arguments, or characteristics of a population done by collecting a sample in the population (Creswell, 2012).

#### Participants

The participants were seventh graders of Public JHS in Semarang, Central Java, Indonesia. They represented five geographical areas in Semarang. The areas were Western Semarang (35 respondents), Eastern Semarang (30 respondents), Southern Semarang (36 respondents), Northern Semarang (31 respondents), and Central Semarang (32 respondents) with total 164 respondents. They consisted of 89 male and 75 female students selected by proportional-*cluster random sampling*.

#### Procedure

This research was conducted by using a data-collection instrument in the form of an Aggressive Behavioral Scale (ABS) and a counselor-interview guideline. The ABS is developed by the researchers that refer to Buss & Perry's theory (Buss & Perry, 1992), while the guideline is in the form of question sheets. ABS consists of four types they are physical aggressiveness, verbal aggressiveness, anger, and hostility that are attached to several options, started from very true, true, false, and extremely false. ABS consists of *favorable* and *unfavorable* questions. The validity test of ABS and the interview guideline were done by the experts (*expert judgment*). The validity test of the items used *Pearson's product-moment*. It was calculated by *SPSS 23.0*, and the reliability test was done by *Cronbach's alpha* statistics technique. The analysis result of the validity trial test concludes from 45 items, and there are 32 valid items with reliability coefficient 0.929, considered as reliable. Meanwhile, the counselor-interview guideline is used to strengthen the finding data of ABS. The counselor-interview question sheet is based on actual condition on the field about the JHS students' aggressive behavioral profiles in Semarang, and how guidance and counseling services have been handling such aggressive-behavioral problems. The counselor-interview questions consist of 8 items.

The data analysis uses descriptive statistics with the percentage technique. It functions to describe the investigated objects through sample or population as they are (Sugiyono, 2016). They are obtained from ABS instruments to find out specifically the conditions of the research subject's aggressive behaviors based on ABS explanation by using three categorizations. The categorizations are high, moderate, and low. Meanwhile, the collected findings from counselor-interview results were analyzed qualitatively to support and enhance the findings of ABS instruments. Thus, the data findings would strengthen findings between quantitative data of the ABS and qualitative data from the counselor interview.

#### IV. RESULT

##### 1. The Conditions of the Student-Aggressiveness Behavior Profiles based on *Aggressive Behavior Scale* Instrument Data Collection

Here are the assumption results; the data about aggressive behaviors were obtained from the subjects' response results in answering the given ABS. The descriptive analysis of aggressive behaviors is shown in Table 1.

Table 1 Statistic Descriptive

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Total Score	164	61	101	12651	77.14	.802	10,266
Valid N (Listwise)	164						

Based on Table 1, the lowest answer is one, and the highest answer is 4, with the numbers of valid items, are 32 items. The possibility of the lowest score is 61, and the highest score possibility is 101, with a mean 77.714 and standard deviation 10.266. Thus, the score distributions are equal.

Table 2. The percentage of the students' response criteria about aggressive behaviors

Number	Score Interval	Categories	Frequency	Percentage (%)
1	97-129	High	7	4%
2	65- 96	Moderate	118	72 %
3	32-64	Low	39	24 %
Total			164	100 %

Table 2 presents the results of the students' response criteria for aggressive behaviors. It shows almost 164 JHS students in Semarang committed aggressive behaviors with different levels. Then, descriptions of the students' scores based on gender are done.

Figure 1. The percentage of male students committing aggressive behaviors.

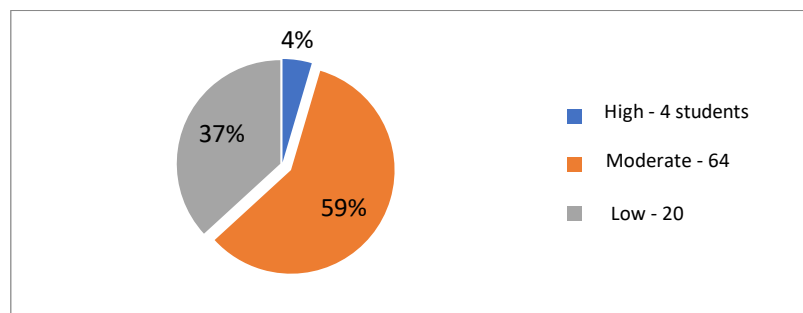


Figure 2. The percentage of female students committing aggressive behaviors.

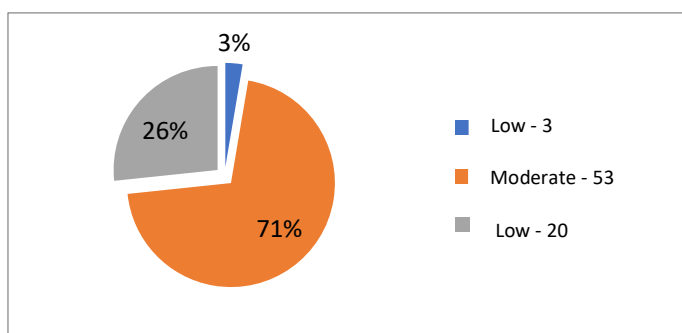
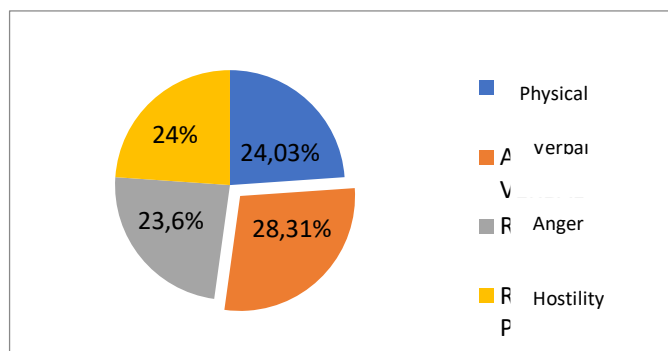


Figure 3. The aggressiveness percentage of students committing aggressive behaviors.



Based on figures 1, 2, and 3, it could be concluded that:

1. In Figures 1 and 2, the percentages of aggressive-behavior level differences between male and female students show 89 male students with 54.3% and 75 female students with 45.7% in committing aggressive behaviors.
2. In figure 3, the percentage of student-aggressive behaviors. Both male and female students shows that verbal aggressiveness is the most common thing to do with 28.31%.

The collected data findings of aggressive behaviors committed by the students show various supportive factors. To find them out, the researchers analyzed the ABS instrument. For each physical aggressiveness, verbal aggressiveness, anger, and hostility, eight items are consisting of *favorable* and *unfavorable* items, as explained by these descriptions.

Table 3. The respondent-percentage distribution of physical-aggressiveness realizations

Indicators	Numbers of Items	Percentage (%)	Total Score per Indicator %
Attacking People	1. Feeling unable to control my desire to attack other people	2.91%	14.4%
	2. If I am mocked, I will keep patient and remain silent without hitting other people	2.82%	
	5. I prefer avoiding any fight with my friend	2.80%	
	6. If my friends are hurt, and I cannot accept it, I will fight to settle it down.	2.91%	
	7. I think there is no good reason to hit someone.	3%	
Breaking several things	8. I will throw anything around me when I am pissed.	3.10%	9.5 %
	25. I will directly hit and kick the closest things when I am intentionally bullied in front of many people.	3.45%	
	I am feeling satisfied when throwing something and falling on my friends while fighting.	3.01%	

**Table 3 shows the score-percentage** distribution of physical-aggressiveness realizations. It covers two indicators in indicator of attacking people with 14.4% and breaking several things with 9.5%. In male aggressiveness, the highest category is seen on four people with 2.4%, and the moderate category is found in 59 students with 36%. Meanwhile, the highest category for female students is seen on three students with 2%, and the moderate category is found in 48 students with 29.2%.

Table 4. The respondent-percentage distribution of verbal-aggressiveness realizations

Indicators	Numbers of Items	Percentage (%)	Score Total per Indicator %
Saying something rude	12. When someone disturbs me, I will scold him.	3.47%	3.47%
Yelling	13. I will yell and quarrel when I feel someone disagrees with me.	3.43%	6.87%
	21. I will not repay by yelling when my friend offends my feeling in front of many people.	3.44 %	
Threatening	11. I respect my friends' arguments by not	3.56%	3.56%

	threatening if they disagree with my arguments.		
Insulting	10. I call my friends by sobriquets instead of their real names.	3.75%	7.40%
	18. I insult and laugh at my friends when they are being rebuked by the teachers.	3.65%	
Gossiping	16. I forgive my friends, who offend my feeling by telling gossips.	3.47%	6.99%
	30. I will provide good examples of attitudes by not making crowded and not telling my friends' bad things while in the middle of leisure-lesson hours.	3.51%	

**Table 4 shows the percentage-score distribution** of the respondents' verbal aggressiveness covering five indicators. They are saying something rude with 3.47%, yelling at 6.87%, threatening with 3.56%, insulting with 7.40%, and gossiping with 6.99%. In male aggressiveness, the highest category is seen on ten people with 6%, and the moderate category is found in 78 students with 48 %. Meanwhile, the highest category for female students is seen on 14 students with 9%, and the moderate category is found in 55 students with 33.5%.

Table 5. The respondent-percentage distribution of anger realizations.

Indicators	Numbers of Items	Percentage (%)	Score Total per Indicator %
Easy to get angry	17. Sometimes I feel like I am a firecracker, which is ready to explode anytime.	3.18%	9.19%
	20. Sometimes I feel like losing control for unsure reasons.	2.91%	
	19. One of my friends told me that I am easy to get angry.	3.10%	
Revenge	15. I prefer not to be easily attracted by avoiding any fight with my friend.	2.97%	8.97%
	23. I am wondering why I am easy to get angry about several things.	2.97%	
	31. I have difficulties in controlling my anger to get revenge.	3.03%	
Resisting	9. I look at a problem, not only from one perspective.	2.64%	5.43%
	27. I start a conversation with a kind stranger	2.78%	



	and respect his arguments.		
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**Table 5 shows the score-percentage** distribution of anger realizations. It covers three indicators. The indicators are attacking people with 9.19%, revenge with 8.97%, and resisting with 5.43%. In male aggressiveness, the highest category is seen on four people with 2.4%, and the moderate category is found in 52 students with 32 %. Meanwhile, the highest category for female students is seen on three students with 2%, and the moderate category is found in 43 students with 26.2 %.

Table 6. The respondent-percentage distribution of hostility realizations.

Indicators	Numbers of Items	Percentage (%)	Score Total per Indicator %
Envy	22. I am feeling like becoming an envious person.	2.97%	6.07%
	32 I am not easily influenced by jealousy.	3.09%	
Dissatisfaction	3. I will not fight back when my friends start hostility to me.	3.02%	5.56%
	28. If I am wrong in committing something, I will directly ask to apologize.	2.53%	
Prejudice	4. I do self-introspection when facing problems with other people.	2.91%	12.40 %
	14. When someone is nice to me, I have a feeling he or she wants something from me.	3.14%	
	24. I admit my friends' qualities in various things transparently.	2.77%	
	26. Sometimes I feel like I can notice if my "friends" are talking about me.	3.57%	

**Table 6 shows the score-percentage distribution** of hostility realizations. It covers three indicators. The indicators are feeling envy with 6.07%, dissatisfaction with 5.56%, and prejudice with 12.40 %. In male aggressiveness, the highest category is seen on two people with 1.21 %, and the moderate category is found in 55 students with 33.5%. Meanwhile, the highest category for female students is seen on two students with 1.21 %, and the moderate category is found in 49 students with 30 %.

## 2. The profile conditions of the students' aggressive behaviors in counselor-interview data as the collecting instruments

The research data about aggressive behaviors were obtained by the counselor interview. The results are conclusions of the given answers from eight questions responded by the respondents.

Table 7. The counselor-interview response detail about the student-aggressive behavior profile.

Number	Counselor-interview items	Conclusion of the Answers
1	How is the guiding and counseling process at this school?	The guiding and counseling process given by this school has been appropriate with the developmental level and the necessity of the students. Thus, the activities are adjusted to problems engaged by the students.
2	What kind of aggressive-behavioral realizations are frequently done by both male and female students at the school?	From many case records, male students had the most frequent problem. However, both male and female students usually invite their friends with a purpose not to commit any mistake. Aggressive behavior is triggered by jokes, mocking each other, insulting, committing hostility, and leading to fights.,
3	What causes student-aggressive behaviors?	The students' existences want to be acknowledged. They also committed aggressive behaviors because they like joking with each other.
4	Is there any difference between the aggressive behaviors committed by male and female students?	Several differences could be identified from the student-case report. It was known that male students had a high-aggressive behavioral level in the forms of physical and verbal aggression in settling problems. Meanwhile, female students mostly expressed it by verbal aggression.
5	What sanction is charged if students commit aggressive behaviors?	The sanction takes form as reprimand and impacts on the affective aspect on the report card. Then, they are required to ask to apologize for what they have done to hurt other people, giving them advice, and asking them to write a letter of statement to not do such things again.
6	What countermeasure that the school counselor do when he finds an aggressive behavior committed by students?	The students will be summoned. The problems will be identified. Then, shock therapy will be administered. Their parents will also be summoned, and follow up will be promoted.
7	How are the parents' reactions when they find their children commit aggressive behaviors?	There were two reactions. First, the parents realize and support the sanction charged for the students. In the second one, the parents did not care and seemed to blame the school.
8	What makes the counselor hindered in solving aggressive behavior?	The most frequent hindrances occurred when there was no cooperation with the home teachers and the parents.

## V. DISCUSSION AND CONCLUSION

The findings showed most JHS students in Semarang committed aggressive behaviors with high category 4%, moderate category 72%, and low category 24%. Meanwhile, the aggressive-behavior level of 89 male students is 54.3%, and the aggressive-behavior level of 75 female students is 45.7%. The female students mostly committed verbal aggressiveness with 28.31%. These results are consistent with a previous study. It was found significant-different levels of male and female-adolescent aggressive behaviors (Aulya et al., 2016; Björkqvist, 2018; Carlo et al., 2010). (Meichenbaum, 2006) found male-adolescent students tended to behave impulsively in committing aggressive behaviors. From the observation, there were differences in gender-role identities between gender types and male and female aggressiveness. Students who committed aggressive behaviors in the forms of four realizations had different gender-role identity levels.

**Physical aggressiveness** was found to have a high category in male students. There were four students with 2.4%, as seen from the gender identity. It is in line with a previous study that there is a significant-physical aggressiveness. The data reported that males are frequently involved in physical-aggressiveness than females (Baron, R. A. & Byrne, 1994; Morales-Vives & Vigil-Colet, 2010). The findings in this research were found gender-identity roles in female had lesser aggressiveness physically than males. Females have guilty feelings or anxiety when they put the victims in danger.

**Verbal aggressiveness** was found high in females. There were 14 students with 9%. The highest-verbal aggressiveness in females was found. Other supportive studies found that females performed their aggressive behaviors indirectly in the forms of verbal aggressiveness (Bandura et al., 1961; Chaq et al., 2019; McAndrew, 2014; Syahputra et al., 2018). From these findings, based on gender roles, aggressive-behavioral offenses in the form of verbal aggressiveness were mostly committed by females in the forms of humiliation right at other female students' self-conceptions. Meanwhile, the male offenses were seen in verbal-aggressiveness. They had similar reactions to humiliations and pride. However, they mostly realized such offenses in physical aggressiveness.

**Anger** was found as a high category in males. There were four students with 2.4% with different-gender role existences. It is in line with significant research between males and females (Archer, 2004; Morales-Vives & Vigil-Colet, 2010). The next supportive study about anger occurrence in male students is also found in female students (Bosson & Vandello, 2011; Hess et al., 2000; Yamak et al., 2019). Eventually, anger occurring in students automatically will interpret ambiguous situations as a hostility. Through the repeated-thinking process, it triggers negative emotions dealing with hostility.

**Hostility** was found in both male and female students. It has the same scores that in the high category, there were two students with 1.21%. In both male and female students, the highest category had equal potencies. It is in line with a study by (Syahputra et al., 2018), showing that both male and female students had the same abilities in responding to jealousy and prejudice. Meanwhile, other supporting studies found that females had higher-prejudice responses toward their friends (McAndrew, 2014).

From the interview results, it strengthens the student-aggressive behavior profiles, as seen from the report results of the students' cases at schools. It was found male students were mostly committing physical aggressiveness. Conflicts occurring in the field showed students typically triggered their friends to commit aggressive behavior. It was done by having jokes, mocking, and insulting each other until they turned into fights and physical aggressiveness that led to anger and hostility as a product of conflicts. It is in line with (Victoria

Rawling, 2017), showing that violence and violation at schools are mostly considered as jokes among peers. Students that are in a group of peers who supports aggressive behavior will be more aggressive than their previous states (Warren et al., 2011). Usually, students want to be acknowledged in terms of their existence alongside their friends. Adolescents that commit aggressive behaviors consider their purposes to be more popular is important than the equal principle among their friends (Lafontana & Cillessen, 2010).

Counselors' roles in overcoming aggressive behaviors are by summoning the students, identifying their problems, providing facts and witnesses, summoning the parents, and following up. Heretofore, the counselors' roles have been mostly curative in solving the problems. (Shalahudin, 2010) states guiding and counseling teachers' roles in promoting guiding and counseling services for their students are better to be preventive, preservative, corrective, and curative. Schools should have been very comfortable and safe places. It should have been a place for students to grow and internalize moral values by creating excellent characteristics. Thus, harmony will be realized in the Javanese-social environment. However, the reality is different. Schools turn into a place that allows aggressive-behavioral actions to occur. It is in line with (Ng & Chow, 2017). They found a high-aggressive behavioral condition of students would lead to an unsafe environment. In contrast, if the student-aggressive behavioral level is low, then it influences the security of a certain environment.

These research findings would be valuable because it describes that aggressive behaviors are concerning problems according to gender roles since the performers are not only male students but also female students. In preserving Javanese-cultural heritage values, the Javanese literature work that has *adhiluhung* value (noble value) or educative and aesthetic is *serat wulangreh*. *Serat wulangreh* is a Javanese-literature work legacy of Sri Susuhan Pakubuwano IV. It consists of macapat songs (*tembang*) in Surakarta palace (Darusuprta, 1988). The content of *serat wulangreh* explains about moral-attitude development in having a social relationship and a relationship with the GOD. If individuals can apply the teachings of *serat wulangreh*, then the harmony of life will be reached (Yulita & Panani, 2019). The understanding of the letter (*serat wulangreh*) as Javanese-cultural heritage could be applied as media to understand other individuals, especially JHS students in Semarang, in providing guiding and counseling services based on cultures.

One of the applicable things is *assertive training* implementation with the value of the peace content of *serat wulangreh*. It is used as a strategy to motivate students to think peacefully through behaving, uttering, and acting for the sake of goodness. They could do it by keeping harmony with the purpose of keeping the social relationship in a peaceful and comfortable environment. Beyond that one, since it is in Semarang and the city prioritizes a harmonious approach. This counseling technique is expected to be one of the preferred strategies by counselors to reduce JHS students' aggressive behaviors in Semarang so that school climates will be comfortable and as expected by the students. Of course, comfortable-school climates are hopes for every school residents. Thus, a conducive school climate could be realized, and the learning process will have optimal results.

## VI. RECOMMENDATIONS

These findings could be recommended for counselors in overcoming the aggressive behaviors of students. Therefore, it could be an initial movement to minimize student-aggressive behavioral problems and as a guideline of a guiding and counseling service program plan development with the stakeholders' supports.

Therefore, the program could run optimally so that schools are expected to be able to create comfortable situations for students to learn.

## VII. ACKNOWLEDGMENT

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