



Teachers' Strategies for Addressing Aggressive Behavior among Preschoolers at Aisyiyah Dakopamean in Toli Toli Regency

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Abstract

Preschool-aged children are not yet able to control their emotions, so educators must address this using appropriate strategies. One type of behavior that emerges in children is aggressive behavior, and teachers must address this behavior. This study aims to identify the forms of aggressive behavior, the strategies used by teachers to address aggressive behavior among children at Aisyiyah Dakopamean Preschool, as well as the challenges and solutions teachers face in addressing aggressive behavior in preschool-aged children.

This study employs a qualitative approach. The informants in this study were three teachers and one kindergarten principal. The data collection techniques used in this study were observation, interviews, and documentation. Data analysis involved data reduction, data presentation, and data verification.

Based on the research findings, the forms of aggressive behavior identified were physical violence and verbal violence. The eight strategies teachers use to handle aggressive children are: first, understanding the child's personality; second, applying the PAKEM learning concept; third, redirecting aggressive behavior toward positive activities; fourth, avoiding temporary punishment; fifth, serving as a model of good behavior; sixth, keeping the child away from violence; seventh, guiding the child to be tolerant; and eighth, imposing punishment. In addition, the challenges faced by teachers include differences in children's personalities, the influence of the family environment, time constraints, and a lack of parental cooperation.

INTRODUCTION

The preschool age range (4–6 years) is a critical period for stimulating both physical and psychological development before children enter elementary school. At this stage, children develop very rapidly, requiring appropriate stimulation to prevent obstacles in subsequent developmental stages (Masganti, 2017). However, this period is also not free from various behavioral issues, including deviant behavior that needs to be addressed early on. Young children possess unique characteristics in terms of growth, development, and behavior. From an

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educational and developmental perspective, children are in the foundational phase of personality formation, which is heavily influenced by their surrounding environment (Mulyadi et al., 2016). From an Islamic perspective, child development also encompasses physical, cognitive, emotional, social, and spiritual aspects that must be nurtured in a balanced manner. This aligns with the values in Quranic Surah Al-Isra' verse 24, which emphasizes the importance of compassion in the process of child education.

At this age, children begin to exhibit both prosocial and deviant behaviors, one of which is aggressive behavior. Aggressive behavior is defined as physical or verbal actions intended to harm or cause harm to others (Putri & Fernanda, 2019). This form of behavior can emerge as an outburst of emotion resulting from frustration, failure, or the child's inability to manage emotions. The causes are diverse, such as parenting styles, family environment, media influence, and the child's social conditions (Anggraini, 2023; Tola, 2018). Aggressive behavior in early childhood is a serious concern because its impact is felt not only by the perpetrator but also by the victim and the social environment. Children who exhibit aggressive behavior are at risk of experiencing difficulties in social adjustment, while victims may suffer trauma and a decline in self-confidence (Mastuinda, 2021). Additionally, the learning environment becomes less conducive if aggressive behavior is not addressed promptly (Handayani et al., 2020).

Based on initial observations conducted at Aisiyyah Dakopamean Kindergarten in Toli-Toli Regency, it was found that out of a total of XX children, approximately 10 exhibited aggressive behavior, both in physical and verbal forms. Such behaviors included hitting, pushing, using harsh language, making threats, and taking classmates' belongings. Teachers generally issue reprimands or offer advice; however, these efforts have not been fully effective in changing the children's behavior. This situation indicates that aggressive behavior remains a problem requiring more systematic intervention. Aggressive behavior that is not addressed early on can have negative impacts on children's cognitive, emotional, and social development. Conversely, a safe and supportive educational environment will help children develop their potential, boost their confidence in learning, and build healthy social relationships (Kwartie et al., 2024). Therefore, the role of teachers is crucial in addressing children's aggressive behavior through appropriate and effective strategies.

Based on the above discussion, the author is interested in researching "Teachers' Strategies in Addressing Aggressive Behavior in Children at Aisiyyah Dakopamean Kindergarten, Toli-Toli Regency." This study is important because no previous research has specifically examined teachers' strategies for addressing aggressive behavior in children at this location. Previous research has primarily addressed general strategies for managing children's negative behavior (Lestari, 2024), the impact of gadget use on aggressive behavior (Janah, 2023), and school strategies to minimize aggressive behavior at higher educational levels (Ningrum, 2021). Therefore, this study is unique in its specific focus on examining teachers' strategies for managing aggressive behavior in early childhood within a kindergarten setting.

RESEARCH METHODOLOGY

The author employed a qualitative research design, utilizing field research instruments, with a descriptive approach. A descriptive study aims to uncover facts through accurate interpretation. The research site is a location selected to investigate the objective phenomena occurring there; the site for this thesis is Aisiyyah Dakopamean Kindergarten in Toli-toli Regency. The selection of the location, based on the author's observations, aligns with the research problem outlined in the previous chapter. The reason for choosing Aisiyyah Dakopamean Kindergarten is the implementation of special interventions for children exhibiting aggressive behavior; specifically, teachers group these children together to ensure more effective and efficient management.

Data serves as the primary tool or foundation for a researcher in making decisions or solving problems. Therefore, the data collected must be accurate and valid. To obtain such accurate and valid data, the researcher employed the following data collection techniques: observation, interviews, and documentation. Data analysis is the process of systematically identifying and organizing data obtained from interviews, notes, and documentation by categorizing the data, breaking it down into units, synthesizing it, arranging it into patterns, selecting what is important to study, and drawing conclusions so that the findings are easily understood by both the researcher and others. In this study, the author used the following data analysis techniques: data reduction, data presentation, and drawing conclusions/verification.

DISCUSSION

Research Findings

Based on the findings from the study at Aisiyyah Dakopamean Kindergarten, it was found that children's aggressive behavior is divided into two forms: physical aggression (hitting, kicking, pushing, pinching, taking a friend's belongings, and fighting) and verbal aggression (teasing, using harsh language, insulting, provoking peers, shouting, and defying teachers). To address this, teachers employ various strategies, including providing individualized attention to children, implementing the PAKEM method (Active, Creative, Effective, and Enjoyable Learning), channeling children's emotions through catharsis via positive activities, delaying punishment to prevent children from receiving immediate attention for their negative behavior, and modeling positive behavior. Thus, the strategies implemented by teachers not only reduce children's aggressive behavior but also guide them toward more positive behavior through attention, enjoyable learning, and setting a good example.

Based on the author's observations at Aisiyyah Dakopamean Kindergarten, the researcher found that children who exhibit aggressive behavior are those who strongly desire more attention from others. Results of the interview the author conducted with Mrs. Ayunurul Fajria:

"Personally, I usually try to approach the child gently at first. I don't immediately scold or yell at them, but rather try to build a connection first. For example, I talk to them, observe their expressions and habits, and offer advice to the child. Because sometimes a child displays aggressive behavior because something is troubling them at home or they feel uncomfortable at school."

This is also in line with the statement made by Mrs. Ummi Tarbiyah, who said:

“As a teacher, the first thing I do is observe or identify which children frequently engage in violent acts at school and find out -what drives or causes them to commit such acts of violence; second, I group those who frequently exhibit aggressive behavior; third, I observe again the specific aggressive behaviors they often display and assess the consequences of the violent actions they commit.”

Based on the author's observations at Aisyiyah Dakopamean Kindergarten, the school has already implemented the PAKEM (Active, Creative, Effective, and Enjoyable Learning) method. As stated by Ms. Ayunurul Fajria:

“In implementing PAKEM (Active, Creative, Effective, and Enjoyable Learning), I strive to create learning activities that directly involve the children. For aggressive children, I usually prepare activities that allow them to move around, such as group games, learning through singing and dancing. I also give children the opportunity to express themselves through drawing or storytelling. Additionally, I ensure learning remains effective by setting simple and consistent rules, so children can learn discipline without feeling pressured. In this way, the learning atmosphere becomes more enjoyable, children feel valued, and their aggressive behavior can gradually be redirected toward positive activities.”

This is consistent with the findings of the author's interview with Ms. Sahidatul Ayu:

“The teaching methods I use for aggressive children are usually activity-based, such as learning through play, singing and moving, and role-playing, so that their energy is channeled in a positive way. I also use group work by assigning specific roles so that the children feel valued, as well as storytelling to instill good behavioral values. Additionally, I strive to create a warm classroom atmosphere by offering praise when children demonstrate positive behavior, so they feel accepted and are more eager to learn.”

After conducting observations, the author found that teachers at Aisyiyah Dakopamean Kindergarten also use the catharsis method when dealing with aggressive children; teachers provide space and opportunities for children exhibiting aggressive behavior to channel their emotions through positive and enjoyable activities. Results of the interview the author conducted with Mrs. Ummi Tarbiyah:

“Our approach is, well, when I see a child about to exhibit aggressive behavior or has already done so, I redirect them to positive activities like drawing, dancing, or singing. Then I call them over to do something else or divert their attention by saying, ‘Oh, playing cops and robbers, huh? Who’s the robber?’ Who’s the police officer? When playing, don’t be rough—that’s not allowed. It’s sad if their bodies get hurt,” followed by counseling them. Based on the interview above, the author concludes that catharsis is the teacher’s effort to channel aggressive behavior into positive activities so that the child’s aggressive behavior will naturally subside with the teacher’s assistance, aligned

with the child's talents and interests and oriented toward each child's individual needs."

Based on the observations conducted, the author found that one of the strategies used by teachers at Aisyiyah Dakopamean Kindergarten is to delay punishment when a child exhibits aggressive behavior. Results of the interview the author conducted with Mrs. Ayunurul Fajria:

"Yes, usually I don't immediately give punishment when a child acts aggressively. I prefer to wait until the child calms down first. Because if I scold or punish them immediately while they're emotional, I'm afraid the child might get even angrier or refuse to accept it. We also delay punishment for children who behave aggressively so that the child doesn't feel like they're getting attention, since children like that usually seek attention from others."

Based on the interview above, the author concludes that delaying punishment is one of the strategies teachers use to handle children's aggressive behavior.

Based on the results of the observation, the author found that the teachers at Aisyiyah Dakopamean Kindergarten have demonstrated good attitudes or behavior toward the children, both in their actions and their words. As expressed by Mrs. Sahidatul Ayu:

"As teachers, we set a good example for the children; usually, I start with small things that the children can imitate. For example, I make it a habit to always speak gently and greet the children with a smile, so that the children will follow good behavior and avoid aggressive behavior. Based on the interview above, the author concludes that teachers play a crucial role as role models in shaping children's behavior, including in preventing the emergence of aggressive behavior."

From the observations conducted, the author found that teachers at Aisyiyah Dakopamean Kindergarten have kept children away from reading materials containing violent content. Results of the interview the author conducted with Mrs. Sahidatul Ayu:

"Usually, I select storybooks with positive content appropriate for preschool-aged children, such as stories about friendship, helping others, or cute animal tales. And if there are books with violent elements, such as characters hitting, getting angry, or using harsh language, I avoid them so the children don't imitate them."

This is also consistent with the statement made by Mrs. Umami Tarbiyah, who said:

"We provide a wide selection of storybooks that teach good behavior, such as helping one another and showing respect. That way, the children aren't drawn to books containing violence. We also guide the children toward positive and educational reading materials and discuss the negative effects of books containing violent content. Based on the interview above, the author concludes that teachers apply strict selection criteria to the reading"

materials used in the classroom, ensuring the content aligns with the developmental stage of preschool children.”

After conducting observations, the author found that teachers at Aisyiyah Dakopamean Kindergarten engage in activities that foster empathy in children. As expressed by Mrs. Sahidatul Ayu:

“Fostering empathy in children is essential, especially for aggressive children. By instilling empathy, aggressive children will learn to become more considerate of others, and their aggressive behavior will naturally fade away. Activities that foster empathy include greeting teachers, parents, and friends with politeness; encouraging children not to forget to say ‘sorry,’ ‘please,’ and ‘thank you’ to others; and greeting others when entering or leaving the house or classroom.”

This is also in line with the statement made by Mrs. Ayunurul Fajria, who said:

“For me, a child’s empathy can be cultivated by making positive behaviors a daily habit. Children are guided to greet teachers, friends, and parents, say hello, and use words like ‘sorry,’ ‘please,’ and ‘thank you.’ Over time, a child who was initially aggressive will become more friendly and caring toward their surroundings.”

Based on the interview above, the author concludes that by instilling empathy in children, this will prevent them from feeling jealousy, envy, and hostility toward others. Regarding the results of the observation, the author found that the method of punishing aggressive children is also practiced by teachers at Aisyiyah Dakopamean Kindergarten. For aggressive children who cannot be managed anymore after trying various methods, the only approach that can be taken is punishment. As expressed by Mrs. Sahidatul Ayu:

“Handling aggressive children does not necessarily require punishment, as it can have negative effects on the child—for example, the child may become more defiant. However, if punishment is truly unavoidable, then as a teacher, one must administer it without resorting to violence against the child. Forms of punishment that can be used include reprimanding, advising the child, and explaining to the child the consequences of aggressive behavior.”

This aligns with the results of an interview the author conducted with Mrs. Ummi Tarbiyah:

“We avoid punishment when a child is aggressive, because punishment can make the child harder to manage. If it must be done, I choose a form of punishment that is educational, not violent. For example, I reprimand them gently, I counsel them, and I explain the consequences if they act aggressively again.”

This is also consistent with the statement made by Mrs. Ayunurul Fajria, who said:

“As for me, I prioritize counseling over punishment. Punishment is a last resort, and even if it’s used, it must never involve violence. At most, I’ll reprimand them and explain it in language they can understand, so they grasp why their actions were wrong.”

Based on the interviews above, the author concludes that when dealing with children who exhibit aggressive behavior, teachers generally do not immediately impose punishment.

Discussion

Based on the research findings at Aisyiyah Dakopamean Kindergarten, children’s aggressive behavior can be categorized into two forms: physical aggressive behavior and verbal aggressive behavior. Physical aggressive behavior includes actions such as hitting, kicking, pushing, pulling ears, tugging at clothes or hands, and blocking a friend’s path. Meanwhile, verbal aggressive behavior includes teasing, insults, threats, calling peers derogatory names, and speaking rudely to teachers or peers. These findings align with studies indicating that aggressive behavior in young children takes not only physical forms but also verbal and social forms (Rahmawati, 2018; Mastuinda, 2021). Additionally, children’s aggressive behavior can be influenced by parenting styles and the surrounding environment, as children tend to imitate the behaviors they observe (Akmalia, 2023; Tola, 2018).

In addressing this aggressive behavior, teachers at Aisyiyah Dakopamean Kindergarten implement various strategies. First, teachers approach the children to understand their characteristics and needs. This approach is crucial to help children feel safe and comfortable, making it easier to guide them (Festiawan, 2020; Mulyasa, 2019). Second, teachers implement the PAKEM learning method to create an active, creative, effective, and enjoyable learning environment, thereby reducing the potential for aggressive behavior to emerge (Wijayanti & Efendi, 2021). Third, teachers use the catharsis method by channeling children’s aggressive energy into positive activities such as playing, drawing, and singing. This strategy has proven effective in reducing aggressive behavior in young children (Putri & Hadi, 2021).

Fourth, the teacher applies punishment delay as a form of behavior control, with the aim of reducing attention to the child's negative behavior, thereby not reinforcing that behavior (Susanty, 2021). Fifth, the teacher acts as a role model, where the teacher's behavior and attitude serve as an example for children in social interactions (Yestiani & Zahwa, 2020). Sixth, teachers create a conducive learning environment by keeping children away from sources that contain elements of violence. A safe and positive environment has been proven to reduce aggressive behavior in children (Yuliani, 2017). Seventh, teachers instill empathy thru various learning activities, because empathy is one of the important factors in reducing aggressive behavior and enhancing children's social skills (Kumari et al., 2023). Eighth, the teacher applies non-violent forms of discipline, because a loving approach is more effective in shaping positive behavior in children compared to physical punishment (Setyaningrum et al., 2020). Although the strategies implemented are quite diverse, the teachers at TK Aisyiyah Dakopamean still face various challenges, such as differences in children's characters, the influence of the family environment, time constraints, and lack of parental cooperation. These findings are in line with research that states that children's aggressive behavior is influenced by various factors, both internal and external, including family and social environments (Anggraini, 2023; Siahaan et al., 2020).

Therefore, cooperation between teachers and parents, as well as a supportive environment, is necessary to optimize the handling of children's aggressive behavior.

CONCLUSION

Based on the research results and discussion regarding the teacher's strategies in handling children's aggressive behavior at TK Aisyiyah Dakopamean, Toli-Toli Regency, it can be concluded that the forms of aggressive behavior exhibited by children include physical aggression such as hitting, kicking, pushing, pinching, grabbing toys, and damaging friends' belongings, as well as verbal aggression such as using harsh words, mocking with animal names, shouting at teachers, and threatening friends; these behaviors occur both inside and outside the classroom, disrupting the learning process and children's social relationships. To address it, the teacher implements eight strategies, namely understanding and accepting the child's personality, creating active, creative, effective, and enjoyable learning (PAKEM), channeling aggressive behavior thru positive activities (catharsis), avoiding rewards that can trigger negative behavior, demonstrating non-aggressive behavior thru practice, creating an environment free from aggressive stimuli, instilling empathy, and providing educational punishment; all these strategies are consistently applied to foster more positive social behavior in children. In its implementation, teachers face challenges such as differences in children's character and background, the influence of a less supportive family environment, limited teaching time, and minimal cooperation from some parents. To address these issues, teachers engage in intensive communication with parents, provide individual attention and guidance to children, foster cooperation among teachers, and create a conducive classroom environment, so that the application of strategies can help reduce the intensity of aggressive behavior and encourage better social interactions at school.

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