VIOLENT CARTOON MOVIE WATCHING INTENSITY ON TELEVISION AND AGGRESSIVE BEHAVIOR TENDENCY IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to determine whether there is a relationship between the intensity of watching violent cartoons on television and behavioral tendencies in elementary school children, especially their influence on the daily environment where the children live. The hypothesis proposed is that there is a relationship between the intensity of watching violent cartoons on television and the tendency of aggressive behavior in children of SDN Joglo 06 Pagi, Lapangan Merah, Kembangan District, West Jakarta. The population in this study were 186 students of SDN Joglo 06 Pagi. The data collection method used a modified Likert Scale developed by the researcher. The results of the instrument quality test showed that the constructed instrument was valid and reliable. From the results of the data analysis, the correlation coefficient (r) between the intensity of watching violent cartoons on television and the tendency of aggressive behavior was 0.138 and $p > 0.05$, so it can be concluded that there is no significant relationship between the intensity of watching violent cartoons on television and the tendency of aggressive behavior in children of SDN Joglo 06 Pagi, Lapangan Merah, Kembangan District, West Jakarta.

Keywords: Intensity of Watching, Violence, Tendency of Aggressive Behavior.

INTRODUCTION

Television is one of the electronic devices that is inseparable from humanity today. Almost every house has at least one television set, maybe even more, both in urban and rural areas. This tool is a mass media that brings sound and images at the same time. Television engages two senses at once, namely hearing and sight and is able to amaze perfectly with the material presented. Sutisno (1993:1) said that television media is essentially a communication system that uses a series of electronic images that are transmitted quickly, sequentially, and accompanied by audio elements. Television as a communication media for conveying information, education and entertainment is one of the visual and auditory media that has a very wide reach. The scope of its viewers does not recognize age, covering all levels of society, from children, teenagers to adults. This media actually produces a lot of energy from its viewers, because it can force them to sit for hours to follow the programs that are broadcast. If currently in Indonesia alone there are at least ten television channels with an average of 24 hours or more broadcasting every day, not to mention the broadcasts from various countries that can be received via satellite antennas that are currently widespread not only in urban areas but also in remote villages. As an information medium, television has many benefits that can be felt by everyone, be it information in the fields of education, economy, politics, social culture and so on. The audio-visual nature of television has an impact on the ability of television to socialize positive values for society such as increasing knowledge, information and entertainment that can be used for pro-social activities. However, the dysfunctional and anti-

social effects of television cannot be ignored. According to Charles Wright (in Surya, 1988: 16), television dysfunction is the loss of personal identity in social life, fostering a passive attitude, anxiety, and apathy. This dysfunctional effect of television is considered to be able to give rise to the socialization of negative values for society. According to the Indonesian Child Welfare Foundation (1993), what is meant by anti-social effects is a form of behavior resulting from imitating anti-social scenes such as speaking and acting rudely, killing, fighting, hitting, injuring, disturbing and so on.

But behind all that, there are also negative impacts caused by the television shows. Such as the possibility of imitating bad violent scenes on television, decreasing the achievements of students and college students because most of their time is spent watching television. This public concern is especially directed at teenagers and children who are more likely to experience negative effects because they tend to be more receptive and not ready to judge what they watch. In addition, teenagers and children have a high intensity in watching television. The results of the study showed that teenagers and children spend 6.5 hours to 9.5 hours a day watching television (Kompas 9 February, 1996). Meanwhile, the results of a study conducted by Budyatna (in Jupriyanti, 2003:3), showed that out of 100 teenagers in Jakarta, they spent more time watching television than listening to the radio, reading newspapers and magazines. On average, 60% of the free time of teenagers and children is spent watching television, while 40% is used for activities such as reading newspapers, magazines and listening to the radio.

According to Jurnal Teknodik Magazine (August, 1994) said that the intensity of television shows that can be consumed by children worries the public, especially parents. Because humans are imitative and copycat creatures. This imitative behavior is very prominent in children and adolescents. Parents' concerns are also caused by children's thinking abilities which are still relatively simple. Children tend to assume that what is shown on television is in accordance with the truth. and it is still difficult to distinguish which behavior / shows are fictional and which are true stories. In addition, it is also still difficult to sort out good behavior according to religious values and norms and national personality. Scenes of violence, crime, consumerism, including sexual behavior on the television screen are strongly suspected of influencing the formation of children's behavior. also the possibility of imitating bad scenes on television, lowering the achievements of students and college students because most of their time is spent watching television / videos or other game devices such as Playstation, Nintendo, and Gameboy. A child psychologist, Seto Mulyadi, said that the most appropriate and ideal time period for a child to watch television is around 2 hours, but it does not rule out the possibility that children are also allowed to watch family programs or the news, as long as it does not interfere with the child's routine activities, such as studying, playing, praying, bathing and eating (Juprianti 2004:45).

One of the programs that many television stations choose to broadcast is the Cartoon Movie program. "The cartoon film itself is defined as: a depiction in the form of a painting or caricature of people, ideas or situations designed to influence public opinion." According to Nana Sudjana et al. (2001:58) Many television stations broadcast cartoon films to attract the attention of their audience, especially children. Cartoon films are generally based on fantasy stories, therefore children generally like cartoon films because they are used as a fantasy medium. However, if observed further, many cartoon films contain violence. And often the violent scenes are presented in a vulgar manner. Such as the spilling of blood from the body of one of the characters in the film, or violent scenes such as hitting, shooting, and assaulting. If these violent scenes are seen by children who are the largest consumers of cartoon film viewers, then it is feared that these violent scenes can be adopted by children at least in programs or the like, in the last ten years, the reality is like that has happened in Indonesia. How not around 24 hours of television broadcasts of domestic and foreign program packages to viewers ranging from cartoons to horror, from local news to international news and also not to forget the

advertisements. all according to Elizabeth B. Hurlock (1993:344) about the influence of watching television shows that: "the high or low impact on children depends on many conditions including: First; how big the impact of television is and whether the influence is good or bad is determined by the amount of guidance and supervision of the children who watch it. Second; how much children can remember the things they see on the screen and how well their understanding will have a real influence on them. Third; the extent to which television influences children depends on the type of child themselves as a result of their experiences. As a mass media, television shows can be watched by children including shows shown by adults. Currently every television station has presented special programs for children. Although special programs for children are still very minimal. Television shows for children cannot be separated from cartoons. Because this type of film is very popular in the world of children. In fact, not a few adults like this film. Cartoon films are still dominated by imported products, including examples of heroic cartoon films, including: Batman, Superman, Popeye, Mighty Mouse, Tom and Jerry, Woody Woodpecker, Doraemon, Candy-Candy, Sailor Moon, Dragon Ball, Ninja Hatory, Detective Cannon. Very popular and even dominate our television stations. Unfortunately, behind this familiarity, there is a hidden threat because cartoon films with a heroic theme convey the message that violence must be met with violence, and so must cunning and other crimes must be met with the same thing. So the activity of watching television that is often done by children, in addition to having a positive influence on children, can also have a negative influence, if parents do not supervise every program they watch. Moreover, many parents think that watching television is not bad for children, because children do not understand what they see. Parents do not realize that children are not as critical as adults in assessing the shows they watch, so they are easily influenced by what they see. The influence of television shows on viewers is not immediate, but accumulates from episode to episode, from hour to hour, from day to day and so on.

Moreover, television with all its advantages has a significant influence in influencing the attitudes, values, norms, and behavior of its viewers. Laboratory research states that violent scenes on television reliably stimulate aggressive responses. Some of these laboratory experiments include: Marvin Heiler and Samuel Polsky, conducted research on children who were given aggressive and non-aggressive cartoon and non-cartoon films, and found a significant increase in aggressive behavior and attitudes caused by aggressive films. (Mesdiana, 1995:11). Tests on anxiety levels conducted by Brown showed that the anxiety levels of people who are heavy viewers (heavy/frequent viewers) are more significantly related than those who are light viewers (Mesdiana, 1995:11). The above findings contain clear indications that films with themes/containing violent scenes, especially those presented on television, have a significant influence on the formation and increase of aggressiveness in some of their viewers, namely viewers from among teenagers who often watch films with violent themes. The broadcast of violent cartoons on television often shows violent scenes such as hitting, cursing, and expressing harsh words and always "the problem solving of the characters often tends to be done quickly and easily through violent actions. Methods like this are relatively carried out by their enemies (antagonists). This means that there is an implied message that violence must be answered with violence, as well as cunning and other crimes need to be fought through the same methods, that is one explanation of the example of heroic cartoons. "Teknodik Magazine (August 1994). Therefore, it is feared that children will imitate this aggressive behavior, in addition to violent scenes, it also affects everyday life later.

From the process of watching, a behavior will arise that is eternal in nature but can change, be changed and develop as a result of the interaction of individuals with their environment. These changes can be positive or negative. The nature of the individual changes that occur is determined by the individual concerned with their environment. Actions / behaviors that bring positive and pleasant effects tend to be imitated. Conversely, behaviors or actions that bring

negative effects tend not to be imitated, but it should be remembered that if negative behavior or actions that should have negative and unpleasant consequences but in reality do not or even vice versa also tend to be imitated. Teknodik Magazine (August: 1994). From these things, it will cause a tendency towards aggressive behavior. According to Sarlito Wirawan Sarwono (2002: 296) At first glance, every behavior that is detrimental or causes victims to other people can be called Aggressive Behavior. Or in other words, what is meant by Aggressive behavior is physical or verbal behavior that is deliberate with the intention of hurting or harming others.

FORMULATION OF THE PROBLEM
Based on the description above, the research problem can be formulated as follows: Is there a relationship between the intensity of watching violent cartoon films on television and the tendency towards aggressive behavior in children of SDN Joglo 06 Pagi Lapangan Merah, Kembangan District, West Jakarta?

THEORETICAL BASIS
Intensity of Watching Violent Cartoons on Television
The word intensity according to Sarlito Wirawan (1987:19) has the meaning of a state of level and size. The meaning of the word can also be meant as how much or how often someone does an activity in a certain time unit. According to Dorland (1994:935), intensity is a state of activity. An activity that is carried out continuously is called intensity; The word intensity generally has its own meaning depending on what function the term will describe. According to Friederich Friederich and Stein (in Santrock, 1997: 260-263) who conducted a longitudinal study on adolescents aged 12-17 years about the intensity of watching violent films on television, it turns out to have a significant impact on TV viewing behavior concerning the time used by adolescents to watch every day (duration), the impression captured by adolescents when watching or better known as (impression), the values captured in adolescents after watching or better known as (internalization of values) and the existence of a strong and continuous desire to watch so that it is difficult to eliminate or known as (dependent of violence film). The unit of time can be in the form of years, months, days, hours, minutes, and seconds. From that unit of time, a calculation can be drawn of how many times someone does an activity in one of those units of time. Intensity can be done on all objects that will be done or subjected to a job by the perpetrator. Audio Visual Tools are tools that are Audible, meaning they can be heard, and tools that are "Visual" meaning they can be seen. Audio visual tools are useful for effective communication, so they can be a tool for educational purposes. According to Nana Sudjana (2002:129) Since humans existed, technology has been created, even technology is considered a characteristic of humans. Every change in technology or the emergence of new technology can cause a reaction in some or all of society. Rapid changes can cause a greater reaction, because when they have not had time to adapt to the new technology, another technology has emerged, so that the adaptation process continues quickly and the system is under prolonged stress.

Watching Television
According to Lull (in Mucharam, 2000:20), watching television cannot be seen as a one-dimensional activity. This activity can be seen from the following dimensions:
a. Audience Type
   People watch television in different types, some watch attentively, but there are also those who watch casually. According to Tom Lindlof (in Hilda, 1992:29), the types of viewers are distinguished based on how they watch, namely:

1) Focus Viewing, namely watching television is the main activity, the audience pays full attention to the program they are watching and does not want any interruptions so that no parts of the program are missed.
2) Monitoring, namely watching television is a secondary activity in addition to other activities. This type of audience feels that it is enough to just follow what is happening in the television show. They may watch television while doing housework or while engaging in a conversation.
3) Idling, namely the audience's involvement in television programs is low because they watch it only as a momentary interlude between other activities.

b. Watching Intensity

According to Heath (in Atiek, 2006:21), the intensity of watching is indicated by the amount of time a person spends watching television. The amount of time spent watching television should ideally be regulated within reasonable limits so that other more important activities are not neglected. Based on the intensity of watching television, viewers can be divided into several groups, namely light viewers, moderate viewers and heavy viewers. What is meant by the moderate viewer group is viewers who have the amount of time watching according to the normal amount of time, less than that is classified as light viewers and more than that is classified as heavy viewers. According to Comstock (1985, in Atiek, 2006) the ideal time limit for someone to watch television is determined by their age. For preschool age, the amount of time spent watching television should be limited to one hour a day, while for school age it is two hours a day. For teenagers and adults, the normal amount of time to watch television ranges from 10-11 hours a week. The high intensity of watching in children and teenagers will provide an opportunity to view the symbolic reality seen through television as consistent with the actual social reality. This is more due to what Walter Lippman (1996) said as the audience perceives what they see through the mass media. The high intensity of watching television in children and adolescents will provide an opportunity to view the symbolic reality seen through television as consistent with the actual social reality. This is more due to what Walter Lippman (1996) said as the audience perceives what they see through the mass media (in Picture in our head). This is reinforced by what Condry said (in Atiek, 2006) who stated that someone who watches television for four hours a day will feel the indirect effects of television more than those who only watch two hours a day; in addition, Condry also concluded that on average every household that has a television turns on their television for seven hours per day.

c. How to Spend Time

Each person is different in how much time they spend in front of the television, so Heath (in Atiek, 2006) divides audience groups based on how people spend their time watching television, namely:

1) Average Viewer, people who watch television to spend their free time. This type of viewer turns on the television just to see what television programs are on at that time, but then stays in front of the television to spend their free time. Usually they watch at night just to spend the rest of the night.
2) Selective Viewer, this type of viewer cares more about television programs. They usually buy print media that provides information about television programs and plan the programs they want to watch.
3) Addict, this type of viewer has a compulsive need to watch any program on television. According to the Bandung research report (in Nia Kurniati, 1993: 20) the aspects that will be measured in television watching activities are:
   a) Frequency of watching, which concerns the size of how often one watches television in a certain time unit.

b) Duration of watching, which is the amount of time spent watching television in a certain time unit.
c) Programs followed, which are the types of programs from television broadcasts that are usually followed.

Definition of Cartoon Film

According to the Department of Education and Culture, the Great Dictionary of the Indonesian Language, (1990:242) "the physical meaning of film means a thin membrane made of celluloid for a negative image (which will be made into a portrait) or for a positive image (which will be played in a cinema). While through social agreement, the term film gets the meaning as it is generally understood, namely a moving picture play (story) or a symptom of something related to moving pictures. Then the definition of a cartoon film according to Nana Sudjana (2002:69) is a presentation of images or caricatures of people, ideas or situations that are designed to influence public opinion. According to Elizabeth B. Hurlock (1993:351) wrote in her book about "children's films are: all types of films that have a fantastic, imaginary and daydreaming nature, either in the form of cartoons or other than cartoons. Because the nature of the film is in accordance with the psychology of children, then "they really like to like the film like cartoons, films about adventure stories and star films". Films are considered the cheapest entertainment, if television films can be enjoyed by the public at a relatively cheap cost and can be watched flexibly in terms of time and opportunity. Films as mass media have advantages including in terms of reach, realism, emotional influence, and great popularity. In addition to having advantages, films also have several weaknesses. One of the weaknesses is the fleeting nature, so that to capture the message in its entirety people cannot divert their attention to do other activities. Adi Pranaja (in Jupriyanti, 2003:13), said that films in social institutions are related to three things: First: related to the film-making community, Second: a reflection of society on the scale of the abilities of its makers with all the existing influences, and Third: related to social values, to what extent films can function as a means of entertainment and at the same time education for society. The group of children who spend a lot of time watching these films are those who Hurlock calls "the late childhood period, marked by their entry into elementary school, until sexual maturity (adolescence)". By using images, filmmakers get movement and forms that do not exist in reality.

Types of Violent Cartoon Films on Television

Various types of cartoon film stories on the interest of watching in children's groups, there are groups of children who like various stories related to technological developments, especially space technology, and there are also groups of children who like types of fairy tales - fairy tales of struggles between evil characters against good characters or fairy tales taken from classic stories that are already known in the world of children either through story books or from their parents' stories. Films for children such as cartoons or animations and dramas or children's violence which are also still dominated by films from western culture such as those produced by Walt Disney such as Mighty Mouse, Donkey Kong, Popeye, the Flinston, Tom and Jerry, Beauty in the beast, Cinderella, Sheerg, Lion King Woody Woodpecker, and Japanese serial films such as Doraemon, Ninja Hatory, Shinchan, Sailor Moon, Candy-Candy, Dragon Ball, Magic Knight Ray, Ultra Mant, Power Ranger, Satria Baja Hitam, Robot Cop, Detektive Conan and others.

According to Ciptoningtyas (in Jupriyanti, 2003:16) types of animation can be distinguished as follows:

Based on the Technique

a. 2D animation, namely using visual objects such as images or photos. For example, cel animation and cartoon animation such as those produced by Walt Disney.

b. Stop Motion Animation, namely 3D animation of both inanimate objects. Examples are Clay animation (because it uses clay material, a kind of clay) and armature animation which uses doll objects called armatures. This WWF stop motion animation advertising film.

c. 3D animation or computer animation, namely all visual objects that are computer creations and the design and animation processing are also done on the computer. For example, the Voltron film, the Donkey Kong film, Lion King, Sheerg and others.

d. Combination animation is animation that uses a combination of variations between several animation techniques or even with other visual techniques such as Life Action in one scene or one display. This combination is divided into a 2D-3D combination (such as the Lion King and Pocahontas films), a 2D-Life Action combination (such as Who's RAMED Roger Rabbit) and a 3D-Life Action combination (such as Jhonny Mnemonick, Jurassic Park and Mask).

Understanding Violent Cartoon Films on Television
According to Oemar Hamalik (in Atiek, 2006:39), film or moving pictures is a combination of movement, words, music, and color. The film is projected through a projector lens mechanically, so that the layer shows a moving picture. In a film, each picture is called a frame. The film moves frame by frame in front of the lens or on the screen as fast as possible, alternately, and provides a continuous visual process. So that there is no gap between the pictures. The pictures move sequentially and depict an event, stories, pure objects, as in the actual event (Wisiji Poerwadarminta, 1990:991).

According to Teknodik Magazine (August: 1994) violent cartoon films are films that display the characteristics of pious and tyrannical characters, success is achieved through violent efforts, showing wounds, blood and destruction, and in a heroic character in this type of cartoon film, the solution tends to be done quickly and easily through violent acts by his enemies (antagonists). This means that there is an implied message that violence must be answered with violence, as well as cunning and other crimes need to be fought through the same methods.

Sri Andayani (Teknodik Magazine, 1997:34), conducted a study on several violent cartoon films such as Japanese cartoon film productions consisting of Sailor Moon, Dragon Ball, and Magic Knight Ray Earth, stating that the film contains many antisocial scenes (58.4%) rather than prosocial scenes (41.6%). This is ironic, because the film is themed on heroism, the most frequently appearing antisocial treatment categories are swearing (38.56%), harming (28.46%), and mocking (11, 44%), while the prosocial category, behavior that often appears is warmth (17.17%), politeness (16.05%), empathy (13.43%), and advice (13.06%). Likewise, other films, especially imported films, carry negative content so that children become more aggressive which can be categorized as anti-social after watching the cartoon. Gerbner (1972, in Atiek 2006) stated that films that are categorized as containing elements of violence are all films that display physical strength with or without weapons directed at themselves or others where the action results in pain or death. A violent film is an action film that involves physical violence or the use of weapons.

Types and Types of Violent Cartoon Films on Television
According to (Purwodarminto 2006:33) the types of violent cartoon films on television include the following:
a. Drama Cartoon Film
   This Drama Cartoon Film is included in the type of film that is categorized as full of family warmth, politeness in everyday life, empathy and sympathy in everyday relationships.
b. Detective Cartoon Film

This detective film is included in the type of "action" film. Based on the meaning of the detective itself, namely the secret police, the meaning of detective is a film that in its screening displays many secret police figures.

c. Terrorist Cartoon Film

This terrorist film is included in the type of action film. And the terrorist himself is a person who uses violence to cause fear.

d. Silat or Kungfu Cartoon Film

This silat or kungfu film is included in the action category. Based on the meaning of kungfu and silat itself, namely the skill of fighting by attacking and defending oneself, the meaning of the silat or kungfu film is a film that in its screening displays many fighting scenes followed by the agility of attacking and defending oneself.

e. Action or Duel Cartoon Film

This action or duel film is included in the type of action film. Based on the meaning of the word fight or duel itself, namely a fight, the meaning of an action or duel film is a film that in its screening shows many fighting scenes.

Dynamics of Violent Cartoons on Television

According to Singgih (Yulianti, 2004:16) the dynamics of violent cartoon films on television are:

a. Violent cartoon films are a means of learning aggressiveness for children, namely through observation or imitation. This imitation will affect children's attitudes and behavior. Likewise, violent cartoon films initially influence children, so that having this positive imitation then encourages the emergence of positive attitudes and behavior towards violent cartoon film characters which in turn motivates children to model or imitate or imitate these characters.

b. Shows, sadistic scenes and criminal acts are a kind of free and creative course for children, because they are shown continuously and are depicted as realities that then shape the audience's thought patterns.

c. It is a very efficient means for children to cause aggression, because children are the most sensitive audience to influence.

d. The characters in violent films are usually depicted as strong, component, aggressive in achieving success and solving problems that are obtained through violence. This figure is the one who is admired in the child's life and is then used as a model of identification.

Understanding the Intensity of Watching Violent Cartoons on Television

Based on the definition that has been presented, it can be concluded that the intensity of watching violent cartoon films on television is the amount of time a person spends watching violent films on television that show scenes of physical aggression such as the use of weapons or not using weapons that result in injury to himself and others and/or death and cause damage to objects, including scenes of verbal aggression such as threatening opponents, humiliating, and mocking.

TENDENCY TO AGGRESSIVE BEHAVIOR
Understanding Aggressive Behavior

The understanding of the word aggressive by the outside community is often identified with things related to quarrels, fights, vandalism and abuse. There are several definitions put forward about this aggression. Sears et al (1994:3) see aggressive behavior as an action that hurts others and what is meant for that, aggressive actions can be anti-social, pro-social or simply approved depending on whether the action is contrary to or in line with social norms. Anti-social

aggression is aggression that is unreasonable and aims to hurt others, for example attacking with violence, murder, gang fights, and actions that violate social norms.

Prosocial aggression is an aggressive action that is actually regulated by social norms, for example, legal force carried out by the police and discipline applied by parents. Approved aggression is an aggressive action that is not accepted by social norms, but is still within reasonable limits. For example, a coach punishing a player who commits a violation, a shop owner who defends himself by hitting someone who is going to rob his shop. According to Baron and Byrne (in Berkowitz, 1995: 14) aggression is any form of individual behavior that is intended to hurt or harm another individual who does not want the behavior to come so that there is an effort to avoid it. Meanwhile, Moore and Fine (in Koeswara, 1988: 5) define aggression as violent behavior physically or verbally towards other individuals or towards objects. The target of behavior is not only humans, but also objects and other objects. According to Berkowitz (1995: 4) in general, experts who write about the problem of research-oriented aggression define aggression as any form of behavior that is intended to hurt someone either physically or mentally. Meanwhile, according to Murray quoted (Halldan Lindzey, 1993:5) Aggression is an attempt to face resistance with violence, fight, retaliate against unfair actions, attack, injure, or kill others, fight violence or punish others. According to the psychoanalytic view, driven by Freud (Sears, 1994:8) states that aggression is an expression of an irresistible psychic urge that requires channeling. Freud argued that aggression is a basic urge, such as the physiological experience of hunger, thirst, or the rise of sexual urges, it is proven that humans have an innate instinct to behave aggressively, this aggressive behavior for example the instinct to fight. The form of aggression according to Freud is a tendency that leads to actions or actions that cause pain, damage, contain danger, hurt, or actions that harm others. From some of the descriptions above, it can be concluded that the definition of aggressive behavior is deliberate behavior and has the aim of injuring or hurting others either physically or verbally, towards an object. From the definition of behavior above, it can be seen that the definition of aggressive behavioral tendencies is a person's desire to behave intentionally which has the aim of injuring or hurting others either physically or verbally, towards an object or person.

Components of Aggressive Behavior

Buss and Perry (1995:245) divide aggressive components into four components, namely physical aggressiveness, verbal aggressiveness, anger and hostility. These four components of aggressive behavior represent human behavior, namely motor, affective and cognitive components.

a. Physical Aggression

   Components of motor behavior such as physically injuring and hurting others, for example by attacking, destroying.

b. Verbal Aggression

   Motor components such as injuring and hurting others by using verbalization, for example arguing, showing dislike and disapproval of others, mocking and spreading gossip.

c. Anger

   Components of emotions or affective such as psychological arousal and loneliness to act aggressively, for example easily irritated, losing patience and unable to control feelings of anger.

d. Hostility

   Components of cognitive behavior such as feelings of hatred and suspicion of others, feeling that life is unfair and jealous.

   This component of aggressive behavior will be used as a measuring tool for aggressive behavior tendencies in research.

Forms of Aggressive Behavior
According to Sears (1994:18) the forms of aggressive behavior are:
a. Instrumental Aggression, occurs when people use aggression to achieve practical goals by hurting others, in this case aggression functions as a means.
b. Direct aggression, meaning behavior to meet basic needs in other words people can speak freely and defend their needs without hurting others.
c. Indirect aggression, aggression here is a closed destructive behavior. Individuals in this aggression have feelings of anger that are not direct or cannot be expressed, tend to prolong feelings of anger.
d. Murray and Morgan
e. Indirect active aggressive behavior, such as spreading bad gossip about others.
f. Direct passive aggressive behavior, such as not wanting to talk to others.
g. Indirect passive aggressive behavior, such as remaining silent even though they disagree.

From the various forms of aggressive behavior as described above, in general aggressive behavior can be grouped into three large parts, namely:
a. Based on its direction, aggression is divided into active aggression and passive aggression. Active aggression is directed at others, such as attacking others or damaging other people's belongings, while passive aggression is directed at oneself, such as injuring or hurting oneself.
b. Based on its method, aggression is divided into direct aggression and indirect aggression. Directly, meaning aggressive behavior is directed at the source or object that causes frustration, indirect aggression.
c. Based on its form, namely physical aggression in the form of stabbing, hitting or pinching behavior, verbal aggression in the form of cursing, swearing, threats of violence.

RESEARCH METHODS
The population in this study was taken entirely from elementary school children of SDN Joglo 06 Pagi Lapangan Merah, Kembangan District, West Jakarta. which totaled 186 people. In this study, sampling from the existing population used the Proportional Random Sampling technique. The data collection tool in this study used a modified Likert scale of Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS).
The data analysis method used in this study was the product moment correlation, namely by calculating the correlation of the total score of the independent variable with the dependent variable.

RESEARCH RESULT
Based on the computation of the Product Moment Correlation analysis from Karl Pearson with the SPSS program version 13.50 for windows, the correlation coefficient between the intensity of watching violent cartoon films on television with aggressive behavior in children of SDN Joglo 06 Pagi Lapangan Merah, Kembangan District, West Jakarta was obtained at 0.138 and $p > 0.05$, so it can be concluded that Ha (Alternative Hypothesis) which states that there is a relationship between the intensity of watching violent cartoon films on television with a tendency towards aggressive behavior in children of SDN Joglo 06 Pagi Lapangan Merah, Kembangan District, West Jakarta in this case is rejected while Ho (Null Hypothesis) which states that there is no relationship between the intensity of watching violent cartoon films on television with a tendency towards aggressive behavior in children of SDN Joglo 06 Pagi Lapangan Merah, Kembangan District, West Jakarta is accepted.

CONCLUSION

The conclusion of this study is that there is no significant relationship between the intensity of watching violent cartoon films on television and the tendency towards aggressive behavior in children of SDN Joglo 06 Pagi Lapangan Merah, Kembangan District, West Jakarta.

DISCUSSION

Intensity of Watching Violent Cartoons is the amount of time a child spends watching violent cartoons on television. The intensity of watching violent films is measured by frequency and duration. Aggressive behavior tendencies are: any behavior that harms or causes victims to others / physical or verbal behavior that is deliberate with the intention of hurting or harming others.

SUGGESTION

Based on the results of data analysis and conclusions, the suggestions that will be given as the end of this paper are: For further research, it is recommended to examine other factors besides the intensity factor. Such as: parenting patterns that influence aggressive behavior or attitudes and gender roles that influence aggressive behavior.

1. For parents, although there is no relationship between the intensity of watching violent cartoons on television and the tendency for aggressive behavior in elementary school children, it is hoped that parents can still provide more positive input to their children in watching television so that they can reduce misunderstandings in capturing television broadcasts.
2. For elementary school students or teenagers who watch this type of film, it is hoped that they can be more selective in selecting shows that are worth watching and be more aware that the scenes in cartoons are just camera tricks and are not based on real reality.
3. For schools, shows that encourage aggressiveness in elementary school students receive more attention from guidance and counseling teachers. So that it can be used as a direction in counseling guidance for student behavior towards a more positive direction.

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