

**STUDENT VERBAL AGGRESSION HENRY
MANAMPIRING'S SELF-CONTROL PERSPECTIVE**
(Case Study of Student PPA South Lubangsa Putri)

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Abstract: This study aims to explain the verbal aggression of the southern PPA Lubangsa students from Putri Guluk-Guluk Sumenep in terms of Henry Manampiring's self-control. This becomes important to discuss because because of verbal aggression on students is something that should not happen by offering self-control techniques from Henry Manampiring's perspective as the latest contribution to psychology. This study uses qualitative field research that seeks to analyze a person's behavior in a certain situation or place in detail. The type used is descriptive-analytical to describe the factors of the students' inability to restrain their verbal aggression in everyday life from the perspective of Henry Manampiring with a psychological approach. The results obtained were verbal aggression behavior that occurred in the various types of PPA Lubangsa Selatan Putri students, including satire, swearing, threats, slander, backbiting, Etc. Various forms of verbal aggression against students are influenced by the environment, either family or friends. Meanwhile, from the point of view of self-control, Henry's approach shows the inability of the santri to distinguish between what is within him and what is not within him, so that his anger is easily ignited and leads to verbal aggression. A concise, specific, accurate and factual abstract is required.

Keywords: verbal aggression, self-control, santri, Henry Manampiring

Abstrak: Penelitian ini bertujuan untuk menjelaskan agresi verbal santri PPA Lubangsa selatan Putri Guluk-Guluk Sumenep ditinjau dari kendali diri Henry Manampiring. Hal ini menjadi penting untuk dibahas karena karena agresi verbal pada santri merupakan sesuatu yang tidak seharusnya terjadi dengan menawarkan teknik kendali diri perspektif Henry Manampiring sebagai kontribusi terbaru terhadap ilmu psikologi. Penelitian ini menggunakan penelitian kualitatif lapangan yang berusaha menganalisis perilaku seseorang dalam suatu keadaan atau tempat tertentu secara rinci. Tipe yang digunakan adalah deskriptif-analitis untuk mendeskripsikan faktor-faktor ketidaksanggupan santri menahan agresi verbalnya di kehidupan sehari-hari ditinjau dari perspektif Henry Manampiring dengan pendekatan psikologi. Hasil yang diperoleh adalah perilaku agresi verbal yang terjadi pada santri PPA Lubangsa Selatan Putri bermacam-macam yang diantaranya adalah sindiran, umpatan, ancaman, fitnah, ghibah dan sebagainya. Berbagai bentuk agresi verbal pada santri dipengaruhi lingkungan baik keluarga atau teman. Sedangkan dari sudut kendali diri Henry manampiring

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menunjukkan ketidak mampuan santri untuk membedakan sesuatu yang berada dalam dirinya dan tidak berada dalam dirinya sehingga kemarahannya mudah tersulut dan berujung agresi verbal. diperlukan abstrak ringkas, spesifik, akurat dan faktual.

Kata Kunci: Agresi verbal Santri, Kendali Diri Henry Manampiring

Introduction

Psychologically, humans should be able to interact with others well without hurting each other. In Alwisol (2012), Maslow explains that one of human needs is to respect and be appreciated. So that if this is not fulfilled, problems will occur and do not feel psychologically satisfied and cannot develop their potential. Santri are specially educated to build a moral personality to treat others ideally. Therefore, students are known as people who can maintain the values of decency and mental health.

Islamic boarding school where students are educated, is defined by Abdullah Hamid (2017) as a place for learning Islam and other sciences with a dormitory-shaped learning model. Pesantren is not only synonymous with Islam but also follows national education standards so that students do not also study science and technology. But specifically, the pesantren aims to develop a good muslim personality in faith, piety, noble character in Islam.

live in society (Hamid, 2017). There are five elements that must be contained in a pesantren; those are Kiai, cottage, mosque, santri and the yellow book or classic books (kitab kuning). If one of them is missing, it cannot be called a pesantren (Basri & Saebani, 2010).

A boarding school or a hut is a dormitory that is a place to live students and Islamic educational institutions (Basri & Saebani, 2010). Kiai is a person who acts as a teacher and educator of students in Islamic boarding schools. Every behavior of a kiai becomes an example for his students so that a kiai has a very heavy burden in printing the personality of the santri (Hamid, 2017). The mosque is a place of worship for Muslims which is sometimes used as a place to recite the Koran and learn to read the yellow book. Not infrequently, the mosque is also used as a place to sleep for students. The yellow book is also known as the bald book because it is not shaky. To be able to

read and understand it, Kiai teaches the science of tools to students (Basri & Saebani, 2010).

Based on daily activities and facilities prepared in the maturation of religiosity, psychology and rationality, it is possible for students to actually make positive breakthroughs (agent of change) and meet societal expectations. However, nowadays various problems arise which are thought to be due to mental illness in santri, such as frequent truancy, violating the rules of the pesantren, being rude, and behaving aggressively. Based on various religious guidance and directions that always prioritize etiquette, of course this is a big problem for the santri and the community. Because, if the behavior of the santri has been dilapidated, then there will be nothing that the community can expect to help change bad behavior when they return to society. This condition positioned the santri not ideal. Because the phenomenon of moral decadence that occurs among students is not in line with the teachings and ideas that are intended, instilled, and taught by caregivers and assisted by administrators. This phenomenon also makes students unable to fully become the mecca of religiosity and morals in people's lives.

Research methods

Research Design and Variables

This research is a qualitative field research that tries to analyze a person's behavior in a certain situation or place in detail in the form of a narrative. This qualitative research (Sugiyono, 2015) is used to understand a behavior, event or situation as a whole by describing it using words and language. The type used is descriptive-analytic to describe the factors of the students' inability to restrain their verbal aggression in everyday life from the perspective of Henry Manampiring with a psychological approach.

There are two variables in this study, namely verbal aggression and self-control which will be studied in depth. Chaq (2018) defines aggressiveness as the absence of the ability to control oneself from behavior that is contrary to directing a positive behavior. While verbal aggression is speech which is intended to hurt the interlocutor in the form of swearing, satire or something else (Mayangsari, 2019). The subjects in

this study were the students of PPA Lubangsa Selatan Putri Guluk-Guluk Sumenep who behaved verbally aggressively. Subjects in research can also be called the population. Sampling technique using probability random sampling. All populations have an equal chance of being sampled. Researchers select samples random or randomly to maintain the validity and reliability of the data (Sugiyono, 2015). The subject's age is around 11-23 years old, or the age of teenagers and early adults, because this age is the age of the students of PPA Lubangsa Selatan Putri.

Data collection techniques in this study using observation, interviews and documentation. First, observation technique as a means of method to observe the behavior of verbal aggression of students who have and will occur. Second, interview (interview) as a method to obtain data from informants. The key informants in this case were seven students who behaved verbally aggressively. Meanwhile, the supporting informants were the key informant's peers, the head of the PPA Lubangsa Selatan Putri board, the Coordinator of the Security and Order Division, the Head of Madrasah Diniyah, the Student Staff of Madrasah Diniyah and three students with self-control samples. Third, the documentation technique is carried out to obtain data from pesantren documents related to regulations and behavior and the efforts that the caregivers and administrators have made of the pesantren. Triangulation was carried out to test the validity and reliability of the data and the analysis.

The method relates to the validity and reliability of the research results obtained and reported in scientific articles. The method is a means for the reader (reviewer) to assess whether the methods (and materials/equipment/models) used are appropriate to obtain valid research results. The method is a means for readers (other researchers within the scope of research) to critically evaluate the results or re-do part or all of the research reported in scientific articles precisely as stated.

They are outlined in the method written in the scientific article. There is no need to write down things that the research actors already know within the scope of particular research and the available equipment and tools used. Please provide a chart for each method or what stages will be carried out, from data collection to benchmarks, to determine the success of the research carried out.

Results and Discussion

Verbal aggression

To describe the meaning of verbal aggression, this study uses Sigmund Freud's theory of the death instinct. According to Sigmund Freud, humans use energy in psychological activities. This is commonly referred to as psychic energy (psychic energy): instinct. Instinct is a manifestation of the human body's needs that demand satisfaction. For example, the thirst instinct is a manifestation of the human body's needs that lacks fluids. This requires humans to satisfy it by drinking. In terms of its source, instinct is a physical condition or human physical need. For example, lack of fluids in the body will cause thirst in the example above. When viewed from the goal, instinct is closely related to the source of the instinct. As in the instinct of thirst to get a balance with sufficient fluids in the body. The object of the instinct is the intermediary between the need and its fulfillment. In the thirst instinct above includes looking for water, buying, drawing and drinking it.

While instinctual drives are different strengths or desires based on their needs, the urge to drink for those who do not drink all day is more excellent than for those who do not drink for five hours.

Human instincts are classified into two types, namely life and death instincts. Life and sexual instincts contain constructive energy. Life instincts can also be called Errors that guarantee survival and reproduction, such as hunger, thirst, and sex. However, it should be underlined that the word sex does not always connote the intimate organs, but also in other parts of the body causing satisfaction. While the death instinct or what is called Thanatos contains destructive instinct energy. In the book written by Alwisol, Freud says that this instinct works in secret so that the understanding gained is only limited to life, which will end in death. This manifests in aggression by self-harm or suicide. In addition to oneself as well as to others as a transition so as not to kill himself. Aggression on others in the form of actions that hurt, injure, damage and kill. This is the essence of human aggression.

The life instinct can be understood with nurturing and the death instinct is understood as something destructive. In a study conducted by Alfiana Indah Muslimah and Nurhalimah (2012), aggressiveness is defined as an expression of overflowing emotions due to the failure experienced by someone by doing some kind

of destructive or hurtful act either verbally or nonverbally. Aggressiveness can also be interpreted as an act of violence that is carried out intentionally and is intended to hurt another person who is the object.

Verbal aggression can also occur because someone can't achieve something so that it evokes emotions which in turn motivates to seek an outlet. This outlet is done by hurting other people who are parties to the failure to achieve their goals, specifically by using words or verbally (Susantyo, 2011). For example, someone does not do something according to the will of the subject. Spontaneously the subject gets angry at the person because he has thwarted his plan to get other people to do the subject's wishes.

While Nevid, Rathus and Greene (2018) mention aggression as an impulse control disorder of the intermittent explosive type. A person with this disorder tends to vent his anger by attacking other people and damaging something or property. With the slightest provocation or trivial cause can evoke a great anger that ends in hurting others or damaging property. Usually they will experience remorse after their anger or aggressiveness has subsided.

It should be underlined that this verbal aggression is a utterance that is made intentionally to hurt the object psychologically. So if a word can hurt an object accidentally it doesn't including verbal aggression (Arifin, 2015). However, rethinking so as not to say hurtful words is very necessary regarding the object that feels hurt.

From the various definitions above, it can be understood that verbal aggression is a speech intended to attack and hurt another person who is the object. Either in the form of satire, criticism, threats or others.

In general, verbal aggression has four forms, those are:

Verbal active direct in the form of insulting and demeaning others. This also takes the form of insults, innuendo, criticism, threats, shouts and others. This form can be understood from speech directed at the object.

Verbal active indirect by spreading malicious rumors or commonly referred to as gossip and slander. This form can be understood as speech that is not directly thrown at the object or objects in the third person.

Verbal passive direct through refusal to speak up and answer questions from others. It can also be understood by not throwing words, but it can hurt the object.

Verbal passive indirect it means that failing to comment with good language. (Haslinda, Jahada & Silondae, 2020).

Self-control techniques

Self-control techniques are also known as self-control. Hastuti (2018) defines self-control as a technique to manipulate a strong desire to behave aggressively into something positive. In different languages, it can be interpreted as the ability to adapt behavior to something socially acceptable.

Oktaviani and Ningsih (2021) state that self-control concerns human life which cannot be separated from social life. Because each individual cannot live without other individuals, control becomes an awareness of every behavior and speech so as not to hurt or harm others. This shows the existence of a fortress to avoid bad behavior even though there is a provocative stimulus.

Self-control is also a diversion from bad things to something more useful. Good-bye, doing embroidering, painting, eating, traveling, playing games line, and telling stories. Even by choosing silence and sleep. This self-control attempts to transform the individual into a healthier psychological level.

In his book, Henry Manampiring (2019) offers self-control techniques to avoid various life anxieties. Researchers chose this technique because most verbal aggression stems from anxiety in life.

Everything that happens in this world is classified into three parts: something that is in one's control, something that is not under one's control, something that is under one's control, and not in oneself. Each individual can control his actions, speech, opinions, perceptions, considerations, goals, desires, and thoughts. In contrast, other than that is something that is beyond his control. When a person is angry at something that is not in himself, he is in vain. In this condition, one is better off diverting one's attention to other useful things or at least avoiding useless ones. He had better get out of the circle of disappointing things that are beyond his control. This can be done by thinking positively, seeking wisdom, and doing various activities that can forget it.

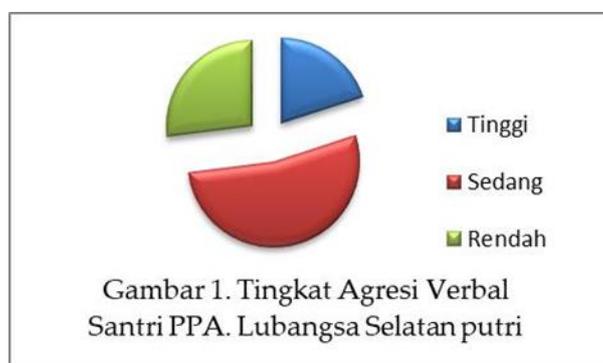
Continuing to do something partly under one's control and partly not within oneself. For example, the success of the thesis trial. A student can control some of this success by studying hard by understanding the contents of his thesis, figuring out the questions posed by the examiners, and finding ways to neutralize nervousness. In

contrast, the value that will be obtained is not under his control because this is the full right of the examiners. This is in line with the goals of Stoic philosophy which wanted freedom but did not violate the universe. For example, by not acting arbitrarily when something doesn't go your way. In this regard, each individual should control his thoughts and perception.

Student verbal aggression

Verbal aggression that occurs in santri is a scourge in the life and stability of the pesantren. As mentioned earlier, it is inappropriate for verbal aggression to arise from students who are taught to behave politely and mentally healthy.

Based on the researcher's observations in the table above, the



level of verbal aggression of PPA Lubangsa Selatan Putri students, the authors classify them into three levels, namely 20% high level, 53% moderate level, and 27% low level. The first two levels are a group of students who are participants in this study.

Verbal aggression is often found in PPA students. Lubangsa Selatan Putri is in the form of satire, swearing, insults, ridicule, gossip, slander and threats as observed by the author over the past year. Likewise with information from several parties who are directly related. REI as the Head of Madrasa for the 2020-2021 period as well as the party who was directly attacked in the tragedy of the graduation and graduation of Awwaliyah students for the period 2020-2021 AD / 1442 AD hinted that the tragedy of the graduation of Madrasah Diniyah was a very painful tragedy. The words of some students are really not filtered. This shows shame and disappointment with the decision. In addition, the attacks received by the REI subject at that time were in the form of satire, wise. This added to the pain REI felt, because he had never expected the attack before.

This statement about the form of verbal aggression that occurred at PPA Lubangsa Selatan Putri was strengthened by the confessions of several informants related to their habits or experiences. Various forms of verbal aggression appear intentionally aimed at the object feeling hurt or regretting previous behavior. Meanwhile, verbal aggression that appears unintentionally because the subject is used to speaking harshly, cursing and others. Including verbal aggression that is often forgotten is gossip or what is known as backbiting. This has been taken for granted. This type does not attack the object directly with harsh words or anything else.

However, it can hurt the object's heart when heard. The US states that the habit of speaking in a language that can hurt others is probably due to the fact that he was pampered since childhood and that everything he needed or wanted was easy to find so that if he found something that was not too his liking, he quickly uttered words that should not be said. This informant realized that he often lost control of his speech. However, he admits that he has tried to control himself as best he can.

The latest form of verbal aggression encountered during this research is innuendo in writing. Santri does not throw it directly at the object but pours it into narration or poetry. The chosen diction seems harsh and piercing. The writing results are pasted on the board of the boarding school wall magazine by directly including the intended party. This incident occurred on October 3, 2021, at around 22:46 WIB. This form is similar to a letter but is not sent directly to the object. This incident illustrates that the perpetrator cannot control not to issue words that can hurt other people's hearts through his writing.

Most of the factors that triggered various forms of verbal aggression suffered by the PPA Lubangsa Selatan Putri students were caused by: the environment, be it friends or family. Some of them are used to families who often fight and easily use harsh words when things are not in line with their thoughts. The experiences of violence that occurred in the family formed him into a teenager who quickly uttered harsh and harsh languages. While some others claimed that they were like that because their friends behaved aggressively. Although they felt uncomfortable with hurtful words at first, they even considered it pride in the end.

Discussion

Verbal aggression that PPA Lubangsa Selatan Putri students often carry out is a tangible form of the students' inability to control themselves when they are filled with anxiety, disappointment and anger. Verbal aggression found in the pesantren is backbiting, slander, swearing, insults, Etc. Students' high and low self-control technique measures their level of verbal aggression. The higher the self-control he has, the lower the level of verbal aggression. The self-control technique offered in this study is taken from a book written by Henry Manampiring in his book Terrace Philosophy. In it teaches each individual to understand that everything that does not exist in him is not included in something that can be controlled, such as the perception and behavior of others. The results of this study are in line with research conducted by Chaq, Suharnan and Rini (2018). They both suggest that verbal aggression is closely related to self-control or self-control. Although the choice of words is slightly different, they are not substantially different. Chaq et al suggested that self-control and verbal aggression were closely related, but not related to religiosity. Shaq's findings are based on a more general subject, not limited to santri. The basic difference between the two is that this research makes students the main object because of the assistance and support learning in terms of morals makes verbal aggression of students a very nuisance.

This research is also relevant to the research of Indah and Nurhalimah (2012). However, this study uses locus on controls to measure the aggressiveness of the subject. Both of them conclude that a person's aggressive level will be lower when self-control or self-control is higher. Locus of control What Indah and Nurhalimah offer suggests the individual's courage to control himself from aggressive behavior and divert it to other valuable things. This applies to aggression of a general nature, not just verbal aggression. This means that this conclusion can also be drawn from a more specific realm, namely verbal aggression.

This is in line with the research of Mayangsari and Yuliandari (2019) who concluded that the verbal aggressiveness factor of early childhood the subject of his research is the environment and his family. Children's high sensitivity and imitation cause them to experience verbal aggression. This does not only apply to children at an early age, individuals at the age of teenagers and adults will easily imitate and follow the habits that occur around them. With that factor they will easily swear, say harshly,

yell like the people around them. Likewise, students who incidentally live in a boarding school will easily follow the habit of saying that it is not appropriate.

Renown and Yani's research (2019) is also in this direction. One of them is frustration, parenting, and peer influence.

Frustration experienced by students because not all of them come to the boarding school to stay on their own accord, social interactions that do no good and so on. However, this study discusses student aggression in general and uses a approach Cross Sectional as an analytical knife. In some cases, the aggressiveness of the santri cannot be separated from the factors of frustration, parenting and social influences, either before entering the pesantren or after.

Various forms of verbal aggressiveness of students and their factors, as mentioned above, confirm that it is a psychological problem that cannot be handled conventionally in students in general, let alone it has reached an acute level. According to the cottage regulations, Sanctions will also not be effective in solving them. Because what is needed is a special treatment that mainly grows from within itself, namely the awareness to change and heal so that you can control yourself. This awareness first needs to be instilled in order to be given guidance on self-control techniques, one of which is the control technique introduced by Henry Manampiring. Without special treatment, aggressive behavior is challenging to overcome.

The Henry Manampiring control technique teaches, first, each individual is primarily a student to reflect (introspection) on himself so as not to quickly act recklessly. The students also need to be trained in technique-reflection, understand unwanted problems, and overcome them by improving themselves. If not possible, at least understand his position and determine a positive attitude if he is still in control of himself. In this case, students are not taught enough general morals, reflection, and self-control and require special control training during emergencies.

For those related to something beyond their control, it is to distract and busy taking care of something else so that they focus.

That way, each individual will tend to do something more useful with the understanding that what is under his control is something that is in himself. Apart from distracting, what you can do is think positively and seek wisdom. But in this case

also required awareness and skill. Because it requires understanding, even special training related to it. Because in a social climate and problematic family background, it is not easy to raise awareness, especially self-control skills, by diverting attention, thinking positively, and seeking wisdom.

Conclusion

From the explanation above, it can be concluded that there are two answers to each question in the formulation of the problem ahead. First, Factors that cause verbal aggression in PPA Lubangsa Selatan Putri students are the environment, be it friends, family or parenting since childhood. Second, From Henry Manampiring's self-control point of view, the verbal aggression of the PPA Lubangsa Selatan students is a form of failure to control themselves from words that can hurt others when they find something provocative. In addition, they also cannot distinguish between something that is under their control and not under their control, so it is easy to get angry and conclude something bad. Thus, if it is related to something under his control, what is needed is knowledge and awareness of various events and followed by formulated self-control techniques, including reflection, being positive, and improving yourself. If it is related to things that are beyond his control, it can be done by diverting attention, thinking positively and capturing the wisdom behind the events that occur.

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