



The effectiveness of the Aggression Replacement Training (ART) model to reduce the aggressive level of madrasah aliyah students

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Abstract

Purpose: This study aims to prove the effectiveness of Aggression Placement Training (ART) in reducing the aggressiveness of students, especially in Islamic High School (Madrasah Aliyah).

Method: This research used a true-experimental design method with a randomized pretest-posttest control group design. Samples were determined using random selection technique. The subjects were students of class XI Madrasah Aliyah Negeri Kendal. Aggressiveness data collection is using the Buss-Perry Aggression Questionnaire (BPAQ).

Results: The results of the study revealed that ART with an Islamic cultural and religious approach was effective in reducing the level of students' aggressiveness. The data show the level of aggressiveness of students in the experimental group was significantly lower than students in the control group. The theoretical means of 93.461 to 45.09 with a significance level of 0.00.

Implication: ART is suggested to be applied to overcome student's aggression, therefore it is recommended for further researchers to use larger research subjects to have a more accurate conclusion; use ART for problems other than aggression such as low prosocial, low morale, and so on; conduct research in school settings where students are more heterogeneous, which is using ART to reduce the level of students aggression in senior high school or vocational high school.

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Originally: This study used ART that had been adapted to the conditions of the Indonesian people, especially those who were Muslim. The training related to skill streaming, anger control training (ACT), and moral reasoning had an Islamic nuance.

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Abstrak

Keywords:

Agresivitas, Agresion Replacement Training (ART), siswa madrasah aliyah.

Tujuan - Penelitian ini bertujuan untuk membuktikan efektifitas Pelatihan Penempatan Agresi (ART) dalam mengurangi agresivitas siswa khususnya di Madrasah Aliyah .

Metode - Penelitian ini menggunakan metode true-experimental design dengan rancangan randomized pretest-posttest control group design. Sampel ditentukan dengan teknik pemilihan acak. Subjek penelitian adalah siswa kelas XI Madrasah Aliyah Negeri Kendal. Pengumpulan data agresivitas menggunakan Buss-Perry Aggression Questionnaire (BPAQ).

Hasil - Hasil penelitian mengungkapkan bahwa ART dengan pendekatan budaya dan agama Islam efektif dalam menurunkan tingkat agresivitas siswa. Data menunjukkan tingkat agresivitas siswa pada kelompok eksperimen secara signifikan lebih rendah dibandingkan siswa pada kelompok kontrol. Rerata teoritis sebesar 93,461 sampai dengan 45,09 dengan taraf signifikansi 0,00.

Implikasi - ART disarankan untuk diterapkan untuk mengatasi agresi siswa, oleh karena itu disarankan bagi peneliti selanjutnya untuk menggunakan subjek penelitian yang lebih besar untuk mendapatkan kesimpulan yang lebih akurat; menggunakan ART untuk masalah selain agresi seperti prososial rendah, moral rendah, dan sebagainya; melakukan penelitian di lingkungan sekolah yang siswanya lebih heterogen, yaitu penggunaan ART untuk mengurangi tingkat agresi siswa di sekolah menengah atas atau sekolah menengah kejuruan.

Orisinalitas - Penelitian ini menggunakan ART yang sudah disesuaikan dengan kondisi masyarakat Indonesia, khususnya yang beragama Islam. Pelatihan terkait skill streaming, pelatihan pengendalian amarah (ACT), dan penalaran moral bernuansa islami.

Introduction

Aggression is a phenomenon that can take many forms, ranging from relatively minor acts, such as name-calling or pushing to more serious acts, such as hitting, kicking, or punching to severe acts, such as stabbing, shooting, or killing (Allen & Anderson, 2017). Aggression is a complex problem (Bushman & Huesmann, 2010,) and it has already become a universal problem (Neto, 2005). Aggression is also a common problem occurring in students that can provide negative effects on their psychology, education, and outcomes (Salkind & Rasmussen, 2008) and is also one of the behavioral problems that still exist today (Meepien et al., 2010). Anderson and Bushman (2002) defined aggression as any behavior directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target and that the target is motivated to avoid the behavior”.

Wilson & Lipsey (2005) also responded about aggression that these behaviors, even when not overtly violent, may inhibit learning and creates interpersonal problems for those involved. Aggression can happen anywhere, anytime, and by anyone in this world, both men and women, both at home and at school, and even students and teachers.

Aggression can be taken by hating, mocking, speaking harshly, bullying, hitting, slapping, kicking, etc. This behavior makes the victims feel uncomfortable. As a result, they also feel uncomfortable during the teaching and learning process. It is because they have to cope with pressure, threats, intimidation, and other similar behaviors. If this continues, the atmosphere at school will not be conducive.

Aggression is one of the most depressing problems occurred in school-age children and adolescents. The terms such as anger, hostility, and aggression are commonly used interchangeably. Some research considers three representing terms: cognitive, affective, and behavioral components with the same multidimensional construct (Leon et al., 2002). Aggression is caused by depression, stress, and loneliness. In the school environment, aggression is associated with low academic involvement, classmates, support from teachers, and a positive attitude toward the school (Estevez et al., 2018).

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According to the official page of KPAI, aggression and violence toward children and women can still be found in Indonesian schools. The statistics show that there are more than 4,000 cases detected and reported every year. In 2017, there were 4,579 cases, and it increased to 4,885 in 2018, but it decreased to 4,369 in 2019 (kpai.go.id, 2020)

Many data and facts about this aggression happened inside and outside schools that can be accessed via mass media. For example, the brawl of SMK students that was triggered by revenge that killed 1 student (Kompas.com., 31-08-2018); aggression expressed by the teacher towards the students in the form of punching and bullying that was recorded and uploaded to media (Medcom, 2019). The perpetrators of violence are school principals, teachers, students, and parents. There were 44% of violence cases perpetrated by teachers/school principals to students, 13% of violence cases perpetrated by students to teachers, 13% of violence cases perpetrated by parents to teachers/students, and 30% of violence cases perpetrated by students to other students (National, 2019).

In addition to the forms of aggression mentioned above, there are other forms of aggression expressed by students of Madrasah Aliyah, Kendal, such as swearing, speaking rudely, playing pranks on fellow friends and teachers, not greeting each other, spreading gossip, telling others to hurt someone because he cannot do it by himself, disturbing students and teachers, fighting, extorting (forcibly asking for money from fellow students), and other actions that are categorized as violating school rules (AM, personal communication, October 6, 2020).

The cases in Indonesia as mentioned above show that aggression is not only expressed by students, but also by teachers. The students involved are not only students who attend general or vocational high schools, but also students who attend schools with a religious education pattern. This invites the concerns of various parties as well as challenges for religious circles, the government, teachers, counselors, the academic community, and the community in general to find solutions to these problems.

If aggressive behavior is not controlled and addressed, it will lead to destructive behavior that can have a very broad impact and even it will result in terror behavior. Conversely, if aggressive behavior can be reduced, then the community environment, especially the school environment will be conducive. In order to achieve a safe and peaceful life, it is important to look for solutions, which is controlling aggressive impulses. (DeWall et al., 2010).

Some research revealed the causes of aggressive behavior include failure of self-restraint, depletion of self-regulatory capacity, and ego depletion (DeWall et al., 2007; Vohs et al., 2011), as well as low self-control (Denson et al., 2011). In addition, it is also reinforced by interpersonal provocation (Nugent & Ely, 2010) and rumination accompanied by provocation (Vasquez et al., 2005; Pedersen et al., 2011).

From the description above, it is necessary to take serious efforts to overcome or at least reduce aggressive behavior. To reduce students' aggressive behavior at school, it is important to take various efforts and comprehensive treatments involving all components of the school, especially guidance and counseling teachers. Therefore, the development of early interventions for aggressors and victims has promised the improvement of the health and well-being of school-age children, school institutions, and their communities (Leff & Crick, 2010).

On the other hand, Cognitive Behavioral Therapy (CBT) views in an integrative way that thoughts, behavior, and the environment play a role in abnormal behavior, in this case, aggressive behavior, which is also due to dysfunctional assumptions (Wilson & Branch in Herdiana, 2010). In some research, CBT can reduce problems related to anger, aggression, and disruptive behavior in school-age children (Beck & Fernandez, 1998). Substantially, research concerning aggressiveness refers to the premise of information processing on social problem solving, the socio-cognitive structure involved, the role of emotional and cognitive interactions, and the interaction of people and situations. One of the relevant CBT models in dealing with aggression is Aggression Replacement Training (ART).

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ART is a multimodal intervention design in psychoeducation. ART is a formulation of a multimodal approach that is used to deal with aggressive perpetrators. ART is the development of a multicomponent intervention used to treat adolescents with antisocial behavior (Goldstein, 1994; Amendola & Oliver, 2009). This is because ART is a suitable and effective intervention model to reduce aggressive behavior (Hollin, 2003; Hosley, 2005; Cobb et al., 2006) by helping them to learn about something new, where they have adequate prosocial behavior (Hollin, 2003). Other research has shown that ART is effective in breaking the chain of violence and aggression (Hosley, 2005), improving social skills, and reducing behavioral problems (Gundersen & Svartdal, 2006).

The ART developed in this research was adapted to the Indonesian cultural and religious backgrounds of the research subjects, in this case, students of Madrasah Aliyah Kendal, who were all Muslim. This is in accordance with Pedersen et al. (2002) who said that all behaviors can be learned and can also be displayed in a specific cultural context. Therefore, accurate assessment, meaningful understanding, and appropriate intervention are required to understand each context in cultural counseling. Based on the background of the problem above, it is necessary to prove whether or not Aggression Replacement Training (ART) is effective in reducing the aggressive level of Madrasah Aliyah students.

Research Method

This research used a true-experimental design method with a randomized pretest-posttest control group design (Isaac & Michael, 1984; Fraenkel & Wallen, 2006; Heppner et al., 2008; Cresswell, 2005). To determine the aggressive level, the research instrument used was an aggression questionnaire (Buss-Perry Aggression Questionnaire BPAQ) (Buss & Perry, 1992) which was developed by Bukhori (2008), and by researcher's, t-test which was used for data analysis.

This research was performed at Madrasah Aliyah Negeri Kendal. The population in this research was all XI grade students of MAN Kendal, in the 2020/2021 school year, which were 421 students. To determine the aggressiveness level, an aggressiveness questionnaire was used. During the research, of the total students, 344 students were completing the aggression items; 160 male students and 184

female students. Of 344 students, 117 students had a high aggressiveness level, 128 students had a moderate aggressiveness level, and 99 students had a low aggressiveness level.

Samples were determined using random selection technique followed by random assignment and random selection. The number of members for each small group was less than 30 people or each group, both experimental and control, had a minimum of 15 people (Isaac & Michael, 1984; Creswell, 2005; Fraenkel & Wallen, 2006).

Of the 117 students who had high-level aggression, 42 students were selected as research subjects. The 42 students were divided into two groups, which were the experimental group and the control group. Both groups were students who had a high aggressiveness level and were randomly selected. Each group consists of 21 students.

Aggression

Aggression is an injuring behavior or an intention to injure, hurt, harm, or damage that causes physical or psychological harm to someone who does not want to be harmed or causes damage to objects. This can be in the form of verbal and physical aggression, anger, and hostility.

Verbal aggression is an attack on another person's self-concept in order to cause psychological pain, which includes depression, humiliation, or other negative feelings such as insulting, yelling, threatening, sarcasm, and calling disparaging names. Physical aggression is defined as an act that aims to injure another person through physical force or dominance, such as kicking, hitting, stabbing, or similar behavior. Anger is a form of aggression that is hidden in one's feelings towards others, however, its effects can be seen in actions that hurt others. For example, a red face, bulging eyes, clenched hands, and not responding to greetings. Hostility is negative behavior directed at others that arises because of certain feelings, such as envy and jealousy. This hostility can appear in the form of behavior that hurts others, such as sneering, holding grudges, and slandering.

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Aggression Replacement Training (ART)

Aggression Replacement Training (ART) is one of the programs in CBT. ART is a multimodal intervention design in psychoeducation. ART is used to change antisocial behavior, including aggressive behavior for students. ART consists of:

Skillstreaming (Behavioral Components)

Skillstreaming/social skills training teaches interpersonal skills in dealing with anger provocation events. Skillstreaming is intended to overcome antisocial behavior into prosocial behavior. It is also designed to teach a broad curriculum of prosocial behavior. Skill streaming is taught through role-playing, performance feedback, and transfer training.

Anger Control Training (ACT)

ACT is an affective/behavioral component that seeks to teach at-risk skills, and reduce their affective impulses by increasing their self-control competence when they are filled with anger. ACT is carried out to reduce a person's level of anger by taking a deep breath, *istighfar* (the act of seeking forgiveness from Allah), and imagining peace.

Moral Reasoning

Moral Reasoning (cognitive component) is a set of procedures designed to increase the level of fairness, justice, and concern for the needs and rights of others. Moral Reasoning is used to increase moral capacity when a person has a relationship with other people. Moral Reasoning is taught by answering written questions about events related to morality in the surrounding environment.

Finding and Discussion

Based on the results of the t-test in [table 1](#), it was found that the decrease in the mean student aggressive level in the experimental group was from 93.461 to 45.09. The calculation of the mean of student aggression indicates that this model is effective in reducing the aggressive level.

Table 1 . Decrease in the Mean of the Aggressive Level in the Experimental Group

Component	Pre-Test	Post-Test	Description	Conclusion
Total post-test	93.461	45,087	93.461 < 45.09	There is a reduction in the mean of the aggressive level

Table 2 shows the difference in the reduction of the student aggressive level in the experimental group and the control group can be explained through the results of the different test results for the reduction in the aggressive level.

Table 2 . Reduction of Aggressive Behavior Level in Experimental and Control Groups

	T	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Pre-test for Experimental Group	120,312	20 0.000	137.71429	135.3266	140.1020
Post-test for Experimental Group	44,253	20 0.000	112.47619	107.1744	117.7780
Pre-test for Control Group	51,682	20 0.000	141.42857	135.7203	147.1368
Post-test for Control Group	40,925	20 0.000	135.80952	128.8872	142.7318

Based on the table 3, it can be concluded that there was a reduction in aggressive behavior levels in each group. In the experimental group, it was reduced from 120,312 to 44,253, and in the control group from 51,682 to 40,925. However, there was no significant difference in the reduction of students' aggressive behavior levels. The reduction summarized in table 3 shows a significant reduction in student aggressive behavior levels in the experimental group after treatment.

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Table 3. The Difference in the Aggressive Level between the Experimental Group and the Control Group

Experiment	Difference	Control	Difference	Decrease	Conclusion
120,312 > 44,253	76,059	51,682 > 40,925	10,757	$F_{\text{eksl}} > F_{\text{cont}}$	The aggressiveness level in the experimental group reduced significantly compared to the control group

This research found that ART with Islamic nuances is effective in reducing the student aggressive level and it supports the findings of previous research. In general, the technique underlying ART, which is Cognitive Behavioral Therapy (CBT), states that thoughts, behavior, and the environment play a role in aggressive behavior. In some research, CBT can reduce problems related to anger, aggressive behavior, and disruptive behavior in school-age children. CBT is also considered suitable for reducing aggressive behavior, especially the level of anger and arousal can be reduced using relaxation and Cognitive-Behavioral techniques.

In particular, ART is a multimodal intervention design in psychoeducation. ART is a formulation of a multimodal approach that is used to deal with aggressive perpetrators. In school settings, ART is effective in reducing the level of problematic behavior in students (Gundersen & Svartdal, 2006). ART also reduces antisocial behavior (Brännström et al., 2018). In the Indonesian context, ART is effective in reducing the aggressiveness level in adolescents (Hardoni et al., 2019).

In this research, ART skills in the form of skill streaming were used to help individuals with prosocial behavior. This research briefly states that behavioral changes in a more positive direction are supported by an emotional and loving, relaxed, mutually supportive, and open atmosphere. Then, eventually, a better behavioral change can be made.

The ART developed in this research was adapted to the Indonesian cultural and religious backgrounds of the research subjects, who were students of MAN Kendal and all of them were Muslim. As stated by Tylor (Tilaar, 2002) "culture or civilization is a complex whole of knowledge, belief, art, legal morals, customs and abilities and other habits obtained by humans as members of the community", one of the products is science. The science is ART, which is an achievement of human creation, it is also a material, meaning that it is a form of psychological achievement that refers to both cognitive and affective improvements.

This is in line with Pedersen et al. (2002) stating that behaviors can be learned and displayed in a specific cultural context. Therefore, accurate assessment, meaningful understanding, and appropriate intervention are required to understand each context in cross-cultural counseling.

Culture which is a pattern of thinking and acting is defined as a view of life or the totality of individuals in their creations and behavior. It also transmits mental concepts from one generation to the next in society. This can be in the form of things that are visible and invisible, cognitive or affective, conscious or unconscious, internal or external, rational or irrational, as well as coercive or voluntary at one time. Therefore, the ART used in this research had been modified and adapted to be suitable for the condition of the research subjects.

From the description above, it is necessary to take serious efforts to overcome or at least reduce aggressive behavior. To reduce students' aggressive behavior at school, it is important to take various efforts and comprehensive treatments involving all components of the school, especially guidance and counseling teachers. Therefore, the development of early interventions for aggressors and victims has promised the improvement of the health and well-being of school-age children, school institutions, and their communities (Leff & Crick, 2010).

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Knowledge that is adapted to the cultural context and is wrapped in Islam is knowledge related to aggression. Aggression in any form, including aggression intending to hurt others, is seen as something that violates religious norms that will result in sin. This is based on dogma and religious norms conveyed in the Qur'an including the word of God in Surah Al-Hujurat 11-12 which states that: Islam does not view strata as superior and inferior in front of humans and God, so it is not allowed to insult and demean others in any form:

“O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them, nor let women ridicule [other] women; perhaps they may be better than them....(Al-Hujurat [49]:11).

Humans are also not allowed to behave aggressively in all its forms:

“O you who have believed, avoid much [negative] assumption. Indeed, some assumptions are sin. And do not spy or backbite each other...” (Al-Hujurat [49]: 12).

The ART used for the intervention of the experimental group was begun with *basmalah* and continued with praying together. After that, the material with Islamic nuances was presented. Socialization was adapted to Islamic morality such as the prohibition of shaking hands with a non-*mahram*, and segregation of seats between male and female students. The last was closing the day with praying and *hamdalah* reading. This religious-based cultural adjustment is reinforced by Kagan & Bacon (Pedersen et al., 2002) who view cultural adjustment as "a process that incorporates levels of association with the host culture and expectations regarding the native culture", "a process combining the degree of association with local culture and expectations regarding indigenous culture".

Cultural adjustment in the context of science can be carried out to obtain suitable treatment materials for research subjects. Therefore, it is important to adapt to their circumstances and conditions in Indonesia. Besides, the understanding of moral reasoning is also adjusted to their understanding of morals based on their religion, which is Islam.

Training in the skill streaming and Anger Control Training as well as short stories in the moral reasoning have been adapted to their conditions and understanding of Islam. So there are typical terms and behaviors shown by students of Madrasah Aliyah in which some of them have experience in Islamic boarding schools.

This is in accordance with the requirements of Aten & Leach in Cornish et al. (2010) where using spiritually or religiously-oriented therapy, psychotherapists recommend clients to carry out their own S/R practices in addition to therapy such as meditation and prayer, reading religious/spiritual texts, and working with spiritual healers, such as folk healer, *curandero* (a), shaman, or spiritual leader.

Johnson et al. (2000) recommend that psychotherapists should respect clients' beliefs, they should not "accept destructive religious beliefs in favor of evaluating diversity". On the other hand, Pedersen (2002) recommends two courses of action. First is to consult (with the client's permission and informed consent) with the client's spiritual leader for "doctrinal clarification and pastoral support in the therapeutic process, which can be effective when clients hold their religious beliefs" which can be "appropriately corrected from within their community". Johnsons et al. (2000),

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as psychotherapists, who are also counselors, should first ensure whether or not the pastor can contribute this perspective, and they have to "apply discretion in selecting pastor so that they can work in collaboration". Second, if counselors share and understand the client's belief S/R, they will be able to modify "demand and evaluation" based on this belief. This can be achieved by Psychotherapists if they help clients to remember the teaching of clients S/R tradition and clients will evaluate whether or not they apply the teaching.

In this case, there is a collaboration among Counseling teachers, *ustadz, kyai, ulama*, and religious experts. With this collaboration, it is expected that the healing process is not only carried through general psychological therapy, but also through religious doctrines, such as confession; confession of sin, confession of faith (*shahada*), and atonement, repentance for all bad deeds that have been committed (Cornish et al., 2010).

Based on the research results, it can be concluded that the hypothesis stating that Islamic Aggression Replacement Training (ART) is proven to be effective and significant in reducing the aggressiveness level in students, is accepted. This shows that ART that has been adapted to Indonesian culture and Islam is one of the treatment models that is suitable to reduce the aggression level.

Students are also able to demonstrate their skills as leaders by directing their groups to the achievement of positive goals (Gundersen & Berge, 2005). ART teaches moral reasoning skills. In this research, students were taught to think at a higher level by solving problems related to moral ethics that exist in social life. By correcting the wrong cognition pattern, it is expected that students have better morals.

On this cognitive side, trainees were taught to replace harsh words, swearing, and so on by mentioning the name of Allah. For example, Replacing "as ..." (which means dog) with *istighfar, astaghfirullahal azhim* (I ask forgiveness from Allah). In addition, they were also directed to replace cursing words with *innalillah*, when they stumbled upon a rock or other objects. Therefore, when they get used to pronouncing these good words, their minds will always remember it and the bad

words will be replaced. Consequently, by applying this habit, they will say good words.

Behavior component is a component that is associated with students' actions, attitudes, or behavior. When ART is implemented properly and in accordance with the provisions and needs of the students, then at a certain point, they can be influencers, and have skills in integrating their potential and job quality. On the other hand, Goldstein et al., (2004) said that this component is used as motivation for other students to always demonstrate positive behavior, so they are loved by their surrounding environment. This is an important component in creating leaders who can foster tremendous enthusiasm, eagerness, and responsibilities.

This statement is supported by Kosopov et al. (2014) stating that most students who obtained treatment in the form of ART therapy can improve their social skills and reduce their problematic behaviors. The improvement in the aspect of social skills includes cooperation, assertive behavior, empathy, and self-control, while the decline in problematic behaviors of students includes undesirable behavior such as anger and moral deviation. ART provides positive effects on the involvement of students participating in each group, so by this participatory attitude, the anti-social behavior of the students can be reduced.

The statement above is in line with Goldstein et al. (1998) stated that ART as an intervention model can reduce aggressive behavior or replace anti-social behavior with very strong pro-social behavior. This intervention model can be done through affective, behavioral, and cognitive components that are given in training social skills, anger control, and appropriate moral reasoning. By giving these three components, students can demonstrate prosocial behavior by prioritizing ideal values, and self-reflection, and then they also actively involve and participate in more positive social activities. Thus there will be a change in thinking by adopting attitudes, actions, emotions, and behaviors demonstrated by a particular individual or group.

Hosley (2005) also mentions that ART is a multimodal process that is highly effective in breaking the chain of violence and aggressive behavior. ART encourages individuals to be able to increase their control in anger caused by the

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constructive frequency owned by individuals, and then ART can also be utilized positively in the themes of efficiency and effectiveness of self-potential and individual performance. In this case, ART teaches how to control anger or Anger Control Training (ACT). This research shows that ACT has an important role in controlling the anger of students who have a high aggressive level by giving the training to find external and internal factors triggering their anger and how to deal with it.

When they are angry, they were taught to reduce it by taking deep breaths starting with *basmalah* and ending with *hamdalah*. After that, they were asked to close their eyes by continuing to recite *istighfar*, asking forgiveness for all the mistakes that have been made, or by imagining a peaceful life or other positive things while reciting *subhanallah*, *alhamdulillah*, or other similar words.

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ART brings positive value because the therapeutic effect touches the psycho-socio-religious aspect. The function of this therapy is related to the alteration of mental attitudes to become optimistic which leads to social piety, commanding good and evil. Another therapeutic function is related to religious aspects. ART becomes a model for self-introspection through an intervention mechanism against oneself to get what should be obtained through one's own efforts, as God said:

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“Indeed, Allah will not change the condition of a people until they change what is in themselves” (Qs. Al-Ra'du [13]: 11).

The verse above explains that Allah will not change the condition of individuals, as long as they do not change themselves. This verse also explains the mechanism of self-intervention that is obtained through the function of therapy. There are personal efforts to do self-evaluation, measure potential, and control anger.

Goldstein et al. (2004) also said that ART brings effective changes to develop behaviors that can reduce the meaning and quality of life, make students responsible, and bring alteration to better attitudes and social behavior. ART can reduce acts of violence, arbitrariness, and ignorance as well as raise self-control, revitalize social role functions, and increase awareness, and responsibility.

Reddy & Goldstein (2001) stated that ART is a model that can make a person to be relaxed, enjoyed, entertained, and happy. ART makes a person suggestive, enthusiastic, relaxed and entertained within the group. The strategy that is widely used is the psychological atmosphere of the multidirectional communication model.

As Goldstein et al. (2004) and Gundersen & Berget (2005) said that ART involves psychological dynamics in the form of mutual understanding, respect, openness, kinship, mutual acceptance, and respect, and then an attitude of caring for others will appear. In addition, ART can lead to friendship and serenity.

Happy, calm, and friendly feelings can be experienced because individuals can transmit their anger appropriately by involving self-control mechanisms, building awareness, and winning positive self-acceptance. This will encourage individuals to feel calmer and their anger is not easily aroused. Psychologically, due to this condition, awareness and emotions can be developed, and then it results in a positive attitude toward oneself. In addition, they are also able to think positively, and avoid anger and negative thoughts that cause anger, so that their aggressiveness can be reduced. This statement is supported by Bukhori (2008) stating that anger and aggression can be reduced by doing activities that can stop negative thoughts as a cause of anger or hatred.

So, based on the description above, it can be concluded that students who receive ART treatment or training obtain supportive psychological conditions such as happy and calm feelings, and they become aware and have personal responsibility, and positive self-control and are also able to reduce anger well. Individuals also always bring up positive thoughts about themselves, so that their aggression reduces.

Conclusions

ART, which integrates Islamic culture and religion, is effective at reducing the aggressive level in students simultaneously. This finding states that the ART model is very effective and significant in reducing the aggressive level in students. This is indicated by the findings in this research that the level of student aggression in the experimental group was significantly lower than in the control group. The findings of this research indicate that ART training provides an effect on reducing the level of student aggression. In relation to the use of research results and based on the findings in this research, several suggestions are made as follows: ART is suggested to be applied to overcome student aggression, therefore it is recommended for further researchers to use larger research subject to have a more accurate conclusion; use research subjects with different ethnicities, cultures, and religions; develop an ART training guide that does not only refer to the cultural background that is wrapped in Islam, but can also be developed in different cultural and religious backgrounds and then to be placed in different backgrounds; use ART for problems other than aggression such as low prosocial, low morale, and so on; conduct research in school settings where students are more heterogeneous, which is using ART to reduce the level of students aggression in senior high school or vocational high school.

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