School Climate, Emotional Intelligence and Students' Verbal Aggression Behavior

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Abstract : The phenomenon of aggressive behavior often occurs in Indonesia and is experienced by teenagers. This is almost always presented from various reports from various media. Information about aggressive behavior of teenagers such as hostility, swearing, robbery, murder, and many other cases. Verbal aggression is a very worrying phenomenon because humans basically need each other in their social life every day, frequent acts of verbal aggression make this behavior reasonable and even considered as having no serious impact.The purpose of this study was to determine the relationship between School Climate and Emotional Intelligence with Verbal Aggressive Behavior. This research is a quantitative research with a correlation type. Data collection techniques in this study were in the form of the School Climate scale, the Emotional Intelligence scale and the verbal aggression scale. the subjects in this study were vocational students and the number of subjects in this study amounted to 189 people. The data analysis technique used in this study is Spearman's Non-Parametric Rank analysis. Based on the results of data analysis, the following results were obtained: 1) there was a significant negative relationship between School Climate and Verbal Aggression (-.344 and p = 0.000; p <0.01). 2) there is a significant negative relationship between Emotional Intelligence and Verbal Aggression (-.271 and p = 0.000; p <0.01). The results of this study concluded that each variable of school climate and emotional intelligence had a very significant relationship with aggressive verbal. But the two variables are not simultaneously associated with verbal aggression.

INTRODUCTION

The phenomenon of aggressive behavior often occurs in Indonesia and is experienced by teenagers this is almost always presented from a variety of news from various information media about adolescent aggressive behavior namely hostility, swearing and swearing, robbery, murder, and many other cases. Aggressive behavior according to Langi & Wakas (2020) is an action that is carried out physically or verbally with the aim of hurting, damaging, or causing misery to other people. The aggressiveness of students these days is not only an individual problem but has become a major problem for society, because acts of aggression are very dangerous and can affect people's social life.

Compiled from Indonesian Child Protection Commission (ICPC) obtained data on violence both psychological and physical perpetrated by children, such as fights, beatings, murders, intimidation, bullying, fornication, terrorists, theft, brawls and so on, as follows: in 2016 as many as 1314 cases, in 2017 there were 1403, in 2018 there were 1434 cases, in 2019 there was a decrease with the number of cases to 1251, and in 2020 there were 1098 cases, in 2021 there were 126 cases (https://bankdata.kpai.go.id/ diakses 26 March 2023), from the data described above it can be explained that aggressive behavior is something

that needs attention from all groups, both parents, schools and the government, because currently aggressive behavior is not only found in cities large, village, but at this time it is also very common in the school environment.

Aggressive behavior is often used as a means for an individual to express feelings in order to solve the problems they face. Buss and Perry (in Brier & lia dwi jayanti, 2020) explained that there are four types of aggressive behavior as follows: said that there are four forms of aggressive behavior, namely physical aggression, verbal aggression, anger (anger) and hatred (hostility). 1) Physical aggression, with characteristic behaviors that are carried out are hitting, slapping, smashing and so on. 2) Verbal aggression, with behavioral characteristics, mocking, intimidating, yelling and so on. 3) anger, characteristic behavior that is offended. 4) hatred, is a negative feeling towards other people, a characteristic of jealous behavior towards other people.

Data collection conducted in 2016 by the Child Protection Commission recorded 220 adolescents aged 13-19 years experiencing bullying, in 2017 there were 246 cases, in 2018 there were 267 cases of verbal abuse , in 2019 there were 195 recorded cases of verbal violence and in 2020 there were 241 cases recorded , while in 2021 there was an increase in the number of verbal violence recorded in 1170 cases, most cases of violence were direct or through social media (https://bankdata.kpai.go.id/ 18 February 2023).

Based on the results of interviews with several Counseling Guidance (BK) teachers from several public and private junior high schools (SMP), senior high schools (SMA), vocational high schools (SMK) and also one of the pesantren-based Islamic boarding schools in East Java, said the explanation from the teacher counseling side, that lately many students and students have committed verbal aggression, usually starting with joking and then taunting each other and finally fighting, besides that they also often issue swear words, make fun of the wrong friends, rude such as swearing and giving certain names to friends, bullying, spreading

gossip, and even that continues through chat on social media. Willis (in Brier & lia dwi Jayanti, 2020) reveals several things that cause aggressive behavior to emerge, including: 1) Adolescent personal conditions, 2) Family environment, 3) Community environment 4) School environment.

School climate is a condition in which students feel safe or positive for students both emotionally and physically for students in relation to friends, as well as the relationship between parents and teachers (Gage and Larson, 2014) students' perspectives on school climate conditions can also influence to the behavior of students at school, so that the success or failure of the school climate is inseparable from how students view the school climate (Purwita, 2013).

METHOD

The reported data comes from collecting respondent data using a questionnaire via Google form using a descriptive method with a quantitative approach, these participants are class X students of state vocational high schools 2 Sukorejo. There were 189 research subjects from 2 majors consisting of male and female students. the instrument used in this study was a questionnaire or questionnaire to obtain accurate data. This research was conducted by identifying problems, reviewing literature, determining research objectives, collecting data, analyzing and interpreting data. The technique used was non-parametric analysis (data analysis technique, Rank Spearman test). sampling using saturation sampling technique. The scope of this research is only on variables related to School Climate, Emotional Intelligence and Verbal Aggression.

RESULTS

In this study the data are described because the type used is a correlational study. Therefore, in order for the data to be analyzed, a conclusion can be drawn from a numerical form, namely a

statistical method. This is done to get an overview of the answers of the research subjects who participated in this study.

Table 1: Descriptive Statistics

Variable	Means	std. Deviation	Minimum	Maximum
School Climate	73,53	14,643	41	116
Emotional Intelligence	43.02	9,445	26	70
Student Verbal Aggression	76,56	6,533	57	92

The Descriptive Statistics table provides an explanation regarding the accumulated mean value, standard deviation, and the number of samples used in the research conducted.

1. The mean value of the School Climate variable is known to be 73.53 while the lowest value is 41 and the maximum value is 116 with a standard deviation of 14.643
2. The mean value of the emotional intelligence variable is 43.02 while the lowest value is 26 and the highest is 70, with a standard deviation of 9.445
3. The mean value of the Verbal Aggression variable is at 76.56 while the lowest value is 57 and the highest is 92 for the standard deviation of the verbal aggression variable which is at 6.533.

Table 2: Categorization School Climate

Categorization	Amount	Percentage
Very Low	17	8.99 %
Low	26	13.76 %
Currently	81	42.86 %
Tall	48	25.40%
Very High	17	8.99 %
Total	189	100%

Based on the results of the descriptive analysis it is known that the school climate variable tends to be moderate with 80 respondents (42.33%) to high with a total of 40 subjects (21.16%). While those belonging to the very high category were 16 subjects (8.45%),

those belonging to the low category were 38 respondents (20.11%), while subjects belonging to the very low category were only 15 respondents (7.93%) .

Table 3: Categorization of Emotional Intelligence

Categorization	Amount	Percentage
Very Low	4	2.12%
Low	61	32.27%
Currently	71	37.57%
Tall	33	17.46%
Very High	20	10.58%
Total	189	100%

Based on the results of the descriptive analysis it is known that the Emotional Intelligence variable tends to be moderate with 71 respondents (37.57%) while for the low category with the number of respondents as many as 61 subjects (32.27%). And those belonging to the high category were 33 subjects (17.46%) , and those belonging to the very high category were 20 respondents (10.58 %), while subjects belonging to the very low category were only 4 respondents (2.12 %).

Table 4: Categorization of Verbal Aggression

Categorization	Amount	Percentage
Very Low	17	8.99 %
Low	26	13.76 %
Currently	81	42.86 %
Tall	48	25.40%
Very High	17	8.99 %
Total	189	100%

Based on the results of the descriptive analysis it is known that the verbal aggression variable tends to be moderate to high. It can be seen that there were 17 subjects (8.99) in the very high category, 48 subjects (25.40) in the high category, while 81 respondents (42.86%) were included in the moderate category, and those 26 respondents (13.76%) were included in the low category, while only 17 respondents (8.99%) were included in the very low category.

Tabel 5: Correlation Test Result

Correlations			School Climate	Emotional Intelligence	Verbal Aggression
Spearman's rho	School Climate	Correlation Coefficient	1,000	,470	-,344
		Sig. (2-tailed)	.	,000	,000
		N	189	189	189
	Emotional Intelligence	Correlation Coefficient	,470	1,000	-,271
		Sig. (2-tailed)	,000	.	,000
		N	189	189	189
	Verbal Aggression	Correlation Coefficient	-,344	-,271	1,000
		Sig. (2-tailed)	,000	,000	.
		N	189	189	189

Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis using the Sperm Brown technique, it was found that the rho correlation coefficient between school climate and students' verbal aggression behavior was = -.344 and p = 0.000 (p <0.01). So it can be explained that school climate has a very significant negative relationship with students' verbal aggression. This shows that school climate has a significant relationship with the verbal aggression behavior of students at state vocational high schools 2 Sukorejo. That is, the higher the school climate or the more positive the school climate, the lower the student's verbal aggression behavior. Vice versa, the lower the student's perception of the school climate, the higher the verbal aggression behavior.

Based on the results of the analysis using the Sperm Brown technique, it was found that the rho correlation coefficient between Emotional intelligence and students' verbal aggression behavior was = -.271 and p = 0.000 (p <0.01). From the results of this study it can be explained that emotional intelligence has a very significant negative relationship with students' verbal aggression. This shows that the hypothesis which states that emotional intelligence has a negative relationship with verbal aggression behavior of students of state vocational high schools 2 Sukorejo is accepted. That is, if the student's emotional intelligence is higher, the lower the student's verbal aggression behavior. Vice versa if the student's emotional intelligence is low, the higher the student's verbal aggression behavior.

From the results of the assumption test performed, it was found that the normality test for the relationship between school climate and emotional intelligence with verbal aggression was not met. so that the initial plan of using research with multiple regression techniques was diverted to using non-parametric analysis, namely the Spearman test data analysis technique.

DISCUSSION

After the researcher conducted the research , in the first hypothesis it was found that there was a very negative relationship significantly between school climate and students' verbal aggression behavior at vocational high schools Negeri 2 Sukorejo, in contrast to previous research which stated that school climate had a positive relationship with students' verbal aggression (Lulu Septriwana, 2023), from the results of research conducted on vocational students it can be explained that climate s e school contributes to students' verbal aggression behavior. This means that when schools are able to create a conducive school climate, such as creating a sense of security, comfort, mutual respect between school members, absence of bullying, oppression, humiliation, fostering tolerance, mutual

acceptance of differences between one another and students feel empowered. , then the student's verbal aggression behavior decreases.

According to Gage and Larson (2014) explained that school climate is a safe or positive school condition; both in terms of emotional and physical as well as schools that have relationships between students, parents, and teachers. The school climate which tends to be negative and unsafe both emotionally and physically for students provides an opportunity for students to develop and lead to acts of violence that can spread and become entrenched in schools.

The positive relationship that exists between teachers and students can develop awareness of students. In fact, not only the relationship that occurs between teachers and students, including the relationship between students also has a lot of influence on verbal aggression behavior because behavior can be very easily imitated if there is a very close relationship (Pinkus 2009). The good relations that exist between students and school members make students feel comfortable and even dare to open up to teachers (Fitriah, 2017). The openness that occurs allows students to report any discomfort they experience.

The results of statistical calculations show that there is a negative correlation a very significant relationship between school climate and verbal aggression behavior at vocational high schools Negeri 2 Sukorejo, the more positive the school climate, the lower the student's verbal violence behavior, the more negative the school climate, the higher the student's verbal aggression behavior.

The second hypothesis in this study is the relationship between emotional intelligence and verbal aggression. Emotional intelligence is one factor that contribute to verbal aggressive behavior. Verbal aggression is not the only factor triggering verbal aggression but there are several other factors that influence verbal aggression such as parenting style, peer influence, influence of violent media, anger, biological factors, generation gap, wrong disciplinary process, divorce, stress,

provocation, and alcohol. Students who are still in the teenage range often experience unstable conditions, therefore emotional intelligence is needed so that students can direct their lives in a positive direction and are able to control their lives from negative things.

The higher the student's ability to control himself, the more acceptable he will be in social interaction. However, on the contrary, if students are not able to control their emotions, they will be easily influenced and provoked by negative emotions such as verbal aggression, using dirty words, insulting, bullying, cursing, and so on, which can lead to fights and even exile. from a social interaction.

Students who have high emotional intelligence will be more likely to have low verbal aggression behavior. Students who have high emotional intelligence will manage their emotions well for their behavior by not engaging in verbal aggression or speaking harshly to other individuals. students who have low emotional intelligence will tend to behave more verbally aggressive behavior due to lack of intelligence the emotions you have. Verbal aggressive behavior which is quite enough to become a habit, especially when interacting with peers at school or outside school such as throwing words that are not pleasant to hear and insults that are said without having to think about whether the victim will be hurt or not . From the description above, it can be concluded that having high emotional intelligence will make a person able to manage his emotions well so that it affects verbal aggression behavior, while students who have low emotional intelligence are not able to manage their emotions properly, giving rise to verbal aggression behavior in interacting with others.

The findings in this study indicate that the problem of verbal aggression behavior is still experienced by students of state vocation high school 2 Sukorejo. This is of course a concern for educators, especially teachers at school as well as counseling teachers who are one of the parties that play an important role in helping students change their behavior . Baumrind (in Kartika, 2015) explains that children who often

get punishment and pressure from their parents tend to have aggressive behavior. In addition, this is also reinforced by the results of research conducted by Irmayanti (2016) which says that students who are raised with authoritarian parenting tend to have a higher level of aggression than students who are raised with the application of democratic and permissive parenting. In research by Soejitningsih (in Olga, 2019) it was found that as many as 576 teenagers had received verbal aggression, namely in the form of being ridiculed, being insulted, gossiped about, and getting cursed at with negative things by other teenagers. These experiences often occur in the school environment and the surrounding environment. Verbal aggressive behavior has a bad impact, but some students feel that such behavior is normal. Verbal aggressive behavior is clearly negative and must be addressed so that it can improve and produce good next generations of the nation.

CONCLUSION

Based on the results of research that has been conducted regarding the relationship between School Climate and Emotional Intelligence using the Rank Spearman data analysis technique with a total of 189 subjects, it can be concluded that there is a relationship that occurs between the variables School Climate and Verbal Aggression is negative, this indicates that the higher or positive the school climate then the lower the student's verbal aggression behavior and the relationship between the Emotional Intelligence variable and the verbal aggression variable is negative, which can be explained that the higher the student's emotional intelligence, the lower the tendency to behave aggressively verbally. It is hoped that the findings of this study can contribute to all parties who play a role in overcoming problems related to students' verbal aggression behavior. Besides that, other factors that influence the school climate and emotional intelligence with students' verbal aggression behavior also need to be considered,

such as student psychology, environment and emotional training.

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