THE RELATIONSHIP BETWEEN THE PERSONALITY TYPES OF NEUROTICISM AND AGREEABLENESS WITH THE TENDENCY OF VERBAL AGGRESSION BEHAVIOR IN HIGH SCHOOL STUDENTS IT AL-HALIMIYAH EAST JAKARTA

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ABSTRACT

The purpose of this study was to determine the relationship between *neuroticism* and *agreeableness* with verbal aggression in East Jakarta IT Al-Halimiyah High School students. In the current study, verbal aggression is the *dependent variable*, *neuroticism* is the *independent variable* 1, and *agreeableness* is the *independent variable* 2. The population in this study were 124 SMA IT Al-Halimiyah East Jakarta students. The sampling method of the study was a *simple random sampling* technique consisted of 92 students. Based on the results of data analysis using bivariate correlation between *neuroticism* variables with verbal aggression obtained r = 0.228 with p = 0.029 which means there is a positive relationship between *neuroticism* variables with verbal aggression. The results of the data analysis between the *agreeableness* variable and the verbal aggression yielded a correlation coefficient value of r = -0.272 with p = 0.009 which means there is a negative relationship between the *agreeableness* variable and verbal aggression. Multivariate correlation in the regression test shows the coefficient of determination R *square* of 0.100 andthe correlation coefficient value R = 0.316 and p = 0.009 which means there is a relationship between *neuroticism* and *agreeableness* with verbal aggression.

Keywords: Students, Verbal Aggression, Neuroticism, Agreeableness.

INTRODUCTION

Behavior is the action or activity of humans which has a very broad range of meanings including: walking, talking, crying, laughing, working, lecturing, writing,reading, and so on. From this description, it can be concluded that human behavior is all human activities or their actions, both those that are directly observed, and those thatcannot be observed by outsiders (Notoatmodjo, 2003). Meanwhile, in a general sense, behavior is any action or actiivities taken by a living being. The definition of behavior can be limited as a state of mind to argue, think, behave, and soon which is a reflection of various aspects, both physical and non-physical. Behavior is also illustrated as a person's psychological reaction to their environment.

In this study, researchers will discussaggression or aggressive behavior. In the dictionary of psychology, aggression is the need to attack, rape or injure others, to belittle, harm, annoy, endanger, damage, abuse, mock, ridicule or maliciously accuse, severely punish, or perform other sadistic acts (Muray in Chaplin, 2005). Taylor (2009)defines aggression as any action intended to harm another person. Buss and Perry exemplifies aggressiveness as a tendency to behaveaggressively which involves physical and verbal aggression, hostility, and anger unconsciously or purposively that can cause harm or misery.

The focus of researchers in the current study is the issues in verbal aggression behavior such as mocking, insulting, threatening, and others. According to Buss Dayakisni and Hudaniah (2009) verbal aggression behavior is a behavior carried out to hurt, threaten or harm individuals or objects that are targeted verbally or through words directly or indirectly, such as cursing, refusing to speak, spreading slander, and not providing support. Berkowitz (2003) suggests verbal aggression behavior as a form of aggressive behavior oraction expressed to hurt others which demonstrate in the form of swearing, cursing or berating, ridiculing, slandering, and threating through words.

Based on the opinions of several figures above, it can be concluded that verbal aggression is a form of aggression behavior which is a behavior carried out to harm, threaten or endanger individuals or objects that are targeted verbally or through words and directly or indirectly, such as cursing, refusing to speak, spreading slander,not providing support.

There are several factors for the emergence of verbal aggression, including internal and external factors. The internal factors are: frustration, deindividualization, stress, hormones, gender, and personality. The external ones are: power and compliance, weapon effects, provocation, drugs and alcohol, air temperature, air pollution, media, and culture (Luthfi, 2009).

From the description above, one of the factors in the emergence of aggressiveness is personality, which will be examined inthe current study. Allport (in Suryabrata, 2008) believes that personality is a dynamicorganization in an individual as a psychophysical system that determines his unique way of adjusting to the environment.This personality lies behind specific actions and in the individual himself. There are many theories or approaches to personality, one ofwhich is the *Big Five Personality* theory. The *Big Five* personality is the five major dimensions of personality based on Allport and Cattell. Allport and Cattell assume that humans are composed of five *traits*, but only one trait dominates. The five traits of the *Big Five* Personality are *Openness to Experiences, Conscientiousness, Extraversion, Agreeableness, a n d Neuroticism*. In one aspectof the *Big Five Personality*, *agreeableness* is thought to be a trigger for conflict between children (Jensen-Campbell, Gleason, Adams, & Malcolm, 2003, in Carver & Scheier, 2012). For instance, *agreeable* adults will feel less anger over negative outcomes done by others than less agreeable adults (Meier& Robinson, 2004, in Carver & Scheier, 2012). Thus, it can be said that *Agreeableness* short-circuits the aggression response (Meier & Robinson, & Wilkowski,2006, in Carver & Scheier, 2012). Research from single or multiple factors of the *Big Five* personality *traits* on aggression. Aggressive people display behavior against others when angry which is predicted by *neuroticism*, but can also be influenced by the high *agreeableness* that appears so it can reduce the nature of people with unstable emotions that are sometimes experienced (Ode, Robinson, & Wilkowski, 2008 in Larsen & Buss, 2010). To strengthen the phenomenon, the researchers wereinterested in interviewing one of the students of SMA IT Al-Halimiyah who stated that the student committed verbal aggression such as shouting, mocking,and spreading gossip due to uncontrolled anger. This poorly controlled anger is one of the characteristics of the *Big Five* traits, namely *Neuroticism*.
Individuals with higher levels of *Neuroticism* tend to have weak control over their psychological state.

RESEARCH OBJECTIVES
1. Determining the relationship between *neuroticism* personality type and the tendency of verbal aggression behavior among SMA IT Al-Halimiyah students.

2. Determining the relationship between *agreeableness* personality type and the tendency of verbal aggression behavior among SMA IT Al-Halimiyah students.
3. Determining the relationship between *neuroticism* and *agreeableness* personality types with the tendency of verbal aggression behavior among SMA IT Al-Halimiyah students.

LITERATURE REVIEW VERBAL AGGRESION

Aggression is the need to attack, rape or injure others, belittle, harm, annoy, endanger, damage, tease, mock, ridicule or maliciously accuse, severely punish, or perform other sadistic acts (Muray in Chaplin, 2005). According to Buss (in Dayakisni & Hudaniah, 2009) verbal aggression behavior is a behavior carried out to hurt, threaten or harm individuals or objects that are targeted verbally or through words directly or indirectly, such as cursing, refusing to speak, spreading slander and not providing any support.

Berkowitz (2003) confirms verbal aggression behavior as a form of aggressive behavior or action that is expressed to hurt others. This behavior of verbal aggression can be exhibited in the form of swearing, cursing, ridiculing, slandering and threatening through words.

Krahe (2005) describes verbal aggressive behavior as lying, swearing or vilifying others, name-calling, insulting, or insinuating, berating, reproaching, and slapping. Indirect Active Verbal Aggression, which is an act of verbal aggression committed by individuals or other groups by not directly confronting the targeted individual or group, such as spreading slander, pitting them against each other.

There are several social, personal, and situational factors that influence verbal aggression behavior according to Baron and Byrne (2005: 143-148), such as:

1. Personal factors
    a. Type A behavior patterns: include high levels of competitiveness, time urgency, and *hostility*.
    b. Type B behavior pattern: includes characteristics associated with type A behavior pattern.
    c. *Hostile* aggression: aggression to do something violent to the victim
    d. Instrumental aggression: aggression whose main goal is not to harm the victim but to achieve certain other goals.
    e. *Hostile* attributional bias: perceiving intent in others' actions when these actions are perceived to be ambiguous.
    f. Narcissism: an exaggerated view of one's own worth.
    g. Gender differences: men are more likely to engage in this type of behavior than women.
2. Situational factors
    a. Air temperature
        Increases aggression only up to a certain point. Above a certain level, aggression decreases as the air temperature increases.
    b. Alcohol consumption
        Moderately low aggression tendencies become more aggressive under the influence of alcohol and individuals in a normal state show low levels of aggression.
        Social factors Buss in (Dayakisni and Hudaniah, 2003:254-256) specifies that there are several types of verbal aggression behavior, namely:
1. Frustrating
2. Provocation
    It is an unpleasant experience.
    a. Direct Active Verbal Aggression, which is an act of verbal aggression committed by another individual or Actions by others that tend to group, such a getting angry, swearing, insulting, cursing, trigger aggression in the recipient.
    b. Direct Passive Verbal Aggression, which is an act of verbal aggression carried out by individuals

or groups by

c. Indirect Passive Verbal Aggression,which is an act of verbal aggressioncommitted by individuals or groups by not dealing directly with other individuals or groups who are targeted and there is no direct verbal contact, such as not giving support, not using voting rights.

3. Displaced aggression
    Aggression towards someone who is not thesource of strong provocation. Dealing with other individuals or groups but no direct verbal contact occurs such as refusing to speak, silence.

4. Media Agression
    Aggression in the audience leads toweakened defenses against aggression.

5. Heightened excitability, emotion, cognition, and aggression
    The excitability of aggression still remains after going through a situation where it occurred and was misinterpreted as anger.

PERSONALITY

Personality comes from the word *persona* which means mask. Thus, the true meaning of personality is a fake face ormask in a play that called as a *front*. Meanwhile, personality according to Allport (in Alwisol, 2009) is a dynamic organization in a person's psychophysiological system that determines his unique adjustment model to hisenvironment. According to Eysenck (inSumadi Suryabrata, 2011), personality is thesum total of actual or potential *organisms* determined by heredity and the environmentthat begins and develops through the functional interaction of the main factors consisting of cognitive (*intelligence*), conative sector (*character),* affection sector (*temperament)*, somatic sector(*constitution*).

Jung (in Sumadi Suryabrata, 2011) interprets personality through the *psyche. Psyche* is the totality of all psychic events, both conscious and unconscious. According to R.B. Cattel, *personality* is everything that allows an experience of what a person will do in a particular situation (Chaplin, 2006).

Larger personality *traits* remain useful for providing an outline of a person's personality. But in personality research, facet analysis provides a useful way to characterize scales and constructs. The facets help portray profiles in more detail. To look at behaviors and experiences in a more concrete and specific way, the facets are more useful than the broad *traits* in the *Big Five Personality* (Costa & McCrae & Kay, 1995).The facets are forms of behavior in which psychologists can intervene, although the results of such interventions may not necessarily change a person's overall *traits*. The major dimensions of the *Big Five Personality* and its facets are:

1. *Extraversion* (E)

Includes a person's comfort level with relationships. It presents quantity and intensity of interactions in interpersonal interactions; activity level, need for stimulation, and capacity for fun (Costa & McCrae, 1992). *Extraverts* are characterized by positive affect such as sociable, active, talkative, friendly with others, have high enthusiasm and positive emotions, optimistic, energetic,interested in many things, personally oriented affectionate, fun-loving. Whereas *introverts* tend to be quiet, loners, serious, passive, task-oriented, and do not have a strong desire for something (Pervin, Cervone, & John, 2005). The six facets contained in extraversion are *warmth*, *gregariousness*, *assertiveness, activity, excitement-seeking*, and *positive* emotions.

2. *Agreeableness* (A)
Agreeableness refers to an individual's tendency to defer to others. This *trait* indicates someone who is friendly, has a defeatist personality, avoids conflict and has a tendency to follow others.

Individuals with high levels of *agreeableness* are basically soft-hearted, trusting others, generous, tolerant, kind, helpful, forgiving, straightforward, easy to agree with others, yet gullible. In contrast, individuals with low agreeableness are rude, cynical, uncooperative, vindictive, manipulative, cruel, suspicious of others, miserly, antagonistic, critical, and irritable. The six facets of agreeableness are *trust*, *straightforwardness*, *altruism, compliance, modesty,* and *tendermindedness* (Costa et al.,1995).

3. *Conscientiousness* (C)
This *trait* shows the degree of a person's ability to organize things, be persistent in what they do, and maintain motivation in goal-driven actions. Someone who has a high level of *conscientiousness* tends to be conscientious, a hard worker, organized, punctual, ambitious, persistent and unyielding, and reliable. Having high self-discipline, a decisive person, diligent, neat, but the negative side is that he becomes very perfectionist, compulsive, overworked, and boring. Whereas someone who has a low level of *conscientiousness is* typical of someone who is not conscientious or careless, lazy, disorganized, late, hedonistic, unreliable, purposeless, easily quits on a job, and easily distracted. The six facets of this trait are *competence*, *order, dutifulness*, *achievement-striving*, *self-disciplines*, and *deliberation*.

4. *Neuroticism* (N)
It is a combination of traits that indicate emotional instability. This trait alleviates individual the ability to cope with stress. *Neuroticism* depicts someone who has problems with negative emotions such as worry and insecurity, easily getting unrealistic ideas, maladaptive *coping* responses. Someone who has a low level of *neuroticism* tends to be more stoic, calmer, less emotional, less irritable, encounter safe, feel more comfortable and satisfied with themselves. Individuals who score high in neuroticism are prone to anxiety, anger, depression, self-pity, emotionality, irritability, panic, deprivation, and sadness (Pervin, Cervone, & John, 2005). The six facets of neuroticism are *anxiety*, *anger and hostility*, *depression, self-consciousness, impulsiveness*, and *vulnerability*.

5. *Openness to experience* (O)
Openness attributes to how a person proactively seeks and appreciates experiences for their own satisfaction where they tolerate and explore the uncommon. Someone who has a high level of openness is willing to make adjustments to a new idea or situation. Someone with a high level of *openness* is described as someone who is curious, easily attracted to new things, creative, original, has a high imagination, liberal, likes variety, has a broad mind and is open to various understandings, and is concerned with aesthetics. Whereas someone who has a low level of *openness* has simple values, less creative, conventional, cites routine, lacks curiosity, conservative, not artistic, does not really like things that require deep analysis (Pervin, Cervone, & John, 2005). Six facets are contained in this trait: *fantasy*, *aesthetic*, *feelings, actions*, *ideas*, *values*.

HYPOTHESIS
1. There is a relationship between *neuroticism* personality type and the tendency of verbal aggression behavior.
2. There is a relationship between *agreeableness* personality type and the tendency of verbal aggression behavior.
3. There is a relationship between the personality types of *neuroticism* and *agreeableness* with the tendency of verbal aggression behavior.

RESEARCH METHODOLOGY OPERATIONAL DEFINITION
1. Verbal Aggression

Verbal Aggression is an action taken by an individual or group by directly and indirectly confronting another individual or group, such as insulting others with harsh words, nagging, spreading false news or gossip about other people, other groups, such as insulting others with harsh words, nagging, spreading misinformation news or gossiping others.

2. *Neuroticism* Personality

Neuroticism personality characterizes someone who tends to be nervous, sensitive, easily anxious, temperamental and prone to stress disorders.

Conversely, a person with a low score in the trait tends to be relaxed, calm, not temperamental, unemotional and content with themselves.

3. *Agreeableness* Personality

Agreeableness personality labels someone who tends to be friendly, trusting, cooperative, warm, generous, yielding, accepting, and has good manners. Someone with a low *agreeableness* score inclines to be cold, confrontational, cruel, suspicious, stingy, unfriendly, easily annoyed, and critical of others.

POPULATION AND SAMPLE

The population was all individuals who were the subjects of this study, namely SMIT Al-Halimiyah East Jakarta, reaching 124 students. The sampling technique in this study was *simple random sampling* technique consisting of 92 respondents.

DATA COLLECTION

The data collection utilized three scales which include *neuroticism scale, agreeableness scale,* and verbal aggression scale.

DATA ANALYSIS AND DISCUSSION

Data collection was carried out on August 8, 2019. The data collection was explored in each class and accompanied by one of the SMA IT Al-Halimiyah East Jakarta teachers. Then the data obtained was calculated using the *SPSS* 22.0 *for Windows* program. Based on the results of research, the data analysis on the hypothesis using bivariate correlation between *neuroticism* variables and verbal aggression, the correlation coefficient (r) was 0.228 and $p = 0.029 < 0.05$. It was yielded the null hypothesis (H_o1) was rejected and H_a1 is accepted, which implied that there is a relationship between *neuroticism* and the tendency of verbal aggression behavior in SMA IT Al-Halimiyah students. This shows the relationship between *neuroticism* and verbal aggression in the direction of a positive relationship. To sum up, the higher value of *neuroticism* in SMA IT Al-Halimiyah students, the higher the verbal aggression behavior happen. Vice versa, the lower the value of *neuroticism* in SMA IT Al-Halimiyah students, the lower the verbal aggression behavior will be. In accordance with the results of research conducted by Ode, Robinson, and Wilkowski (2008), it was discovered that people who commit aggression display behavior against others when angry which is predicted by *neuroticism*, but can also be influenced by the high *agreeableness* that appears. So, it can reduce the nature of people with unstable emotions that they sometimes experience. Moreover, the results of Glass's research (in Baron & Bryne, 2005) concluded that personality factors take an important role in aggressive behavior. According to him, a person's tendency to behave aggressively can be seen from his personality. Individuals who have type A personalities tend to be more aggressive in many situations than individuals with type B personalities. Furthermore, the results of research conducted by Furnham and Saipe (1993) asserts that the relationship between driver aggression and Eysenck's three factor model, concluded that aggressive behavior is positively correlated with *extraversion* and *neuroticism* types. The results of research investigated by Juan

J. Barthelemy (2005) on aggressiveness and *Big Five* personality associated with student achievement, terminated that there is a significant relationship between aggressiveness and *Big Five* personality with learning achievement in eighth grade students.

In the second analysis using the *bivariate correlations* data analysis method with the correlation coefficient between the *agreeableness* variable and verbal aggression r = 0.272 and p = 0.009. This shows that there is a relationship between *agreeableness* and verbal aggression in the direction of a negative relationship. So, itcan be pictured that the lower the *agreeableness* value of SMA Al-Halimiyah East Jakarta students, the higher their verbal aggression behavior. Vice versa, the higher the *agreeableness* value of SMA IT Al-Halimiyah East Jakarta students, the lower the verbal aggression behavior. Corroborated with research analyzed by Sri Rahmawati (2014) asserts that *agreeableness* and *conscientiousness* traits have a significant and negative correlation related to bullying. It indicates that *agreeableness* is likely to avoid aggression behavior. Additionally, the results of research conducted by Jensen-Campbell, Gleason, Adams, and Malcolm (2003) in one aspect of the Big Five Personality, namely *agreeableness is* thought to be a trigger for conflict between children. The results of research examined by Meier and Robinson (2004) scrutinize that adults who are *agreeable* will feel less angry about the negative results done by others than adults who are less friendly. Thus, it can be declared that *Agreeableness* becomes a short trajectory of aggression response.

In the results of the third analysis using the *regression* data analysis method with the*enter* method between the variables of*neuroticism* and *agreeableness* with verbal aggression, a correlation coefficient (R) of 0.316 and p = 0.009 <0.05 was obtained. This shows that there is a relationship between *neuroticism* and *agreeableness* with verbal aggression. So, it can be validated, SMA IT Al-Halimiyah students who commit verbal aggression behavior were influenced by the personalities of *neuroticism* and *agreeableness*. Inaccordance with the results of research reported by Rahmatillah (2011) which states that there is a significant influence between the *Big Five* personality *traits* on aggressiveness where *neuroticism*, *agreeableness,* and *conscientiousness* havea significant influence on aggressiveness.

In the fourth analysis results using the *regression* data analysis method with the *enter* method, it is known that the R *square is* 0.100, thus it can be revealed that *neuroticism* and *agreeableness* contribute 10% to verbal aggression, while the remaining 100% - 10% = 90% concerns the contribution of other factors not included in this study such as social factors which include: frustration, provocation, media violence, gender differences. Situational factors which include: air temperature and alcohol consumption.

The categorization results yield that verbal aggression behavior, *neuroticism*, and *agreeableness* in SMA IT Al-Halimiyah East Jakarta students were in the moderate category. This indicates that SMA IT Al-Halimiyah East Jakarta students have verbal aggressiveness behavior that is classified as moderate. SMA IT Al-Halimiyah East Jakarta students also have quite friendly behavior which was claimed by the value of *agreeableness*. It is classified as moderate and SMA IT Al-Halimiyah East Jakarta students have sufficientemotional stability, indicated by the value of*neuroticism* which is conveyed as moderate.

CONCLUSIONS

Referring to the research hypothesis and the results of research data analysis, in conclusion that there is a positive directional relationship between *neuroticism* and verbalaggression behavior. It means that if thevalue of *neuroticism* among SMA IT Al-Halimiyah East Jakarta students is high, then the verbal aggression behavior among SMA IT Al-Halimiyah East Jakarta students

is also high. Vice versa, the lower the value of *neuroticism* among SMA IT Al-Halimiyah East Jakarta students, the lower the level of verbal aggressiveness. Then, there is a negative directional relationship between *agreeableness* and verbal aggression behavior. This points out that if SMA IT Al-Halimiyah East Jakarta students have high scores on *agreeableness,* their verbal aggression behavior is low. Conversely, if SMA IT Al-Halimiyah East Jakarta students have a low score on *agreeableness,* their verbal aggression behavior is high.

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