

The Effect of Self Control on Aggressive Behavior of Male Students in Five Class at Islamic Elementary School of Salafiyah, Cirebon City

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Abstract: This study aims to describe self-control in fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City, to describe the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City, to determine self-control over the aggressive behavior of fifth grade male students in Islamic Elementary School of Salafiyah Cirebon City. The type of research used in this study uses a quantitative approach. The collection techniques of data using observation, questionnaires, and documentation. Taking all male students for five class at Islamic Elementary School of Salafiyah Cirebon City, totaling 40 students. The analysis techniques of data used the normality test, simple linear regression test, non-parametric test, and hypothesis testing. From the results of this study, it can be seen that the self-control of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City by using a questionnaire obtained a percentage of 67.7% and was included in the strong category. The aggressive behavior of fifth grade male students at MI Salafiyah Cirebon City using a questionnaire obtained a percentage of 26.8% and was included in the less strong category. The results of this study, based on the results of the non-parametric test, the Asymp.Sig value <0.05 , the Wilcoxon test results have a Sig of 0.00. $t_{count} > t_{table}$, namely $4.295 > 0.163$ This means that H_0 is rejected, and H_a is accepted, so there is an effect of self-control on the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City.

Keywords: Self-Control, Aggressive Behavioral.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. The purpose of education is to develop all aspects of the personality that exist within the individual in accordance with the values, norms and culture of society.

Humans are social creatures, like students who always need help for each other. An individual needs to establish good relationships with other individuals so that later they will face a problem that requires help. The individual can ask someone who has a good relationship with him. By Nabila (2019)) because of that students interact with other students this is a form of the need that humans are social beings. The school environment is a wider social environment for students than the social environment at home. Students meet teachers and friends when they are at school. They usually also study, play and chat together. The process of student interaction at school does not always run smoothly, giving rise to various problems.

Male students who are included in the developmental period of children in their developmental tasks are focused on efforts to improve childish attitudes and behavior, are able to build good relationships, develop socially responsible behavior. Someone has good self-control someone who can control behavior well. However, that does not mean that a person can take advantage of his closeness with other individuals only for certain purposes that only benefit himself and harm other individuals. Recently, cases of child delinquency at school often occur with various kinds of mischief such as making fun of friends, hitting classmates and speaking harshly. At the age of elementary school children, children begin to join the environment around them, interact with their peers and teachers at school. Very often a child has obstacles or even does bad behavior when they join their environment, which can be detrimental to both themselves and others. This behavior is a negative behavior that is usually in the form of delinquent behavior. Delinquency in children is interpreted as a form of behavior that is not in accordance with the norms or rules that exist in society (Zahara et al., 2018)

According to Sofyan in Putri (2019) that the operational definition of aggression is the result of a mounting anger process, while from the motivational definition an act of aggression is an act that aims to hurt other people. Aggressive behavior will cause various kinds of losses and negative impacts, such as low learning achievement and poor social interaction with peers Salmiati in (Hardoni, Y., Neherta, M., Sarfika, 2019). According to Syamsul et al, (2019) self-control is an individual's ability to control impulses, both from within and from outside the individual. Individuals who have self-control abilities will make decisions and take effective action steps so as to produce something they want and avoid unwanted consequences.

وأما من خاف مقام ربه ونهي النفس عن الهوي

Meaning: "As for those who fear the greatness of their Lord and refrain from (desires) their lust (Qs. Anaaziah: 40)".

One of the personality factors that influence the emergence of aggressive behavior is self-control. Self-control is defined as the ability to control oneself as an ability to organize, guide, regulate and direct forms of behavior that lead individuals towards more positive consequences. Self-control can also be interpreted as an activity of controlling behavior. Controlling behavior implies, namely doing considerations before deciding something to act. In addition, self-control is the ability to control and manage behavior according to situations and conditions to present oneself in conducting socialization to control behavior, attract attention, change behavior according to the social environment, please others and cover up feelings (Rahayuningsih et al, 2020) It can be interpreted that self-control is an important factor in the emergence of aggressive behavior towards individuals, in which self-control is an important factor in adolescence to prevent identity crises and negative behavioral tendencies.

Through the practice of introducing the school field that researchers did while at Islamic Elementary School of Salafiyah, Cirebon City, for two months, they found a problems with male students in grade five at Islamic Elementary School of Salafiyah, Cirebon City, who often performed verbal and physical aggression and could not control themselves. As for physical aggression in fifth grade male students, fights often occur between classmates, if there is a fight between students in the class they will make physical contact such as hitting, kicking, pushing pinching which is done on purpose, the teachers have often advised and there are rules. from school but still aggressive behavior is carried out by male students of five class where the majority of students in his class are male.

Based on this background, the researcher was interested in conducting research with the title "The Influence of Self-Control on Aggressive Behavior in fifth grade male students at Islamic Elementary School of SALAFIYAH, Cirebon City". Journal of Tambusai Education, "The Influence of Self Control (Self Control) on the Level of Aggressive Behavior of Students at SMP Negeri 5 Jambi City" (Atina et al., 2022) The sample in this study was 60 students. Selection of the sample using a census technique or total sampling. The collection techniques of data using questionnaires and interviews. The data was taken using a questionnaire directly down to the field with a shift system, consisting of self-control variable statements (X) and statements of physical aggressive behavior (Y). Then the data is processed using SPSS version 2.0. the higher the self-control, the physical aggressive behavior will decrease, then the lower the self-control, the physical aggressive behavior will increase. The similarities between this research and the author's research are variable X in the form of self-control and variable Y in the form of aggressive behavior. While the difference in research is in the research object where the research was conducted on junior high school students while the author conducted research on Islamic Elementary School of students.

Journal of Character The relationship between self-control and aggression behavior in state high school students 1 Padangan Bojonegoro "Relationship between self-control and aggressive behavior in students of SMA 1 Padangan Bojonegoro" Aulia et al (2014) This study used a quantitative research method, with a sample of 155 students of class XI from total population of 282 students. Researchers used an error level of 5% and the method of analysis used regression analysis. The results showed that there was a negative relationship between self-control and aggressive behavior ($p=0.000$) and the value of $r=-0.468$. The results of the coefficient of determination (R^2) of the self-control variable on aggressive behavior is 0.219%, so the self-control variable has an influence of 21.9% to bring up aggressive behavior, the remaining 78.1% is influenced by factors outside the study which also influence aggressive behavior. The similarities between this research and the author's research are variable X in the form of self-control and variable Y in the form of aggressive behavior. While the difference in research is in the research object where the research was conducted on high school students while the author conducted research on Islamic Elementary School of students.

Journal of JP3SDm, "The Influence of Self-Control on Adolescent Aggressiveness in Middle and High School Students in National College Schools". The results showed that there were 25 samples (19.1%) of low aggressiveness scores, moderate scores of 106 samples (80.9%) and high scores of 0 (0%), moderate scores of 87 samples (66.4%) and high score of 44 samples (33.6%). The value of the coefficient of determination (R square) obtained is 0.317. This means that the three dimensions of self-control (behavioral control, cognitive control, and decisional control) contribute 22.6% to changes in the aggressiveness variable. Thus 77.4% is influenced by dimensions other than the three dimensions of the unmeasured self-control variables in this study that can make a difference (Zahri & Savira, 2017).

The similarities between this research and the author's research are variable X in the form of self-control and variable Y in the form of aggressive behavior. While the differences in the research are in the research object where the research was conducted on junior high and high school students while the author conducted research on Islamic Elementary School of students.

METHODS

This research approach is a quantitative approach using experimental methods and research design One shoy study. The population in this study were 40 male students in class five using the saturated sample technique. Researchers used data collection techniques in the form of observation, questionnaires and documentation. Where from these data it can be seen whether self-control has an effect or not on aggressive behavior after self-control is applied to male students in five class at Islamic Elementary School of Salafiyah Cirebon City. After the data is collected, it is then analyzed by testing validity, reliability, questionnaire data analysis, assumption test, normality test, simple linear regression analysis, non-parametric test. The hypothesis test of this study is:

Ho = Accepted if t count \leq t table

Ha = Accepted if t count \geq t table

RESULT AND DISCUSSION

Results of Analysis of Self-Control and Aggressive Behavior of Class V Male Students at Islamic Elementary School of Salafiyah, Cirebon City.

Table 1. Self-Control Questionnaire Recapitulation

No ITEM	OPTION JAWABAN			JUMLAH		
	S	SR	R	JR	TP	
1	23	11	1	2	3	100
2	10	17	1	9	3	100
3	21	9	0	6	4	100
4	5	14	0	11	10	100
5	14	16	0	10	0	100
6	16	17	0	5	2	100
7	10	11	0	15	4	100
8	15	11	1	9	4	100
9	16	12	0	9	3	100
10	23	7	0	8	2	100
11	10	13	0	9	8	100
12	6	14	0	10	10	100
13	20	16	0	3	1	100
14	16	12	0	8	4	100
15	10	12	0	13	5	100
16	17	10	0	11	2	100
17	18	14	0	4	4	100
18	19	12	0	8	1	100
19	3	11	1	11	3	100
20	13	5	0	15	7	100
21	13	4	0	11	12	100
22	5	17	1	11	6	100
23	5	15	0	9	11	100
24	3	19	1	12	5	100
25	3	16	0	13	8	100
26	18	9	0	13	8	100
27	14	12	1	7	6	100
28	9	6	0	10	15	100
29	8	5	0	1	26	100
30	10	10	0	11	9	100

31	4	10	1	10	15	100
32	11	8	0	11	10	100
33	9	12	1	14	4	100
34	10	9	0	12	9	100
35	5	8	0	11	16	100
36	5	10	1	12	12	100
JUMLAH	417	414	10	339	249	3600
			RATA- RATA			
			11,58			
			11,5			
			0,27			
			9,41			
			6,91			
			100			

Seen from table 1. The above can be explained that a number of students who answered agreed 11.58%, students who answered often 11.5%, students who answered doubtfully 0.27%, students who answered rarely 9.41%, students who answered never 6.91%. Based on data on aggressive behavior obtained from 40 respondents with a total of 32 items, the ideal score for the Y variable (Aggressive Behavior) is $32 \times 40 \times 5$ (highest item score) = 6400, while the total score from the results of the questionnaire distribution amounts to 1721 which can be calculated by formula :

$$\times 100$$

$$\times 100 = 26.8\%$$

According to Averill (2021) the aspects that exist in self-control are called personal control, namely the individual's ability to control himself which includes behavioral control (behavior control), cognitive control (cognitive control) and decision control (decisional control). Meanwhile, according to (Ghufro, et al, 2019) mentioned that usually individuals who have low self-control will find it difficult to determine the consequences that will be received for the actions they have taken. Conversely, when someone with high self-control will plan and pay attention to an appropriate way to behave in various situations. This is in line with the results of a study which showed that male students in class V at at Islamic Elementary School of Salafiyah Cirebon City had a high level of self-control, were able to control themselves to behave according to norms and were able to evaluate several things before making a decision.

Table 2. Aggressive Behavior Questionnaire Recapitulation

No ITEM	OPTION JAWABAN					JUMLAH
	S	SR	R	JR	TP	
1	20	10	0	8	2	100
2	10	13	3	13	10	100
3	11	9	0	12	7	100
4	15	14	0	8	3	100
5	14	11	0	8	7	100
6	19	16	0	2	3	100
7	10	12	0	13	5	100
8	19	10	1	8	2	100
9	11	12	0	8	9	100
10	8	14	0	11	7	100

11	7	16	1	8	8	100
12	11	12	0	12	5	100
13	14	14	2	7	3	100
14	18	10	1	4	7	100
15	14	14	0	10	2	100
16	3	10	0	10	3	100
17	7	11	1	12	9	100
18	8	11	0	3	18	100
19	4	3	0	8	25	100
20	5	12	1	9	13	100
21	4	8	0	10	18	100
22	6	11	0	8	15	100
23	7	6	1	12	13	100
24	3	11	0	10	16	100
25	4	7	0	12	17	100
26	4	9	0	11	16	100
27	5	12	0	9	14	100
28	4	11	0	8	17	100
29	7	10	0	8	15	100
30	9	8	0	8	15	100
31	8	6	1	6	19	100
32	7	1	1	10	21	100
JUMLAH	296	334	13	286	344	3200
RATA-RATA	9,25	10,43	0,40	8,93	10,75	100

From table 2 above it can be explained that students always answer 9.25%, students answer often 10.43%, students answer uncertainly 0.40%, students answer rarely 8.93%, students who answer never 10.75 %. In theory, Buss in Rosalinda & Satwika (2019) explains direct active verbal aggression, namely acts of verbal aggression carried out by individuals by dealing directly with other individuals; Direct passive verbal aggression, namely acts of verbal aggression carried out by individuals by dealing with other individuals but there is no direct verbal contact; Indirect active verbal aggression, namely acts of verbal aggression carried out by individuals by not dealing directly with other individuals who are the target; Indirect passive verbal aggression, namely acts of verbal aggression carried out by individuals by not dealing with and not having direct verbal contact with other individuals who are the target. Based on data on aggressive behavior obtained from 40 respondents with a total of 32 items, the ideal score for variable Y (Aggressive Behavior) is $32 \times 40 \times 5$ (highest score item) = 6400, while the total score from the results of the questionnaire distribution amounts to 1721 can be calculated by formula:

x100

$$x \ 100 = 26.8\%$$

Based on the results of the questionnaire percentage, it can be concluded that the aggressive behavior of fifth grade male students at at Islamic Elementary School of Salafiyah, Cirebon City, amounting to 26.8% is included in the "Less Strong" category because it is between 21% -40%

Results of Analysis of the Effect of Self Control on Aggressive Behavior of Class V Male Students at Islamic Elementary School of Salafiyah, Cirebon City.

Validity test

One of the ways to find out whether the questionnaire is valid or not, we first need to find the r-table value with the number $N = 38$, so you can know the r-table of $38 = .0163$. From the validity testing data contained in the table above, it can be seen that $r \text{ count} > r \text{ table}$. Based on all the questionnaire questions which totaled 36 self-control questionnaires and 32 aggressive behavior questionnaires, all were declared valid, because $r \text{ count} >$ from $r \text{ table}$.

Table 3. Self-Control Reliability Test

Variabel	Cronbach's Alpha	ketetapan	Keterangan
Kontrol Diri (X)	0,701	0,6	Reliabel
Perilaku Agresi (Y)	0,705	0,6	Reliabel

Based on table 5 it shows that all the values of self-control variables (X) and Aggressive Behavior (Y) are greater than 0.6 so that they can be declared reliable. This means that all the values of the self-control variable (X) and aggressive behavior (Y) are reliable so that even if they are used many times they will still give the same answer or result..

Table 4. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X	,109	40	,200*	,944	40	,045
Y	,168	40	,006	,929	40	,015

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test in the test table of normality above the self-count control variable data shows a significant value of 0.045. Because the significant value is below 0.050. So the Self Control variable is not normally distributed. and the normality test for Aggression Behavior shows a significant value of 0.15. Because the significant value is above 0.05, the variable data on aggressive behavior is also not normally distributed.

Table 5. ANOVA Simple Linear Regression Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3182,905	1	3182,905	18,446	,000 ^b
Residual	6556,870	38	172,549		
Total	9739,775	39			

- a. Dependent Variable: Aggressive Behavior
 b. Predictors: (Constant), Self Control

From the table above it can be seen that the F count is 18.446 with a significant level of $0.000 < 0.05$, so the regression model can be used to predict aggressive behavior. Furthermore, to find out how much influence self-control has on the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City, it can be seen in this table

Tabel 6 Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,572 ^a	,327	,309	13,13580

- a. Predictors: (Constant), Self Control

Based on the table above it can be illustrated that the value (R Square = 0.327 or 32.7%). This shows that the aggressive behavior of male students is influenced by self-control factors. In addition, the summary model explains the value (R) of correlation/relationship (R), which is equal to 0.572, the magnitude of the relationship between self-control and aggressive behavior of class V male students at Islamic Elementary School of Salafiyah Cirebon City is 0.572 or 57.2%. The R value (0.572) is in the range 0.327 - 0.309 with the low category. So the relationship between self-control and aggressive behavior is low.

Table 7. Non-Parametric Test

Statistics test	
Z	-3.563 ^b
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks.

Based on the table above by observing the Asymp column rows. Sig. Self-control of fifth grade male students at Islamic Elementary School of Salafiyah, Cirebon City. From the analysis it can be seen that self-control has a positive effect on aggressive behavior. This can be said to be accepted if the Asymp.Sig value < 0.05 can be seen that the Wilcoxon test results have a Sig of 0.00 so the hypothesis is accepted. So it can be concluded that there is an effect of self-control on the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah, Cirebon City. Based on the results of the study, there was an effect of

self-control on the aggressive behavior of fifth grade male students at MI Salafiyah Cirebon City because the self-control of fifth grade male students at Islamic Elementary School of Salafiyah was categorized as high and the aggressive behavior of fifth grade male students at MI Salafiyah was categorized low. This is in accordance with research (Rahmadani & Fikry, 2020) the lower the aggressive behavior. Vice versa, the lower the high school student's self-control, the higher the aggressive behavior. And according to the results of previous research conducted by (Atina et al., 2022)

The higher the self-control, the physical aggressive behavior will decrease, then the lower the self-control, the physical aggressive behavior will increase.

1. Self-Control of five Class male students at MI Salafiyah, Cirebon City

According to Averil in Kusumadewi, (2012: 42) Self-control is a simple psychological variable because it includes three different concepts about the ability to control behavior (behavioral control), cognitive control (cognitive control) and control decisions (decisional control). The results of the analysis of self-control variables for male students in class V at MI Salafiyah Cirebon City were obtained through calculating the results of a questionnaire that had been distributed to 40 respondents. The distributed questionnaire contains indicators of self-control variables. Based on data obtained from 40 respondents with a total of 36 items, the ideal score for variable X (self-control) is $36 \times 40 \times 5$ (highest score for each item) = 7200, while the total score from the results of distributing the questionnaire is 4880 and the percentage obtained of the questionnaire was 67.7% and included in the "strong" category because it was between 61% -80%. So it can be concluded that the self-control of fifth grade male students at MI Salafiyah Cirebon City is high.

Ghufron & Risnawati (2010) mentioned that usually individuals who have low self-control will find it difficult to determine the consequences that will be received for the actions they have taken. Conversely, when someone with high self-control will plan and pay attention to an appropriate way to behave in various situations. This is in line with the results of a study which showed that male students in class V at MI Salafiyah Cirebon City had a high level of self-control, were able to control themselves to behave according to norms and were able to evaluate several things before making a decision.

If male students in grade five at Islamic Elementary School of Salafiyah Cirebon City are able to understand and control themselves well, they will not be easily provoked by emotions and will not engage in aggressive behavior in inappropriate places so they can maintain a good name. school. So the self-control of fifth grade male students at MI Salafiyah Cirebon City is very influential. Self-control not only has a positive influence on oneself, but also on other people and the wider community, so it is hoped that male students at MI Salafiyah Cirebon City can control themselves well, and choose wisely which is good and which is wrong. the bad one

2. Aggressive Behavior of Class V Male Students at MI Salafiyah, Cirebon City.

In theory, aggressiveness is any form of behavior intended to hurt another individual, with or without a specific purpose, either physically or verbally. This theory is a theory taken on average from the theory put forward by Robert Baron, Berkowitz et al. (2004;65)

The results of the analysis of the variable aggressive behavior of fifth grade male students at MI Salafiyah Cirebon City were obtained through calculating the results of a questionnaire that had been distributed to 40 respondents. The questionnaire distributed includes indicators of aggressive behavior variables. Based on data obtained from 40 respondents with a total of 32 items, the ideal score for variable Y (Aggressive Behavior)

is 32 x 40 x 5 (highest score item) = 6400, while the total score from the results of the questionnaire distribution is 1721 and the percentage obtained from the questionnaire was 26.8% and included in the less strong category. So it can be concluded that the aggressive behavior of fifth grade male students at MI Salafiyah Cirebon City is low.

So the majority of male students in grade V at MI Salafiyah Cirebon City do not have high aggressive behavior. They can choose the time and place to carry out aggressive behavior, for example, when there is chaos in class or in the school environment, because the class or school environment does not will never be separated from the commotion of students in the classroom and in the school environment.

3. The Effect of Self-Control on five Class Behavior at Islamic Elementary School of Salafiyah, Cirebon City

To find out the effect of Self-Control on the Aggressive Behavior of five Class male students at Islamic Elementary School of Salafiyah Cirebon City, it can be determined through the t-test and hypothesis testing. In this study the hypothesis test used was a simple linear regression test. before testing the hypothesis, it is necessary to test the assumptions, namely the normality test. Based on the results of the normality test because the significant value is below 0.05. So the Self Control variable is not normally distributed. and the normality test for Aggression Behavior shows a significant value of 0.15. Because the significant value is below 0.05, the variable data on aggressive behavior is also not normally distributed.

Based on the results of the simple linear regression test, it can also be seen that this study has an R Square of 0.327. R Square is called the determinant coefficient in this study R Square is 32.7%. From this value, it can be interpreted that there is 32.7%. The effect of self-control on the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City and the remaining 96.73% was influenced by other factors.

After the prerequisite tests are met, then a simple linear regression test and non-parametric union are performed. Based on the results of the non-parametric test, the Asymp.Sig value < 0.05 , it can be seen that the Wilcoxon test results have a Sig of 0.00. $t_{count} > t_{table}$, namely $4.295 > 0.163$ This means that H_0 is rejected and H_a is accepted, so the hypothesis reads that there is an effect of self-control on the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City.

Based on data obtained from 40 respondents with a total of 36 items, the ideal score for variable X (self control) the percentage obtained from the questionnaire is 67.7% and is included in the "strong" category because it is between 61% -80%. So it can be concluded that the self-control of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City is high and able to control behavior in class, able to make decisions, able to choose actions, able to obtain information, able to anticipate and be able to assess the situation in the classroom.

As for the aggression behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City. Based on data obtained from 40 respondents with a total of 32 items, the percentage obtained from the questionnaire was 26.8% and included in the less strong category. So it can be concluded that student aggression behavior five Class boys at Islamic Elementary School of Salafiyah Cirebon City are low; the majority of five class boys at Islamic Elementary School of Salfiyah Cirebon City do not have high aggressive behavior. They are able to choose the right time and place to carry out aggressive behavior Physical aggression, such as hitting, kicking, pushing and so on, as for verbal aggression, namely not mocking, berating and speaking harshly to their friends.

Based on the results of the study, there was an effect of self-control on the aggressive behavior of fifth grade male students at MI Salafiyah Cirebon City because the self-control of fifth grade male students at Islamic Elementary School of Salafiyah was categorized as high and the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah was categorized low.

This is in accordance with the results of previous research conducted by (Yuni Atina, et al. 2022) the higher the self-control, the physical aggressive behavior will decrease, then the lower the self-control, the physical aggressive behavior will increase.

Forms of self-control in class V at MI Salafiyah Cirebon City:

- a. Students obey rules such as not fighting with friends, not protecting friends who are wrong, not destroying infrastructure at school, this is in accordance with school rules.
- b. Students pay attention to the teacher when the teacher explains the material, students do assignments without disturbing the theme and students go to school on time, this is in accordance with the results of observations.

CONCLUSIONS

Based on the results of the research and discussion that has been carried out, it can be concluded as follows, The self-control of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City was obtained by calculating the results of a questionnaire that had been distributed to 40 respondents. is 67.7% and is included in the strong category because it is between 61% -80%. The aggressive behavior of fifth grade male students at MI Salafiyah, Cirebon City, was obtained by calculating the results of a questionnaire that had been distributed to 40 respondents. the percentage obtained from the questionnaire was 26.8% and included in the less strong category. So it can be concluded that the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah Cirebon City is low. Significant influence, based on the results of hypothesis testing conducted by researchers showed that in the results of inferential analysis using non-parametric tests obtained $t\text{-count} = 4.295$ and $t\text{-table} = 0.163$. Thus the value of $t\text{-count} > t\text{-table}$ ($4.295 > 0.163$). This shows that H_0 is rejected. This means that there is an influence between self-control on the aggressive behavior of fifth grade male students at Islamic Elementary School of Salafiyah, Cirebon City. The influence of self-control on aggressive behavior is 32.7%, while the remaining 96.73% is influenced by other factors.

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