

Developing Self Aggression for Student: A Measurement Scale

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Abstract: The purpose of this development is to produce instruments of self-aggressiveness assessment instruments for students, valid and reliable. The method used is research and development is a research method used to produce certain products, and test the effectiveness of these products. The 4D model research and development model consists of 4 stages, namely; define, design, develop and disseminate. In this study, validation was carried out by 5 experts consisting of 3 Undiksha Counseling Postgraduate lecturers and 2 BK counselors. The results of the calculation of the CVR instrument of self-aggression with 30 statements get results more than 0 (> 0), which means 30 items are declared valid instruments. Furthermore, an analysis of CVI data with results of 0.58 or CVI of more than 0, then the questionnaire instrument was declared valid. After calculating the reliability value (r_{11}) the self-aggressiveness instrument is 0.931 with a very high reliability category.

Keywords: Instrument Development, Self Aggression, Research & Development

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Introduction

Developing an instrument of assessment and evaluation of learning process is one of the teacher's competencies in the implementation of learning. One of the competencies of teachers in implementing learning is developing instruments of assessment and evaluation of learning processes and outcomes. One of the core competencies in academic qualifications and teacher competency standards is conducting assessment, evaluation of the learning process and outcomes (Tarigan, 2013).

The learning objectives are to produce quality individuals and have personalities so that they have a broad vision going forward to achieve their desired goals and are able to adjust effectively in various areas. So one of the concepts of learning itself is for better self-motivation facilities. Efforts to improve the quality of

learning can be tried with various methods, such as curriculum development and revision, teacher preparation, procurement of supporting novels, improvement of educational models, and assessment.

In the Big Indonesian Dictionary, aggressive behavior tends to attack something that is stared at like a matter or atmosphere that is disappointing, limiting, or limiting. From the interpretation of the dictionary, there are markers like the following: (1) struck the comments of others who are opposing, (2) struck something that was stared at like a subject or atmosphere that was disappointing, limiting, or limiting.

According to Bushman & Anderson (Hart, 2010) states "Provocation is a leading cause of aggression and researchers have investigated whether certain people are particularly susceptible to provoked aggression." Aggressive behavior is often used by humans in the process of saying feelings and completing their life's problems such as to harm others indirectly, wars, fights between students, and so forth. The high number of abusive attitudes is thought to be an ordinary phenomenon but can be very unsettling let alone detrimental, so from that there is a need for special attention to overcome or let alone solve the problem of aggressive attitudes. This explanation focuses on the effect of temperature as an aggressive trigger factor or the idea that hot temperatures allow more interaction where aggression and violence tend to occur (Van Lange, 2017)

For Shelley Taylor and Letilia Anne Palau (2009: 497) Aggression is defined as the behavior or action intended to hurt others. Often to recognize the intentions and intentions of others, but we are difficult to recognize the desires of others, but we want to accept this limitation because we define meaningful aggression when we think of other factors. (Armitage & Rowe, 2017) states, "Acts of relational aggression cause significant social and personal costs, and interventions are needed to reduce relational aggression in communities as well as clinical settings." Children who behave in aggression have the opportunity to become targets of victimization in return for their mistakes. This experience, serves to reduce self-assessment through the experience of receiving aggression from their peers, which leads to the perception that others do not like it (Blakely-McClure & Ostrov, 2016)

Infante, Chandler, & Rudd (Savage & Tokunaga, 2017) explained that antisocial attitudes linking communication that aggression can be established in relationships of all types, including acquaintances, friendships, romantic relationships, and among strangers. Verbal aggressiveness shows relational dissatisfaction as well as estimates of future relational problems. The absence of provocation is characterized by proactive aggressive behavior that is instrumental. Such attitudes seem to originate internally within a child on the drive for personal gain related to the desire to dominate social interaction (Rieffe et al., 2016).

Progovac & Benítez-Burraco (2019) explain that in both types of aggressiveness, they show that they have the same thought, this we have the same goal of serving verbal aggressiveness to be replaced with physical aggression in sex differences. Aggressive or Self Aggression is a person's behavior in the form of annoyance, which includes attacking the opinions of others who contradict, telling others what they think, and laughing at others (Dharsana, 2012: 1000). From the definition above contains indicators that is, attacking other people's opinions that conflict, telling others what they think, laughing at others.

Sars (1985) assumes that aggression is an attitude that aims to hurt others, or there is a feeling that wants to hurt others contained in a person. Conversely, Moore and Fine (in Koeswara, 1988) behavior of physical or verbal violence against individuals or other objects are aggressive behavior. Aggressive attitude is part of the delinquency of young people who need to be suppressed and controlled together, both by parents, teachers, the young people themselves government or citizens. In this matter, specifically students or young people need to get more attention. If left young people like the next generation of the nation would disturb the image of the nation. For such a rude, attitude must be overcome, so that student growth is not hampered, and students can maximize their abilities in positive action. In the experimental learning activities on how self-control is highly correlated relative to aggressive much progress has been made in that regard (Osgood & Muraven, 2016).

The development of adequate and relevant self-aggression instruments is a shared task for educators. Achievement of the goal of character education cannot be measured properly so that the development of self-aggression assessment is increasingly important because the implementation of character education in self-aggression in all activities has not been measured by educators as it should. Therefore, we consider the development of self-aggressiveness assessment instruments important.

Method

This research is a research and development research. Research methods in the type of research and development (Research and Development) are used to produce certain products, and test the effectiveness of these products. The design of this study uses a 4D development model consisting of four stages, namely; define (design), design (design), develop (development), and disseminate (dissemination) (Thiagarajan, 1974: 5).

The trial subjects of the instruments developed were as many as five people consisting of 3 BK expert experts and 2 practitioners. The object of this development research is the instrument of self-aggression. In this research development data collection, techniques can use questionnaire or questionnaire techniques. The questionnaire used to measure the feasibility / validation of the product has been developed.

To find out the content validity in another way you can use the CVR (content validity ratio) with the formula:

$$CVR = \frac{n_e - N/2}{N/2}$$

Source : (Lawshe, 1975)

In addition to CVR, the data analysis used is the CVI (content validity index), which is an assessment carried out by a team of experts with the following formula:

$$CVI = \frac{\sum CVR}{k}$$

Source : (Lawshe, 1975)

The reliability test aims to determine the diversity of an instrument (Riyanto & Hatmawan, 2020: 75). The reliability test used is based on the Cronbach Alpha formula by using Microsoft Excel 2010 for Windows. The shape of the Cronbach Alpha formula is as follows.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum SD_i^2}{SD_t^2} \right]$$

Source : (Agung, 2017:81)

Results and Discussion

The instruments that have been compiled after that are assessed by BK experts / practitioners are carried out so that the instruments developed can be identified for their appropriateness and obtain information, criticisms and suggestions for instrument improvement. Expert validation, 5 consisting of 3 lecturers of Undiksha BK Postgraduate Program and 2 BK counselors. The questionnaire instrument consisted of 30 statements.

Based on the results of calculations and analysis of CVR data per statement item self-aggression questionnaire instrument. The results obtained in the CVR test that each item questionnaire statement obtained a value of more than 0 (CVR > 0) which means that all items in the self-aggression questionnaire instrument are declared valid.

To determine good CVI index criteria Lawshe (1975) suggests that a score above 0.50 is a good index. The CVI calculation obtains a value of 0.58 (good), which is more than 0 or (CVI > 0) which means the self-aggression questionnaire instrument is declared valid. In addition to these values, experts and practitioners provide some suggestions for improvements to the contents of the instrument by taking into account the effective use of language as well as improvements to the grammar concerning the neatness and suitability of the writing on the instrument

The reliability test of the self-aggression questionnaire instrument using the Alpha Cronbach coefficient or alpha r using Microsoft excel 2010 for windows obtained the value of r alpha = 0.931, which means the reliability of the self-aggression questionnaire instrument was classified as very high.

Conclusion

Based on the results of this research and development it can be concluded that: This research and development resulted in an instrument in the form of the Development of the Self Aggressive Instrument for Junior high-school students. The questionnaire instrument is a data-collection tool used to measure the symptoms of self-aggression in middle school students. Self-aggression is someone's behavior in the form of annoyance, which includes attacking the opinions of others who contradict, telling others what they think, and laughing at others. The self-aggressiveness instrument developed in this study fulfills the acceptance criteria for use as an instrument to support the implementation of counseling guidance services. The results of the analysis of the data obtained are self-aggression questionnaire instrument declared valid.

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