Role of Parents and Educators to Address Children's Aggressive Behavior  
(Case studies in kindergarten Bon Thorif)  
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Aggressive behavior is often the case these days; it is of course very shame especially for parents. Aggressiveness is done not only seasonally seemed to have become a habit. As a form of implemented by the public when it is not satisfied with a decision that can lead to fights, vandalism and even murder. Aggressive behavior also occurs in early childhood in Bon Thorif, example: a boy pushes his friend were playing so hurt. In children aged 3-7 years, aggressive behavior became part of their developmental stages both in and outside the classroom learning. For the basic factors that make the causes of aggressive behavior can be observed from a few things, namely: internal and external factors. For the teachers and parents need to work together in handling so aggressive action that will minimize the damage themselves or others. Parents avoid child to eat foods that can trigger aggressive behavior. Parents and educators also should not exhibit aggressive behavior and be a good role model for children is a great imitator. Provide reinforcement every child's behavior and lead to show things that are positive in order to create a quality Indonesian man and noble.

Keywords; Aggressiveness, the role of teachers and kindergarten children

1. Background

Aggressive behavior has been happening everywhere not just in the community but have only occurred in children, particularly young children. One of the cases that occurred in kindergarten Thorif Bon-old girl over approximately five years every day is always attacking friend who was nearby. In the case the theme was playing with another friend. According to Anderson, Berkowitz, et al., (2003) in Kirsh (2006:10) "Aggression is defined as any behavior, be it physical, verbal, psychological, or emotional, intended to cause physical, emotional, or psychological injury to another human being. Aggressive acts can also vary in intensity and severity. In fact "violence" is typically reserved for extreme acts than can lead to serious physical or psychological harm. "That aggression is defined as any behavior, be it physical, verbal, psychological, or emotional, intended to cause physical injury, emotional, or psychological another man. Aggressive actions may also vary in intensity and severity. Even the "violence" that is usually for extreme measures than can cause physical or psychological damage is serious. The fact that there is in kindergarten Bon Thorif during the establishment of the foundation from 2008 up to now there are no children who have aggressive behavior. Although there are a few pinches her children are common and can be done well by her teacher. But the child is not successful X given advice by teachers in the kindergarten. Every day brings three children behave aggressively, such as: encouraging his friends were playing, slapping his face until the child is crying; hitting his head if not given the toy he wanted.

All the teachers and principals were not initially reported to the parents, but the impatience of the teacher as a child who fell pushed up because chapped lips because crashing on the floor. The incident forced the school to call the child's parents; the principal patiently explained what happened chronologically. But his parents did not accept her because her parents think is a very good boy and behave decently while at home. Else is to be reprimanded only son left him free to do anything. During this time the teacher in class, do not despair to guide him and how teachers will be expected to challenge the child is expected to behave.

After getting information from their parents turned out his parents were very indulgent and freed the child, but at school it can not be left alone because many children are victims of aggressiveness. From conversations with parents that there are six kindergarten children who have done he only lasted one week to two weeks. Bon Thorif TK is the sixth and the parents ask the principal and the teachers to find a solution so that the child is getting better. All tips have been done by all teachers in kindergarten; hopefully the changes will happen of course with the permission of the gods to make a good child.

Based on the above explanation, the importance of parents and educators in guiding children to steer aggressively into positive things like things related to music, dance, visual or other activities such as; include children piano lessons, sports, dance studio and doubts that may trigger a balance both hemispheres of the brain in harmony. Transform and the authors would like to learn more about it by making a paper entitled "The Role of Parents and Teachers in Dealing with Children Aggressive Behavior (Case studies in kindergarten Bon Thorif) ". On this auspicious occasion is a matter of what, why and how to have children cause aggressive behavior in this case the teacher will provide guidance to minimize the least aggressive nature certainly be a positive thing by providing a variety of opportunities for children to do positive activities so that children can experience changes behavior towards the better. Because at an early age children need to be nurtured both by parents and teachers is the main model in creating a positive thing is expected.

2. Discussion

a. Definition of Aggression

Behavior of children who hurt other children tend to say aggressive. Actually aggressiveness of a child normally appear in the preschool years through adolescence. Over time the behavior will diminish, disappear, even irreplaceable. Judging from the definition of aggression is viewed from different angles. Lorenz in Shaffer (2009:287) argues that "as an instinct Aggression, aggression as a fighting instinct triggered by certain" eliciting "cues in the environment." Means aggression as instinct, fighting instinct of aggression as triggered by certain things to "bring up" cues in the environment. This behavior is just out or raised children when children feel threatened or as a form of self-defense.  
Another opinion about the aggressive Buzz (1961) in Shaffer (2009:286) argues that "Behavioral definitions of aggression any action that delivers noxious stimuli to another organism." Means the definition of aggressive behavior is a stimulating action harmful to other organisms. It is unclear who is said to be harmful stimuli attacked verbally and non-verbally. actions can verbally attack by shouting, said harshly, saying dirty, spreading rumors, and so on, whereas in the form of non verbal attacks may be pushing, hitting, kicking, pinching, hurting, and so on.

Social point of view expressed by Bandura and others in the Shaffer (2009:289) "Argue convincingly that" aggression "is really a social that label we apply to various acts, guided by our Judgments about meaning of those acts to us. This means Bandura and his friends convinced that "aggression" is actually social label that we apply to a variety of actions, guided by our assessment of the meaning of our actions. In other words Greif is a label for antisocial acts. Sometimes mistakenly distinguish between aggression and aggressive. Based Ebster's Ninth New Collegiate Dictionary (1989) in Connor (2004:4) distinguishes between the two. The so-called "Aggression (1) A Forceful action or procedure (as an unprovoked attack) esp. When intended to dominate or master, (2) the practice of making unprovoked attacks or encroachments, (3) hostile, injurious, or destructive behavior esp. When by the caused by frustration. " That aggression (1) A firm action or procedure (as an unprovoked attack). This action is more intended to dominate or control, (2) Practice makes unprovoked attack or encroachment, (3) hostile, detrimental, or destructive behavior caused by frustration. While the so-called aggressive namely, Aggressive (1) practicing or tending toward aggression and marked by combative readiness: militant, (2) marked by driving Forceful energy or initiative: enterprising and marked by obtrusive energy: self assertive: militant, self-assertive, pushing. Aggressive implies a disposition to dominate, often in disregard of other's rights or in determined and energetic pursuit of one's ends. Aggressive (1) Tend toward agersi or application of aggression and is characterized by aggressive readiness: militant, (2) Characterized by strong energy control or initiative: enterprising and characterized by prominent energy: the self-assertiveness. Syn: militant, assertive, pushing. Implies aggressive disposition to dominate, often with disregard for the rights of others. The difference between the two, is an act of aggression due to frustration and usually the indirect attacks and unprovoked, whereas an act aggressively inclined toward aggression, but rather to attack directly and ignore the rights of others. Library Team Familia (2006:90) There are several characteristics that need to be considered aggressive behavior. (1) Harm or damage yourself, others, or objects successor, (2) not desirable by people who become targets, and (3) Often a behavior that violates social norms. It is clear that aggressive behavior is very harmful and likely brutal. Aggressive children should be given the best solution so that such behavior can be reduced or replaced with a positive activity. Strong energy-controlled child when attacked should be directed to the positive activities.  
So it can be concluded that the aggressive behavior of a given action "label antisocial" in the form of energetic attack verbally and non-verbally as a form of anger that leads to frustration and raised in self-defense against the environment.

                               
b. Causes of Aggression Behavior

Shown aggressive behavior of a child, does not necessarily arise so without any obvious cause. The cause comes from a variety of factors, namely internal and external factors. An internal factor that causes aggressive behavior that comes from within the child includes food and hormones. The existence of the allegations can be proved scientifically by some experts about the causes of aggressive behavior in children, ie, consumption of fatty foods. In line with the article written on yahoo.com that experts believe aggressive behavior can be triggered by food. According to research at Oxford University England, Tran’s fat-rich foods (junk food) can affect the behavior of someone who makes personal aggression irritable and tend to use violence. "About 60 percent of the content of the brain is fat". If you consume more fat, then the number will be high, and ultimately inhibit communication way brain cells to one another. Not only junk food alone. Some foods are also associated with the emergence of aggressive behavior, such as sugar, caffeine, alcohol, wheat, and milk, as well as MSG and artificial food dyes ".

In other words, foods that contain lots of fat and forth over consumption is not recommended for children due to be bad and can lead to aggressive behavior that is difficult to control by parents and teachers. Actually it is difficult to avoid foods such as milk and sugar only. Further in the article ghiboo.com "a recent study in Australia showed that teens who consume soft drinks five cans of non-diet every week, it will significantly have an aggressive behavior." Parents should be able to find a great way to keep kids can get nutrients from the food, though not consume to excess.  
Internal factors causing subsequent aggressive behavior that is the influence of hormones. Hormones greatly affect a person's tendency to be aggressive both verbally and non-verbally. This is supported by studies Coyne, Nelson, & Underwood; Santrock in Dugham stating that "Boys are more physically aggressive than girls are". Biological factors include Heredity and hormones. Means that males tend to be more aggressive than girls. The existence of biological factors and explains that gender differences in aggression. Biological factors that heredity and hormones. It is associated with the production of the hormone testosterone that of the boys was higher than girls. This is the hormone that triggers the onset of aggressive behavior. In fact aggressive behavior in boys physically in the form of hitting, kicking, hurting, and others, but did not rule girls are not aggressive. Girls usually tend to be aggressive in a verbal form. In line with the results of Eagly & Steffen in Dugham at yahoo.com although boys are consistently more physically aggressive than girls, girls might show levels of verbal aggression, such as yelling, that equal or exceed the levels shown by boys? When verbal aggression is considered, gender differences disappear often, although sometimes verbal aggression is more pronounced in girls. In other words, although the boys are consistently more physically aggressive than girls, girls are likely to show the level of verbal aggression, such as yelling, which is equal to or exceeds the level indicated by the boys? When considered verbal aggression, gender differences often disappear, although sometimes more severe verbal aggression in girls.

External factors that can lead to aggressive behavior that environmental factors. Environmental factors that include the interaction between the child and the people in the neighborhood was instrumental in shaping aggressive behavior either intentionally or unintentionally. Sears, et.al in Hidayat (2004:86) states the emergence of aggressive behavior is caused by several factors: First, the sense of frustration, the disruption or failure in achieving the goals that lead individuals to be angry and frustrated (deau, et.al 1993) With a sense of frustration that children make children feel inclined to defend himself by showing aggressive behavior, both verbal and non-verbal. Both the imitation is the tendency to imitate the behavior of others / model established and determined by observation of the behavior of other people / models, like seeing other people's behavior / model (Rice, 1999). Third is strengthening, a major mechanism to bring the process to provide reinforcement when children perform behaviors that are asked and then the child will repeat the behavior to expect gifts. Conversely, if the behavior of the given sentence is much less likely that the behavior will be repeated again in the future, for example, A is not given candy for hitting his friend (Sears, et.al 1985/1994).  
So it can be concluded that the cause aggressive behavior comes from two factors: internal and external factors. Of the two factors, parents and educators are expected to understand and provide the best solution to overcome the aggressive behavior arising.

c. How to Overcome Aggression Behavior

How to cope with aggressive behavior can be done by parents and educators. Good samples, uniformity and consistency in making children behave slowly understand that aggressive attitude shown is incorrect. With the expected habituation positive impact on child aggressive behavior. Based on the variety of opinions about the internal factors that can lead to aggressive behavior, parents should beable to reduce children to consume foods that can trigger aggressive behavior. Like a lot of foods that contain Tran’s fats or junk food, sugar, caffeine, alcohol, wheat, and milk, as well as MSG and artificial food dyes "too soft. All material is expected to be reduced consumption. Not that should n ever consume foods such as milk or sugar, but parents can replace them with low-fat milk and low sugar levels calories. It is expected to effectively reduce and even prevent children from aggressive behavior.  
Based on the variety of opinions about the external factors that can lead to aggressive behavior, parents should be able to reduce the child's frustration by providing motivation and moral support to the children so that children continue to try and slowly build his confidence so that frustration can be avoided. This is supported by the opinions Durkin in Moeller (2001:33) the amount of childhood frustration is not good predictors of the child's later levels of aggression, and frustration sometimes motivates children to work harder and task. Argues that "These results indicate that although frustration Thus might indeed result in aggression". The amount of childhood frustration is not good predictors of the child's later levels of aggression, and frustration sometimes motivates children to work harder and task. That is frustrating allows the emergence of aggressive behavior, but the frustration is not always bad for the children, some children become frustrated as motivation to complete tasks in a more enterprising.  
 In addition parents should be a role model for children, prevent children being consistent in the behavior of confusion between right and wrong. Parents also need to be careful to accompany the child to watch TV, because a lot of aggressive behavior that children see and be copied from watching TV. Parenting as well adapted to the conditions. In the sense that parents should know when they have to be authoritarian, when they should be permesive, and when they must be democratic. All three have their own advantages and disadvantages, therefore the use of these three parenting, to be the most effective way to prevent children behave aggressively. In line with the opinion of the modeling that Bandura big influence on aggressive behavior. Bandura in Weiten (2011:390) states "Models have a great impact on personality development". In this case when the model is seen kids doing good things like smiling, hugging, shaking hands, and so on, then the child will imitate the good behavior. But when children observe bad behavior models such as hitting, screaming, kicking, and so on, and then the child imitate the aggressive behavior.

The final solution should parents give reinforcement to positive or negative changes in attitudes consistently show that child. Giving praise and rewards when they behave well and show rejection when children behave aggressively, but still a way to educate. The things above, is considered effective when parents apply them correctly and consistently to the child, so the child is expected to avoid aggressive behavior. This is supported by Thorndike in Roeckelein (1998:407) states "Where he Considered of reincforment, the satisfying consequence (eg Reward or escape from punishment) Strengthen a stimulus-response connection, while annoying consequence (eg punishment) weaken connection" . Means "Where is he considered a satisfactory reinforcement is a consequence (eg a gift or a way to escape from the punishment) it reinforces the connection between stimulus-response, while the consequences are disturbing form of punishment that impact weakens the connection between stimulus and response. All of the above will better when embodied in a positive activity for children. By providing stimulation for the children, making children busy to complete the given activity. Such activities can be fun play activities, sports, and activities related to the development of the art of dance, music, and art way.  
 So it can be concluded that there are many ways to reduce and replace aggressive behavior. Prevent children from food triggers aggressive behavior, provide a good example and role model to children, and provide both positive and negative reinforcement on child behavior that consistently appear, the latter is to direct the energy of children with positive activities related to the arts or sports activities . Parents and educators are expected to work together to provide the best solution to address the aggressive behavior arising.

3. Conclusion

Of various exposure above the what, why, and how to cope with aggressive behavior in children, it can be concluded that aggressive behavior is a given action "label antisocial" in the form of energetic attack verbally and non-verbally as a form of anger that leads to frustration and raised in defense of the environment. AggAressive behavior is derived from two factors: internal and external factors. Based on 2 factors are various ways to reduce and replace aggressive behavior. (1) Protects children from food triggers aggressive behavior, (2) Provide a good example and role model to children, (3) Provide both positive and negative reinforcement on child behavior that consistently come up with, (4) Direct the activities of children with positive energy related to the arts or sports activities. Parents and educators are expected to work together to provide the best solution to address the aggressive behavior arising.

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