



Efforts to Counter Adolescent Aggressiveness from an Education Perspective

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ARTICLE INFO

Article History:

Received: 5 April 2022

Received in revised form: 5 June 2022

Accepted: 3 October 2022

DOI: 10.14689/ejer.2022.100.003

Keywords

adolescent aggressiveness, juvenile delinquency, moral education, character education, social education, internal education.

ABSTRACT

Purpose: This study aims to showcase Yogyakarta, Indonesia's attempts to combat adolescent aggression from an educational standpoint. This study included moral education, character education, social education, and internal education or family role. **Design/methodology/approach:** This study employs a quantitative research approach. Using a survey questionnaire, a cross-sectional study approach is employed. In Yogyakarta, Indonesia, questionnaires were provided to schools and other institutions dealing with adolescent aggression. Two hundred and five (205) questionnaires were used for data analysis. This study employs Structural Equation Modeling (SEM) to analyze the data.

Findings: The study's findings showed the significant efforts that may reduce teenage aggression. Moral education, character education, social education, and internal education or family role are crucial in addressing teenage aggression. Promoting moral education, character education, social education, and internal education by many stakeholders in Indonesia can aid in suppressing adolescent aggression. **Practical implications:** Through moral education, character education, social education, and internal education, school administrators in Yogyakarta can dissuade adolescent aggression using the findings of this study. In addition, other practitioners, such as government agencies, can inhibit teenage aggression by ensuring that these four components are present in schools. **Originality/value:** Several prior studies examined adolescent aggression; however, it is extremely uncommon for a survey questionnaire to be used to identify moral education, character education, social education, and internal education or family role. Therefore, this work made a substantial contribution to the corpus of knowledge.

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1. Introduction

The aggressiveness of juvenile delinquency perpetrated by a generation of adolescents is a global challenge (Ambachew, 2022; Chauhan, 2021). This could endanger the community's and environment's safety and the lives of those willing to accept risks. Adolescents become agents of state change, requiring extensive guidance in their formation pattern to become agents of the nation with the integrity to realize its exceptional human resources. If safety and stability are to be maintained, the entire criminal justice system must address criminal matters. Like the rest of the globe, Indonesia faces the problem of crime. According to data from the Indonesian Central Statistics Agency, the total crime rate in Indonesia reached 294 281 in 2021, dipped to 269 324 in 2019, and fell to 247 221 in 2020-2021. The number of crimes reported in Indonesia has fluctuated historically and will continue to do so throughout 2018-2021. The offenders of this crime range in age from adolescents to adults.

Due to adolescence's exploratory and exploratory nature, it is highly susceptible to the psychological and emotional impacts of external stresses and influences (Gremmen et al., 2019). Bozzini et al. (2020) found that the more favorable the environment, the more positively the developing individual is molded. Therefore, an individual's educational experiences shape their essential identity. Home education is the foundation for helping youngsters absorb their values. The second pillar of society is formal schooling outside the family. However, parents and schools must play a role in teaching religious and social norms to children from an early age so that when they search for their sense of identity, they will be guided by those already in place (Setiawan, Suparno, & Tasrif, 2020). According to the current study, to prevent adolescent aggression, four methods should be implemented: moral education, character education, social education, and internal education or family role.

When family life is tranquil and stable, children's personalities exhibit evidence of growth (Sahertian, Sahertian, & Wajabula, 2021). A child absorbs the values that exist in internal education through the function of parents and family to develop the internalization of positive personality values through norms and religion, which acts as a fortress against all types of harmful activities, such as juvenile delinquency (Clarke et al., 2020). The behavior of students is shared between the family and the school. A lack of parental attention has been associated with the formation of deviant behavior in children, such as acts that can lead to delinquency (Boen, Kozlowski, & Tyson, 2020). In such situations, aggressive behavior that violates societal norms and human dignity may occur. Teenagers are noted for their courage in violating religious standards since they are well-versed in rarely expressed religious information and value systems. However, in Indonesian educational institutions such as schools, a concentration on moral education, character education, social education, and internal education might aid in suppressing teenage aggression.

In the Special Region of Yogyakarta, occurrences involving school-aged children or adolescents have occurred during the past few years, with juvenile delinquency among high school students being the most problematic. To combat this, the major remedy is with parents, families, and educational institutions, who can do so by reinforcing Islamic education as the formation of children's moral, character, and social education (Abd Rahman, Zabidi, & Halim, 2020). Introducing humanist ideals to early childhood through the function of family education and improving components of teamwork, attitudes, and behavior helps prevent deviant behavior/stigma in the social norms of everyday life (Munadi, 2020). This study must be conducted to understand what causes lead to the

creation of deviations from human societal values in the form of juvenile delinquent actions, which frequently become recurrent and distress educational institutions, families, and communities. Consequently, this study aims to highlight educational measures to combat adolescent aggression. Rarely has a survey questionnaire been used to identify moral education, character education, social education, internal education, or family role. Therefore, this work made a substantial contribution to the corpus of knowledge.

2. Literature Review

2.1 Teen Aggression

Aggression can take the shape of either physical or verbal action, and it is always intended to cause harm to the target (Santos et al., 2019). Aggression can also be viewed as a primordial response, showing unrestrained wrath and emotional outbursts, groupthink, violence, irrationality, and a fear of the natural world (Bozzini et al., 2020). Aggression is a coping method for dealing with the antagonist's harsh treatment, humiliation, and frustration. It is a stage in which adolescents' behavior abruptly becomes erratic and frequently deviates from community-wide social standards (Hanafi et al., 2021).

Several characteristics define adolescent aggression, including a tendency to withdraw from family, an inability to follow the route of ideas and emotions, a resistance to authority, a desire for independence and freedom, and a high level of critical thinking (Grigore & Maftai, 2020). Physical and hormonal changes in adolescents create mood swings, unstable emotions, and social environment influence, all of which contribute to the development of adolescent aggression. Typically, adolescents with this disorder engage in aggressive conduct to assuage their feelings of inferiority (Hanafi et al., 2021).

Predatory aggression (Santos et al., 2019), aggression between males (López-Fernández et al., 2021), aggression prompted by fear (Bozzini et al., 2020), aggression prompted by feeling offended (Santos et al., 2019) and aggression between males can be classified according to the situation in which they occur (Conegundes et al., 2020). Physical aggression (including acts like hitting, kicking, stabbing, and burning), verbal aggression (including shows like name-calling and threatening), relational aggression (which includes actions like excluding others or ignoring their feelings), and aggression that is done to injure others are the four categories of adolescent aggression (van den Berg & Lansu, 2020).

2.2 Juvenile Delinquency

Juvenile delinquency or bad behavior is a sign of a social sickness (pathological) in children and adolescents brought on by social neglect. As a result, they acquire aberrant behavior and are impacted by cultural, social, and religious standards (Van den Tillaart et al., 2018). Negative phase symptoms include a desire to be alone, not wanting to work, poor coordination, boredom, restlessness, social friction, challenging adult authority, sensitivity to emotions, interest in the opposite sex, and moral sensitivity fantasies.

The traits of juvenile delinquency are closely connected to those of conduct disorder. Juvenile delinquency encompasses various activities, from socially unacceptable behavior, such as causing trouble at school to criminal acts like murder and robbery (Nurjan, Tjahjono, & Yamin, 2019). Table 1 displays two categories of juvenile delinquency (Gremmen et al., 2019).

Table 1
Types of Juvenile Delinquency Characteristics

Type	Behavior
Index Offenses	Juvenile or adult delinquency includes robbery, violent assault, rape, and murder. Property infringement rates are higher than other violations.
Offense Status	Running away from home, skipping school, underage drinking, and uncontrollable behavior. This is a less serious offense and is illegal only if a young person commits it under a certain age.

Delinquency that results in physical harm to another person is fighting, rape, robbery, or murder; delinquency that results in material harm to another person is vandalism, theft, pickpocketing, or extortion; social delinquency that does not result in victims on the part of others is prostitution, drug abuse, free sex and delinquency against status is prostitution, drug abuse, free sex (Kryszajtyś et al., 2018). Table 2 illustrates that, according to Bendezú et al. (2018), the reasons for adolescent delinquency fall into two categories.

Table 2
Juvenile Delinquency Factors

Factor	
Internal	External
<p><i>Self-Frustrated Reaction</i> Modernization has resulted in many teenagers being unable to adapt to social changes. They then experience a lot of shock, frustration, inner tension, and even mental disorders.</p> <p><i>Observation and Response Disorders in Adolescents</i> The disturbance in observation interferes with the child's adaptability and development. The disorders include hallucinations and illusions. The child's response reflects not the actual environment but wrong mental processing.</p> <p><i>Thinking and Intelligence Disorders in Adolescents</i> Thinking is necessary for healthy orientation abilities and good adaptation to environmental demands. If adolescents cannot correct their wrong thinking, their mind is disturbed.</p> <p><i>Feeling Disorders in Teenagers</i> Thinking is necessary for healthy orientation abilities and reasonable adaptation to environmental demands. If adolescents cannot correct their wrong thinking, their mind is disturbed.</p>	<p><i>Family</i> Family plays an important role in shaping the personality of teenagers. Most teenagers involved in delinquency usually come from broken families or families that are not harmonious.</p> <p><i>Unfavorable School Environment</i> Schools function more as "hearing schools" than providing opportunities to build children's activity and creativity.</p> <p><i>Electronic Media</i> Influence on building the replication of suggestions in oneself to imitate what individuals see in the electronic media.</p> <p><i>Influence of Association</i> In adolescence, children begin to expand their social interactions with their peers. Social relationships during adolescence are considered positive because they can develop adolescent orientation and broaden horizons. All these factors become a driving force to increase adolescent confidence.</p>

2.3 Prevention of Juvenile Delinquency

An endeavor to counteract juvenile delinquency aims to avoid physically and materially destructive behaviors and activities, as well as those that break social norms and go against behavior characterized as civilized within the context of social life (Tsang, 2018). It is feasible to combat juvenile delinquency with the cooperation of all stakeholders or persons directly or indirectly associated with the individual's personality (Fabelo et al., 2011). According to Bendezú et al. (2018), adolescent delinquency can be prevented by strengthening morality, engaging in character education, establishing etiquette and morals, educating the noble character, and building social awareness. In this scenario, each stakeholder component serves a distinct purpose.

The family's job is to support personality development beginning at a young age through internal education. This facilitates children's growth and development from childhood to maturity by teaching internalization of standards, educating, and encouraging moral behavior. The family's job is to provide personality development through internal education beginning at a young age (Sahertian et al., 2021). Educational institutions (schools), in their function as efforts to overcome juvenile delinquency, are responsible for reinforcing to children the causes and effects of juvenile delinquency through school-sponsored programs designed to diminish juvenile delinquency. Schools fulfill this function by educating students on the causes and consequences of juvenile delinquency. The community's environment acts as a venue for teaching from the outside world by reinforcing social norms or principles and grading behavior based on the community's social life standards (Setiawan et al., 2020).

The PDCA (Plan, Do, Check, Act) cycle and routine evaluation of children's character traits are utilized to prevent juvenile delinquency efficiently and sustainably (Nuha & Shobron, 2020). Action (including a review of the planning, implementation, and review of the program and how it is carried out optimally to achieve the specified goals), Do (including the implementation of the plans), Check (including information about the success of the planning and implementation of the programs), and planning (including all planned activities, programs that will be carried out in overcoming juvenile delinquency). Figure 1 depicts the conceptual structure of the study, which illustrates the preventative measures against teenage aggression and juvenile delinquency. The foundation of moral education is assisting children and adolescents in acquiring a set of beliefs and values. In addition, character education is an umbrella word for the instruction of children and adults in a way that helps them develop as moral, good, well-mannered, or socially acceptable individuals. Social education is the foundation for developing a society's social ideals and standards. In addition, internal education depends on the family's education supplied at the household level. The current research proposed the following hypothesis based on the conceptual framework:

Hypothesis 1. Moral education has a negative relationship with adolescent aggressiveness.

Hypothesis 2. Character education has a negative relationship with adolescent aggressiveness.

Hypothesis 3. Social education has a negative relationship with adolescent aggressiveness.

Hypothesis 4. Internal education has a negative relationship with adolescent aggressiveness.

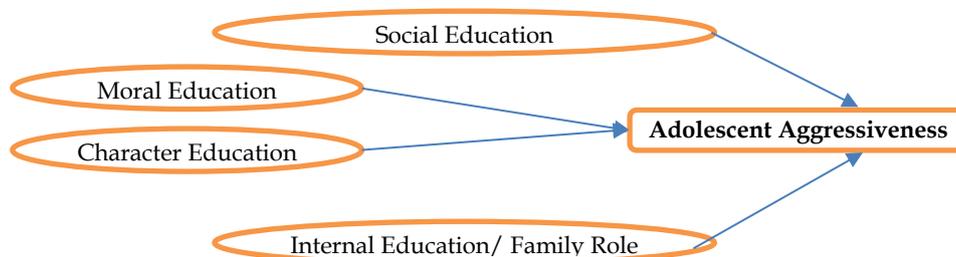


Figure 1. The conceptual framework of the study shows the efforts which can help to prevent adolescent aggressiveness or juvenile delinquency

3. Research Methodology

This study employs a quantitative research approach. Using a survey questionnaire, a cross-sectional study approach is employed. Teachers in schools in Yogyakarta, Indonesia, as well as personnel of other institutions dealing with adolescent aggression, were given questionnaires. Primary measures, such as scale items, were developed to assess moral education, character education, social education, internal education or family role, and teenage aggression. Consequently, this study is based on a survey in which responses were gathered from respondents using a questionnaire.

This research was conducted in Yogyakarta, Indonesia. This study investigated many Yogyakarta institutions, including educational institutions and the Yogyakarta Social Welfare Placement Institution. The investigation was conducted at the Sleman District Police Resort, the Yogyakarta First Class Child Correctional Center (BAPAS), and the Sleman Youth Social Rehabilitation Protection Center (BPRSR). These establishments are all located in Sleman. In addition, schools in this region were surveyed as part of this investigation.

The respondents were provided with four hundred (400) questionnaires. In this study, cluster sampling was employed; thus, several clusters of Yogyakarta were created, a few clusters were picked randomly, and data were collected from the selected clusters. As advised by earlier research, it is the most prevalent data analysis method for large populations (Sekaran, 2000; Sekaran & Bougie, 2016). A self-administered survey was utilized to obtain data from each institution. Two hundred and five (205) valid questionnaires were received from the total number of surveys distributed.

4. Data Analysis

This study employed Partial Least Square (PLS), the most suited and suggested statistical tool for analyzing primary data, to conduct data analysis (F. Hair Jr et al., 2014; Hair & Alamer, 2022; Hair Jr & Sarstedt, 2019). Using this statistical instrument, the current investigation considered Structural Equation Modeling (SEM) based on two fundamental steps: measurement and structural.

4.1 Measurement Model

The measurement model is evaluated for its reliability and validity. This study analyzed factor loadings, Cronbach alpha, and composite reliability when determining reliability (CR). To get a suitable level of scale items, factor loadings must be more than 0.70. Cronbach alpha and composite reliability (CR) must exceed 0.7. (Hair et al., 2019; Hair, Ringle, & Sarstedt, 2013; Hair Jr et al., 2016). All factor loadings, Cronbach's alpha, and composite reliability (CR) is greater than 0.70 for all constructions, as presented in Table 3.

In addition, this study used average variance extracted (AVE) and composite reliability (CR) to prove convergent validity. The data indicate that the AVE for moral education, character education, social education, internal education, family role, and adolescent aggression is greater than 0.5. Literature suggests that AVE should be more than 0.5 (Hair et al., 2012). In addition, discriminant validity is tested using the correlation ratio between heterotraits and monotraits. Table 4 demonstrates that none of the heterotrait-monotrait correlation values above 0.90 confirm the discriminant validity.

Table 3

Factor Loadings, Cronbach alpha, composite reliability (CR), and AVE

Constructs	Indicators	Factor Loadings	Alpha	CR	AVE
Moral Education	ME1	0.710	0.852	0.888	0.601
	ME2	0.789			
	ME3	0.786			
	ME4	0.853			
Character Education	CE1	0.801	0.805	0.825	0.566
	CE2	0.810			
	CE3	0.717			
	CE4	0.754			
Social Education	SE1	0.809	0.799	0.821	0.555
	SE2	0.801			
	SE3	0.799			
Internal Education	IE1	0.757	0.865	0.895	0.625
	IE2	0.711			
	IE3	0.854			
	IE4	0.753			
Adolescent Aggressiveness	AA1	0.777	0.878	0.885	0.667
	AA2	0.851			
	AA3	0.803			
	AA4	0.798			

Note: ME = Moral Education, CE = Character Education, SE = Social Education, IE = Internal Education, AA = Adolescent Aggressiveness

Table 4

Heterotrait-monotrait Ratio of Correlations

Constructs	Moral Education	Adolescent Aggressiveness	Social Education	Internal Education	Character Education
Moral Education					
Adolescent Aggressiveness	0.642				
Social Education	0.751	0.771			
Internal Education	0.801	0.601	0.688		
Character Education	0.799	0.621	0.758	0.722	

4.2 Structural Model

Based on a structural model, the influence of moral education, character education, social education, and internal education or family role on teenage aggression is examined. The structural model is evaluated using PLS bootstrapping, the method of choice (F. Hair Jr et al., 2014; Hair et al., 2010). The t-value for the link between moral education and adolescent aggression was 10.751, and the beta value was 0.41. So, the first hypothesis is supported. In addition, the effect of character education and social education on adolescent aggression revealed t-values of 8.6 and 5.73, respectively, with beta values of 0.25 and 0.322, which confirmed hypotheses 2 and 3. The association between internal schooling and adolescent aggression was statistically significant, with a t-value of 3.61 and a beta value of 0.098. The outcomes of all hypotheses are listed in Table 5.

Table 5

Results

Relationship	B-value	Standard Deviation	t-value	p-value
Moral Education -> Adolescent Aggressiveness	0.421	0.039	10.751	0
Character Education -> Adolescent Aggressiveness	0.25	0.029	8.6	0
Social Education -> Adolescent Aggressiveness	0.322	0.056	5.73	0
Internal Education -> Adolescent Aggressiveness	0.098	0.098	3.61	0

5. Discussion

The purpose of this study was to shed light on Yogyakarta, Indonesia's educational attempts to combat adolescent aggression. This study evaluated the role of moral education, character education, social education, and internal education or family role in adolescents' aggressiveness. Four hypotheses were proposed and tested following data collection via survey questionnaire.

The first hypothesis explored the relationship between moral education and teenage aggression. It has been discovered that moral education has a favorable effect on reducing adolescent aggression. Increased moral instruction in schools can reduce the aggressiveness of adolescents. Additionally, previous research has demonstrated the crucial connection between morality and teenage aggression (Alawiyah, 2020; Oubrahim, Combalbert, & Salvano-Pardieu, 2019; Teng et al., 2022). Some secondary school pupils in Yogyakarta, particularly those in upper grades, have been observed indulging in hostile behavior. As in the rest of the world, people in Yogyakarta possess strong religious and cultural convictions incompatible with aggressive behavior. The psychological and social settings of the teenager create the stage for this conduct. Students require a different approach to education than was utilized before or afterward to this period. This is because adolescents encounter various obstacles linked with the transitional, changing, age-related, identity-seeking phase of their life. The most effective method includes training teenagers in a way that prioritizes social ethics and gives them control over their egos and morals.

The second hypothesis investigated the connection between character education and teenage aggression. Due to the developmental transition from infancy to maturity,

adolescents tend to overthink and have difficulty regulating their emotions. Naturally, it is supported by the character education of adolescents, which is performed through family and community education. Several teens have committed hostile acts in Yogyakarta, necessitating implementing preventative and control measures. Character education is most effective at discouraging adolescent aggression. Because the study's findings showed the beneficial function of character education in controlling teenage aggression, a greater emphasis on character education in schools and at home can reduce adolescent aggression. Prior research has also indicated that character education or development is essential for adolescents (Birhan et al., 2021; Shubert et al., 2022). Education for adolescents should be proactive in pursuing methods to foster students' unique abilities and interests. Every individual possesses some intrinsic ability known as "talent," whereas "interest" may be cultivated by prolonged attention to a topic. These two traits generally correlate with a person's intelligence and the likelihood of success. To combat the negative impacts of juvenile delinquency, adolescents must receive a personalized education based on their specific interests and strengths (Gharagozloo et al., 2015).

The third hypothesis investigated the connection between social education and teenage aggression. The study's findings revealed the most intriguing consequences that can reduce adolescent aggression. According to the results, social education is capable of lowering teenage aggression. A socially educated individual has become morally and socially reflective and prudent. It has a favorable effect on reducing children's aggressive conduct. Decision-making, peer affiliation, behavior, and well-being are influenced by complex cognitive and socioemotional processes (Weissman et al., 2019). Teenagers are susceptible to outside stimuli due to their underdeveloped executive function. In this situation, the most significant function is played by social education, which can reduce aggression by addressing multiple issues.

The importance of internal schooling or family in teenage aggression was identified in Hypothesis 4. The findings indicate a negative correlation between internal education and teenage hostility. Increased internal education can reduce the aggressiveness of adolescents. Consequently, families need to have a positive role in controlling teenage aggression through household education. According to Bethell et al. (2022), home education is crucial for students to get improved school outcomes. Consequently, homeschooling can result in social, moral, and character education, reducing teenage aggression. Moral education, character education, social education, and internal education measures should be implemented to combat teenage aggression in Indonesia.

6. Conclusion

The prevention of juvenile delinquency can be achieved by implementing the concept of education, which involves establishing moral principles, social norms, character development, and a positive family role in kids. This method is useful for coping with life's reality since it can act as a guide for defining acceptable behavior standards. As a result, it is envisaged that the educational concept will be able to embrace and cooperate with the guiding principles of the strategy, thereby functioning as a remedy for the disruption created by juvenile delinquency. Four types of education can reduce teenage aggression, including moral education, character education, social education, and internal education or family role. To combat adolescent aggression, instruction at both the school and household levels is equally important.

6.1 Implications of the Study

This work theoretically contributes significantly to the body of knowledge. Importantly, this study substantially contributed to the literature on juvenile delinquency and teenage aggression. Even though earlier research has emphasized adolescent aggression, it is rarely addressed within the context of character education. Likewise, it is seldom discussed in terms of social education, moral education, and internal education. This study introduced the combined effect of household and school education on adolescent aggression, which is an important contribution. In this regard, this work has significant significance for policymakers. The study's findings complement the Yogyakarta school administration's efforts to prevent teenage aggression through moral, character, social, and internal education. This study can aid in reducing teenage aggression by focusing on education at the family and school levels. In addition, other practitioners, such as government agencies, can inhibit teenage aggression by implementing these four characteristics in schools and other organizations.

6.2 Limitations and Future Recommendations

This study addressed the most significant factors; nevertheless, it could not address all important elements due to numerous restrictions. In this study, for instance, the role of moral education, character education, social education, and internal education or family role was examined in teenage aggression. However, several different types of education may help to reduce adolescent aggression. Most significantly, religious education can play a vital influence. Consequently, future research should investigate religious education. Strengthening schools' serious and consistent programming of religious values is critical. In addition to learning routines to achieve knowledge and grades, schools must also teach children skills that correspond to their strengths and interests. In addition, this study only analyzed the sample from Yogyakarta; future research needs to expand the geographical scope to achieve better results. In addition, the Yogyakarta regional government can provide solutions to the problem of adolescent aggression through relevant agencies related to education for adolescents, such as schools, by strengthening school-family education, which is overseen by the provincial government responsible for youth. Future research evaluating ways to reduce teenage aggression should include consideration of this factor.

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