THE RELATIONSHIP BETWEEN AGGRESSIVENESS OF STUDENTS AND STUDENT'S COGNITIVE ACHIEVEMENT IN ISLAMIC RELIGIOUS EDUCATION (PAI) IN SMA NEGERI 1, CIREBON CITY

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Abstract

Learning achievement which is influenced by the emotional level and learning activities of students makes researchers want to examine whether there is a relationship between aggressiveness and student achievement. There are negative and positive influences that arise at school, not all children who enter school are of good character, on the other hand there are children who attend school who come from families who pay less attention to children's interests in learning which often affect other friends. In education, aggressive behavior not only harms others but also harms oneself. This behavior can lead to bad character of students, especially in the subject of Islamic Religious Education that has been learned about the morals of fellow friends. The results showed a strong suspicion that there was a negative relationship between student aggressiveness and cognitive achievement, so it could be concluded that the higher the student's aggressiveness the lower the student's cognitive achievement.

Keywords: Students; Character, Influences, Behavior; education; relationship, achievement;

A. INTRODUCTION

There are many things that can be done to improve the quality of education, especially the study of Islamic Religious Education (PAI), including student behavior and improving student learning achievement. Learning outcomes of course must be based on motivation, so that it generates enthusiasm, sincerity and learning concentration among students. The learning and teaching process as an effort to implement National Development is the responsibility of the education implementer, namely a teacher. Teachers not only transfer learning information to students, but also the implementation of mental coaching for students to become Indonesian people with the aim of Indonesian national education.

Psychology in education cannot be separated from one another, because both have a reciprocal relationship. The science of education as a discipline aims to provide guidance for human life from birth to death. Education will not work well if it is not based on developmental psychology. Likewise, a person's character and personality are shown by psychology (Koeswara, 1988).

In the world of education, there are factors that affect student achievement. Globally, there are three factors that influence learning, namely factors that come from within students, factors that come from outside of students and factors of learning approaches. Factors that come from within students include attention, health, behavior, intelligence, interests, motivation and learning methods. Meanwhile, factors that come from outside the student include family conditions, initial conditions, residence, teachers who teach, teaching methods and the school environment. One of the factors that hinders the success of the

teaching and learning process is students' aggressive behavior. This behavior tends to have a desire to always attack what is seen as a thing or situation that messes up, hinders or hinders (Syah, 1999).

Aggressiveness is a tendency to behave shown in living things or inanimate objects with the intention of injuring, hurting, injuring or damaging by causing physical or psychological harm to someone who does not want to be harmed or to cause damage to objects (Koeswara, 1988).

This aggressive behavior usually occurs in children who are starting to become teenagers. Where in an optimistic view, aggressive behavior is not a behavior that naturally exists in humans, but is behavior that is formed through experience and education. But the problem is that many students behave aggressively which disrupts and destroys everything they don't like, making learning activities in the classroom uncomfortable so that it interferes with the learning atmosphere in class (Syah, 1999).

Learning achievement which is influenced by the emotional level and learning activities of students makes researchers want to examine whether there is a relationship between aggressiveness and student achievement. There are negative and positive influences that arise at school, not all children who enter school are of good character, on the other hand there are children who attend school who come from families who pay less attention to children's interests in learning which often affect other friends. In accordance with this situation, schools as places for children's education can be a source of psychological conflict that makes children frustrated and behaves aggressively.

The aggressive behavior seen by the researcher is verbal and non-verbal aggressive behavior, which is a form of verbal behavior such as insulting, making fun of, often saying disrespectful words. Meanwhile, non-verbal or direct physical aggressive behavior is the behavior of hitting, pushing, fighting, kicking, disturbing friends, making noise, and others. We know that good student behavior will help learning activities, because learning activities are very important in improving student learning achievement.

Failure of adolescents in dealing with problems will cause adolescents to experience frustration and become difficult to control their emotions, as well as cognitive limitations to process these new changes which can have a major influence on emotional fluctuations, resulting in decreased performance and showing bad (despicable) morals.

By looking at the fact that today's society experiences a moral or spiritual emptiness that makes them stressed, depressed and so on. Islam is a religion that is rahmatan lil 'alamin and a perfect religion which from the beginning has taught and provided guidance in life, Islam teaches humans to be able to think and behave and behave well in fulfilling the need to pursue safety, happiness, peace and prosperity live both in this world and the hereafter. Islamic teachings contain many instructions in all areas of life, including instructions on the best way to live a peaceful, happy, and blessed life by Allah SWT, namely a life of faith, piety and commendable character.

Islamic Religious Education is a subject at the high school level with a combination of a number of subjects such as Al-Quran Hadith, Aqidah Akhlak, Jurisprudence and Islamic Cultural History. Students are emphasized to fulfill various assessments in this subject, both in terms of affective (attitude), cognitive (knowledge), and psychomotor (skills). The stages of change in all individual behavior that are relatively sedentary as a result of association and interaction with the environment that involve cognitive

processes. Aggressive behavior will clearly affect a teacher's assessment of students from the affective side. The question is whether this aggressive behavior also has a relationship with students' cognitive abilities in the Islamic Religious Education Subject.

Berkowitz defines aggressiveness as behavior that is directed to injure others. This means that the behavior of injuring another person due to an accident or accident cannot be categorized as aggressiveness if it is aimed at hurting another person and tries to do this even though the attempt is unsuccessful. Baron Berkowitz and Aronson argued that the definition of aggressiveness is the behavior of an individual that is shown to hurt or harm individuals who do not want the behavior to come (Koeswara, 1988).

The term "cognitive" comes from the word Cognition (cognition) is acquisition, structuring, with the description of knowledge (Syah, 2003). In a broad sense, cognitive is the acquisition, organization, and use of knowledge. Furthermore, the term cognitive became popular as one of the human psychological domains which includes any mental behavior related to understanding, consideration, information processing, problem solving, deliberation, and belief (Syah, 1999).

Kartini Kartono, in the Complete Psychology Dictionary explains that the word cognition (cognition, recognition, awareness, understanding); one general concept that covers all forms of recognition. This includes observing, seeing, paying attention, giving, thinking, imagining, predicting, thinking, guessing and judging. Traditionally, this cognition is contrasted with conation or will, and with affection or feeling (Kartono, 2009).

B. RESEARCH METHODS

The research method is a scientific way to obtain valid data with the aim of research results being found, developed and proven, certain knowledge so that in turn it can be used to understand, solve and anticipate problems (Sugiyono, 2016). The methodology that will be used as a reference in all research activities, in terms of its object, this research is a field research (Field Research), because the data required for the completion of research by novice lecturers as lecturers of Higher Education Tridarma at Nahdlatul Ulama University, Cirebon City.

C. RESULT AND DISCUSSION

The descriptive statistics of the results of the research were obtained based on the responses of the students of SMA Negeri 1 Cirebon who were used as respondents to the instrument items of the variables studied, including: Student Aggressiveness as the independent variable, and Cognitive Achievement as the dependent variable.

a) Description of Student Aggressiveness data (X)

Based on the measurement results of the Student Aggressiveness variable, the following data descriptions were obtained:

Table 1
Respondent frequency distribution based on student aggressiveness:

Self care	Frequency	Percentage
High	104	83,9%

Moderate	20	16,1%
Low	0	100%
Amount	**124**	**100%**

Based on the table above, it is known that most respondents have high aggressiveness, amounting to 104 people (83.9%).

b) Description of Cognitive Achievement data (Y)

Table 2

Respondent frequency distribution based on cognitive achievement

Concept of Change in Self	Frequency	Percentage
Very good	48	38,7%
Good	49	39,5%
Enough	21	16,9%
Less	6	4,8%
Amount	**124**	**100%**

Based on Table 2 above, it is known that most students have cognitive achievement at a good level totaling 49 people (39.5%).

Table 3

Crosstabs relationship between aggressiveness and cognitive achievement

Variable		Prestasi Kognitif				Amount	χ^2	ρ value
		Very Good	Good	Enough	Less			
Youth Aggres sivene ss	High	37 29,8%	44 35,5%	19 15,3%	4 3,2%	104 83,9 %	4,896	0,180
	Moderat e	11 8,9 %	5 4,0%	2 1,6%	2 1,6%	20 16,1%		
Amount		48 38,7 %	49 39,5%	21 16,9%	6 4,8%	124 100 %		

Based on the crosstabs above, the highest data were found on respondents with high aggressiveness and cognitive achievement in both categories totaling 44 people (35.5%).

a. Hypothesis:
 H0 = There is no relationship between aggressiveness and cognitive achievement.
 Hi = There is a relationship between aggressiveness and cognitive achievement.
b. Count:
 • χ2 count = 4,896
 • χ2 tables:
 o Number of rows (R) = 2; Number of columns (C) = 4
 o df = (R-1) x (C-1) = (2-1) x (4-1) = 3
 o α = 5%
 χ2 (0.05; 3) = 7.81

Based on the results of the SPSS analysis above, $\chi 2$count (4,896) $<\chi 2$table (7.81) and ρ value = 0.180 (ρ> 0.05), then H0 is accepted. It can be concluded that there is no relationship between aggressiveness and cognitive achievement.

Problems that occur at school, one of which very often arises in students, namely the behavior of disturbing friends who are studying or playing in the school environment, using harsh or disrespectful words, hitting friends, disturbing, mocking and teasing or so-called aggressively.

According to Moore and Fine, Aggressive is defined as violent behavior physically or verbally towards other people or other objects. Among other things, (1) Verbal aggressiveness, namely aggression which is done by verbally attacking such as mocking, yelling, insulting and others. (2) Physical aggressiveness, namely aggressive using physical abilities such as kicking, biting, pinching, throwing and others (Koeswara, 1988).

Berkowitz defines aggressiveness as behavior that is directed to injure others. This means that the behavior of injuring another person due to an accident or accident cannot be categorized as aggressiveness if it is aimed at hurting another person and tries to do this even though the attempt is unsuccessful. Baron Berkowitz and Aronson argued that the definition of aggressiveness is the behavior of individuals who are shown to injure or harm individuals who do not want the behavior to come (Koeswara, 1988).

Based on the theory above, aggressiveness can be interpreted as violent behavior non-verbally (which is done by using physical abilities such as kicking, biting, pinching, throwing, etc.) or verbally (aggressive which is done by verbally attacking such as mocking, yelling, insulting and others) which is done intentionally against other individuals or against other objects that can harm oneself, others.

In education, aggressive behavior not only harms others but also harms oneself. This behavior can lead to bad character of students, especially in the subject of Islamic Religious Education that has been learned about the morals of fellow friends.

The description above shows a strong suspicion that there is a negative relationship between student aggressiveness and cognitive achievement, so it can be concluded that the higher the student's aggressiveness, the lower the student's cognitive achievement will be.

This aggressive behavior is not only detrimental to yourself, other people or is destructive to objects. This can arise because of the factors that trigger aggression, including family, friends, mass media and feelings of self. This needs to be a concern for a teacher that each student is a different person from one another. Each student has a unique personality, traits and attitudes. This situation certainly has a different impact on each student in terms of learning achievement.

Learning achievement is the level of mastery achieved by students in participating in teaching and learning programs in accordance with established educational goals which include cognitive, affective and psychomotor domains. One form of learning outcomes expected in learning is cognitive learning outcomes or cognitive achievement. Cognitive learning expectations are basically related to the cognitive development of students.

Achievement comes from the Dutch language "Prestatie" which in Indonesian means "achievement" which means the results of the effort. Learning outcomes that can be assessed are results that are in accordance with the instructional goals to be achieved (Arifin, 1990). The term "cognitive" comes from

the word Cognition (cognition) is acquisition, organization, with the description of knowledge. According to Uzer Usman, the cognitive domain consists of six parts as follows, memory (recall), understanding, application, analysis, synthesis and evaluation (Usman, 2005).

Bloom argues that all efforts related to brain activity are included in the cognitive realm. In the cognitive realm, there are six levels of thought processes, starting from the lowest level to the highest level. The six levels are: (1) knowledge / memorization / memory (knowladge), (2) comprehension, (3) application, (4) analysis, (5) synthesis and (6) evaluation (Sudijono, 2001).

In subsequent developments, the term cognitive has become popular as one of the human psychological domains which includes any mental behavior related to understanding, information processing considerations, problem solving, gaps and beliefs. The mental domain, which is centered in the brain, is also associated with conditions (volition) and affection (feelings) which are related to the realm of taste.

Based on the description above, it can be concluded that cognitive achievement is the result of efforts in the form of values of mental behavior related to understanding, consideration of information processing, problem solving, which is brain activity with six levels of thinking processes, such as: (1) knowledge / memorization / memory (knowladge), (2) comprehension, (3) application, (4) analysis, (5) synthesis and (6) evaluation.

This description shows a strong suspicion of a negative relationship between student aggressiveness and student cognitive achievement, in the sense that the higher the level of student aggressiveness the lower the level of student cognitive achievement in learning.

Based on the above thinking, it also shows the relationship between student aggressiveness and student cognitive achievement together. Where it can be assumed that there is a negative relationship between student aggressiveness and cognitive achievement of students together.

The overall analysis results obtained from the results of this study that there is a negative relationship between the variables, namely: Students' aggressiveness and Student Cognitive Achievement have a negative relationship and Student aggressiveness together with Student Cognitive Achievement has a negative relationship. With this discussion, the indicators in Student Aggressiveness can have a negative impact on Student Cognitive Achievement.

From the point of view of the theoretical synthesis that underlies the research, it is stated that what is meant by cognitive achievement is one of the human psychological domains which includes every mental behavior related to understanding, consideration, information processing, problem solving, intentionality, and belief.

Cognitive achievement is learning outcomes that can be assessed as results that are in accordance with the instructional goals to be achieved. Referring to the conclusions of cognitive theory, Muhibbin Syah defines "cognitive" comes from the word Cognition (cognition) is acquisition, arrangement, by deciphering knowledge. In a broad sense, cognitive is the acquisition, organization, and use of knowledge. Furthermore, the term cognitive became popular as one of the human psychological domains which includes every mental behavior related to understanding, consideration, information processing, problem solving, deliberation, and beliefs.

Emotional disturbances and aggressive behavior are disabilities that are addressed by emotional or behavioral responses that differ from their peers, culture and social norms. This disability will affect school achievement, namely academic achievement, social interaction and personal skills. This inability is permanent and will be more visible when students are in situations that are felt by them. This shows that student aggressiveness has a negative impact on student cognitive achievement. Realizing this, the higher the level of aggressiveness of students, the worse their cognitive achievement.

Based on the results of the research and discussion above, this research supports the theory and previous research related to the concepts and theories of aggressiveness. How to know the aggressiveness of an individual towards a certain object, we need to know the symptoms or aspects of aggressive behavior which are divided into 2 things by Prawesti. namely physical aggression, namely aggression which is carried out by injuring or hurting the body, both themselves and others, such as pinching, hitting, kicking and so on (Septrianto, 2007).

Bush and Denny classify aggressiveness into four aspects, namely physical aggression, verbal aggression, anger, and hostility. Physical aggression and verbal aggression represent the motor components in aggressiveness, whereas anger and hostility represent the affective and cognitive components in aggressiveness.
   a) Physical aggression (Physical Aggression) is a form of aggressive behavior that is carried out by physically attacking with the aim of injuring or harming someone. This aggressive behavior is characterized by physical contact between the aggressor and the victim.
   b) Verbal aggression (Verbal Aggression) is aggressiveness with words. Verbal aggression can take the form of swearing, satire, slander, and sarcasm.
   c) Anger (anger) is a form of indirect aggression in the form of feelings of hatred for someone else or something or because someone cannot achieve their goals.
   d) Hostility, is a cognitive component of aggressiveness which consists of feelings of wanting to hurt and injustice.

Verbal aggression is aggression carried out by saying dirty or harsh words, for example insulting, slander swearing and so on (Septrianto, 2007). According to Sadli, he explained the aspects of aggressive behavior, namely;
   a) Self-defense, namely the individual defends himself by showing hostility, rebellion, and destruction.
   b) Discipline resistance, namely individuals doing fun things but violating the rules.
   c) Egocentric, namely individuals prioritizing personal interests as shown by power and ownership. Individuals want to control an area or own an object so that they attack other people to achieve these goals, for example joining a certain group.
   d) Superiority, namely the individual feels better than others so that the individual does not want to be underestimated, looked down upon by people and feels that he is always right so he will do anything even by attacking or hurting others.
   e) Prejudice, namely seeing others irrationally.
   f) Authoritarian, namely someone who tends to be rigid in holding beliefs, tends to hold conventional values, cannot be tolerant of weaknesses that exist in himself or others and is always suspicious (Septrianto, 2007).

There are several factors that influence aggressiveness, among others; stress, deindividuation, power, gun effects, provocation, alcohol and drugs, environmental conditions, gender, physical condition, mass media, and distortion of thought (Bukhori, 2008).

   a) Stress

According to Crider, Goethals, Kavanough, and Solomon, stress is a reaction to the inability to overcome physical disorders to the inability to cope with physical and psychological disorders. Roediger, Rushton, Capaldi, and Paris stated that stress arises because of threats to physical and psychological well-being and a feeling that individuals are unable to cope. The emergence of stress in addition to depending on external conditions. So it is possible that there is a different reaction between one person and another despite experiencing the same stressful conditions.

b) Deindividuation
When the identity of the individual is known, it will act more anti-social. According to Koeswara, deindividuation can lead individuals to power, and aggressive behavior becomes more intense. Deindividuation has the effect of increasing the freedom of individuals to engage in aggression, because deindividuation eliminates or reduces the role of several aspects contained in the individual, namely self-identity or individual personality, behavior and identity of victims of aggression, as well as individual emotional involvement in behavior, aggression towards victims.

In conditions of deindividuation, individuals become less concerned with the values of their own behavior and focus more on groups and situations. Deindividuation includes the loss of personal responsibility and increased sensitivity to what the group is doing. In a sense, everyone in the group thinks that their actions are part of group behavior. This causes people to feel less responsible for their actions and less aware of the consequences so that it will provide ample opportunity for aggressiveness to emerge.

c) Power
According to Weber (in Koeswara) power is an opportunity for a person or group of people to realize their desires in communal actions even though they have to face resistance from someone or other groups of people who participate in the act of communication.

The role of power as a guide for the emergence of aggression cannot be separated from one of the supporting aspects of power, namely dedication and compliance. Authoritarian holders are very common in exploiting the obedience of their followers to get rid of opposition in order to maintain their establishment in power. Even adherence itself is thought to have a strong influence on the tendency and intensity of individual aggression.

d) Weapon Effects
It is suspected that weapons play a role in aggression not only because of their function of making aggression more effective and efficient, but also because of the effect of their presence.

e) Provocation
Mayor stated that provocation can spark aggression because it is seen by the aggressor as a threat that must be met with an aggressive response to negate the danger that the threat implies.

f) Alcohol and Drugs
According to the major, alcohol will increase the potential for aggression because it suppresses the central nervous mechanism that normally inhibits emotions to engage in aggression. So alcohol and psychoactive drugs will weaken the self-control of the user. Therefore, both of them can influence the individual to do aggression.

g) Environmental Conditions
Donnerstein and Wison's experiments showed that when it was noisy, individuals gave more electric shocks than in low or noiseless conditions.

D. CONCLUSIONS

Most of the respondents have high aggressiveness amounting to 104 people (83.9%). This indicates that the student aggressiveness variable data (X) is relatively high, most students have cognitive achievement at a good level totaling 49 people (39.5%), there is no relationship between aggressiveness and cognitive achievement,, χ^2count (4,896) <χ^2table (7.81) and ρ value = 0.180 (ρ> 0.05).

In education, aggressive behavior not only harms others but also harms oneself. This behavior can lead to bad character of students, especially in the subject of Islamic Religious Education that has been learned about the morals of fellow friends.

The results of the above research indicate a strong suspicion of a negative relationship between student aggressiveness and cognitive achievement, so it can be concluded that the higher the student's aggressiveness, the lower the student's cognitive achievement will be.

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