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The Effect of Negative Peace in Mind to Aggressive Behavior of Students in Indonesia

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Abstract: This ex-post facto research aims to identify the negative influence of peace of mind on students' aggressive behavior. Aggressive behavior of students has become a problem that has not been alleviated to the maximum and is increasingly complex. One model of education that seeks to build students' peace of mind is the peace education model. The use of this educational model can suppress the urge of students to show aggressive behavior. The research data was collected using the peace of mind scale (PoMS) and aggressive behavior scale (ABS). The research sample was taken using cluster random technique with a total of 1263 students coming from western part of Indonesia (East Java, the Special Region of Yogyakarta, and Lampung), the central part of Indonesia (West Nusa Tenggara and Central Sulawesi), and the eastern part of Indonesia (North Maluku). Data in this study were analyzed using simple linear regression. The results of the analysis of the study concluded that negative peace of mind has an effect of 62.9% on aggressive behavior committed by students. This study is recommended for future researchers to develop peaceful thinking training programs to reduce students' aggressive behavior.

Keywords: *Aggressive behavior, peace education, peace of mind.*

Introduction

Peace becomes a condition that is desired by every human being. Violent and non-peaceful conditions trigger negative experiences in children, such as hopelessness (Oztabak, 2020). World peace figures view peace using two methods, namely nonviolence and welfare to live together (Bose, 1981). The concept of nonviolence means that every human being negates violence and injustice without violence (Kosek, 2005). Whereas the idea of welfare views peace, not as a result, but is an ongoing revolutionary process to obtain a calm and security (Rath, 2010).

In addition to society in general, students who study at school also need a culture of peace. Maintaining, making, and building peace in schools is vital to do to encourage students to learn about conflict management and differences of opinion between students (Bickmore & MacDonald, 2010). Teaching peace through education is often referred to as peace education (Saputra et al., 2017). A culture of peace in the school environment will encourage the emergence of comfort, security, and well-being in students in the classroom (Diener, 2007; Setiadi et al., 2017).

Comfort, security, and well-being are the major needs of students when they are present at school. This comfort and safety are obtained by students when they have a good perception of the school climate (Bosworth et al., 2011; Kutsyuruba et al., 2015). Research states that students who have a poor perception of school climate tend to display poor academic performance and academic achievement in school (Kutsyuruba et al., 2015; Makewa et al., 2011; Saputra et al., 2020; Wang et al., 2014). Unlike the case, if students have a good perception of the school climate, then students can actualize in the academic field to the fullest without fear of something negative happening to them.

One of the sources of students' wrong perceptions of the school climate is the increasingly complex behavior of aggressive and violent students (Benbenishty et al., 2016). Students may be under pressure, intimidation, unpleasant

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treatment from their peers. Moreover, at this time, new forms of aggressive behavior are emerging, namely, online aggression (Werner et al., 2010; Zimmerman & Ybarra, 2016). The emergence of aggressive behavior carried out by students also suppresses the existence of social support among adolescents, which also impacts the students' poor perception of the school climate.

Aggressive behavior is one of the problems that has not been able to be overcome optimally in Indonesia. The level of aggressive behavior in junior high and vocational high school students is in the high category (Alhadi et al., 2018; Saputra & Handaka, 2018). There has not been a significant difference in the level of aggressive behavior of male and female students in Indonesia (Saputra et al., 2017). Male students tend to elicit direct aggressive behavior, while female students tend to elicit indirect aggressive behavior (Denson et al., 2018). French et al.'s (2005) research results indicate that conflicts between peer countries in Indonesia are more frequent and not resolved immediately than in the United States. Children in Indonesia often come out of the conflict without a settlement on both sides of the conflict.

Aggressive behaviors occur due to certain factors. Moral disengagement becomes one of the variables that have a positive correlation with aggressive Behavior (Gini et al., 2014). Besides, aggressive behavior also arises because adolescents imitate impressions on violence-themed video games (Anderson et al., 2010; Gentile et al., 2014; Greitemeyer & Muegge, 2015). Emotion regulation and poor anger management also have an impact on high aggressive Behavior (Bazarnik, 2018; Roberton et al., 2012).

Various causes of aggressive behavior are common. Examples are moral disengagement, video games, and dysregulation of emotion. The roots of aggressive behavior lead to negative peace of mind of students. The peace of mind of students created by counselors through counseling could suppress aggressive behavior (Saputra et al., 2020; Saputra & Handaka, 2017). So that peace of mind can predict the low level of aggressive behavior of students.

Previous research identified the level of aggressive behavior in terms of students' negative peace of mind. The pedagogical peace model was developed in Indonesia and did not have a positive effect on the creation of a zone of peace in schools (Eliasa et al., 2019; Setiadi et al., 2017). What causes the failure of the peace pedagogical model to build a peace zone is the lack of model construction, teacher knowledge of the model, challenges in classroom management, and inadequate student participation(reference?). Other research shows different results; the peace of mind development program is effective in preventing the emergence of aggressive behavior in elementary school students (Clayton et al., 2001).

The differences in the results of research on peace of mind and aggressive behavior become the basis for empirically identifying the negative influence of peace of mind on the aggressive behavior of students in Indonesia. The results of this study can provide an overview of aggressive behavior that results from negative peace in mind.

Literature Review

Aggressive Behavior

Aggressive behavior is one of the problems that is often engaged in by students today. Aggressive behavior is a complex phenomenon that has a severity, a variety of meanings, and appears in various forms of violent Behavior (Ramirez, 2009). Another opinion states that aggressive behavior is the tendency of humans to commit acts of violence in the kind of destructive Behavior (Harding, 2006). Aggressive behavior in adolescents often appears to respond to threats originating from outside the individual or group (MacLaren et al., 2010).

The forms of aggressive behavior are also increasingly sophisticated. Even in the era of the industrial revolution 4.0, teenagers have used technology to carry out aggressive behaviors. This phenomenon is online aggression or internet aggression, which is the behavior of hurting other people using internet media (Law et al., 2010; Werner et al., 2010; Zimmerman & Ybarra, 2016). This behavior is easily carried out by students because they do not worry about the immediate impact felt after engaging in aggressive behavior. The phenomenon of online aggression is also a problem for students in Indonesia (Wiretna et al., 2020).

Aggressive behavior has received attention from all over the world, which affects the perpetrators, victims, their families, and other famous people, and has the possibility of appearing in criminal activities (Tajudeen & Aqeel, 2019). The study of aggressive behavior is the study of human behavior that harms others or themselves. Aggressive behavior can be positive because of innate behavior that helps individuals succeed in the environment (Aleyasin et al., 2018). When looking at comparisons between men and women, women tend to have indirect aggression, and men tend to have direct aggressiveness (Denson et al., 2018).

Aggressive behavior in social situations comes in several forms. First, aggressive behavior through social media is a form of aggressive behavior that occurred in the industrial era 4.0, such as trolling, cyberbullying, flaming, and hate speech (Kumar et al., 2018). The second form of aggressive behavior is physical aggression, with a tendency for men to have more physical aggression than women (Björkqvist, 2018). The third form of aggressive behavior is verbal aggression through face-to-face communication and the media, such as insulting rhetoric, discrediting opponents, demanding, blaming, threatening, and predicting negativity (Bykov & Gladchenko, 2019). The fourth form of aggressive

behavior is anger that comes from a person's inability to manage his emotions (Lee & DiGiuseppe, 2018). The fifth form of aggressive behavior is hatred that arises as a result of interpersonal difficulties and emotional difficulties such as depression and post-traumatic stress disorder (Berkout et al., 2019). The last form of aggressive behavior is self-aggression or self-harm. Self-aggression can occur in a kind of suicidal behavior. Things that cause self-aggression are personality disorders such as narcissistic, antisocial, paranoid, and schizotypal comorbid personality disorders, alcohol, and substance use disorders (Sher et al., 2019).

Aggressive behavior in humans has several factors that can be linked to current conditions and traditional life. Individual aggressive behavior can arise due to the use of game technology, such as violent games (Przybylski & Weinstein, 2019). The next factor is the pressure from parents on children, both cognitive and affective when disciplining children (Rodriguez, 2018). Aggressive behavior also arises as a result of excessive joking behavior, such as bullying and cyberbullying (Zych et al., 2019). Another factor in the emergence of aggression is the use of alcohol, which is strongly associated with acts of violence with emotional overflow (Sanchez et al., 2019). These four factors of aggression often arise and are related to the facts of individual life.

Aggressive behavior consists of four aspects, namely, physical, verbal, anger, and hostility (Buss & Perry, 1992; García-León et al., 2002). Physical aggression is aggressive behavior in physical forms, such as hitting and kicking to hurt others. Verbal aggression is aggressive behavior in the way of rejection, threats, and difficulty controlling anger in the spoken form to disturb or endanger others. Feelings of annoyance and resentment towards others for failing to meet their expectations will form anger. Hostility takes the form of hatred or antagonism to others (García-León et al., 2002).

Peace of mind

Peace becomes an integral part of individual desires in life. Peace in individuals includes inner peace that is useful for gathering family, community, nation, and the world (Harris & Morrison, 2012). Building sustainable peace through means of enforcing rules, overcoming bullying, facilitating dispute resolution, engaging in consultations, rejecting bias, and marginalization (Bickmore & MacDonald, 2010).

Peaceful behavior is a character that has an essential value in the life of millennial society. Form of peace in individuals is the way individuals have peace of mind and inner peace that shapes individual behavior to live peacefully in the family, community, nation, and world. Peace in the individual in the peace education program provides space for students to listen to all ideas and participate (Duckworth et al., 2012). Peace education promotes academic activities to encourage democratic participation, reflection, critical awareness, and commitment to broader social change (Hantzopoulos, 2011).

The five stages of gaining peace are adolescents being able to admit mistakes, show remorse, repent, ask and give forgiveness, and pay compensation as a start of reconciliation (Murithi, 2009). The meaning of this peace is the intention of the adolescent's attitude to think and feel that all problems can be solved. Individual peace comes from a unique mindset. Indicators of peace also have relevance with the peaceful mindset that has three patterns of developing an idealistic mind that is humble, self-controlled, and tolerates disapproval (Saputra & Rohmadheny, 2018).

Relationship between peace of mind and aggressive behavior

The discussion on peace of mind has a significant impact because peace of mind complements conceptualization and measures well-being (Sikka et al., 2018). The establishment of peace of mind as one of the strategies to suppress negative behavior. This strategy changes the mindset of humans, not only positive thinking but more than that, to be able to calm down and make yourself more peaceful. One way to form peace of mind through a process of meditation that affects peace and inner harmony, love as thoughts, words, and acts of kindness extends to all surrounding beings (Ariyabuddhiphongs & Pratchawittayagorn, 2014).

The formation of peace of mind can suppress, prevent, or reduce aggressive behavior as maladaptive or negative behavior. Aggressive behavior hurts individual stress levels (van Gink et al., 2018). Therefore the formation of a peaceful mindset can suppress, prevent, or reduce their aggressive behavior. Changing the mindset of peace in individuals who have aggressive behavior requires great motivation or is called the concept of reversal of mind (Toates, 2019). Meditation is the right strategy to form a peaceful mindset (Kreplin et al., 2018).

Methodology

Research design

This study uses an ex-post-facto type that aims to identify the influence and contribution of negative peace of mind to the aggressive behavior of secondary school students in Indonesia. The dependent variable in this study is aggressive behavior, while the independent variable in this study is negative peace of mind.

Data collection

Data in this study were collected using two instruments. The first instrument used was the peace of mind scale (PoMS), which had been developed previously and consisted of 7 items (Lee et al., 2013). The reliability and validity of this instrument are categorized as useful and appropriate to be used to identify the negative level of students' peace of mind. The reliability coefficient of this instrument is 0.91. It is in the very high category, while the validity coefficient is between 0.76 to 0.85. PoMS was developed by considering two indicators, namely the internal state of peacefulness and harmony. The PoMS grid is as follows.

Table 1. Peace of Mind Scale (PoMS)

Variable	Indicator	Items	
		Favorable	Unfavorable
Peace of mind	The internal state of peacefulness	3, 4, 6	7
	The internal state of harmony	1, 2	5

The second instrument was adapted, and it was the aggressive behavior scale (ABS) instrument consisting of 29 statement items (Buss & Perry, 1992). The validity coefficient is between 0.65 and 0.71. The reliability coefficient of this instrument is 0.91, which is in the very high category. ABS was developed by considering four indicators, namely physical aggression, verbal, anger, and hostility. ABS lattices are as follows.

Table 2. Aggressive Behavior Scale (ABS)

Variable	Indicator	Items
Aggressive	Physical aggression	1, 2, 3, 4, 5, 6, 7, 8, 9
Behavior	Verbal aggression	10, 11, 12, 13, 14
	Anger	15, 16, 17, 18, 19, 20, 21
	Hostility	22, 23, 24, 25, 26, 27, 28, 29

Population and sample

This study involved 9,687,676 high school and vocational high school students in Indonesia. This study used a sample of 1,263 students through cluster random sampling techniques. Sampling takes into account the territory of Indonesia, namely western Indonesia, central Indonesia, and eastern Indonesia. The provinces of East Java, Central Java, West Java, and the Special Region of Yogyakarta represent west Indonesia. West Nusa Tenggara and Central Sulawesi represent central Indonesia. North Maluku represents Eastern Indonesia. The distribution of samples in this study is in table 3.

Table 3. Distribution of Research Samples

The region	Province	Number of Samples
Western Indonesia	Central Java	159
	East Java	391
	West Java	98
	Special Region of Yogyakarta	351
	South Sumatra	83
	Lampung	33
The middle part of Indonesia	West Nusa Tenggara	53
	Central Sulawesi	35
Eastern Indonesia	North Maluku	60
	Total	1.263

Research stage

This research was carried out systematically by involving several steps. First, compile the research objectives to be achieved. Second, coordinate with the research team and the distribution of tasks. Third, prepare and design PoMS and

ABS as data collection instruments. Fourth, test the readability of PoMS and ABS, the research instruments were distributed in three regions in Indonesia, namely western, central, and eastern Indonesia. Sixth, administering research data captured through e-questionnaires. Seventh, analyze the research data that has been applied and conclude. Eighth, conduct Focus Group Discussion on the findings obtained together with the research team.

Analysis of research data

The analysis technique used to identify the negative influence of peace of mind on the aggressive behavior of students in Indonesia is simple regression analysis. In this study, test the assumptions before conducting a simple regression analysis, namely the normality test using Kolmogorov Smirnov and the linearity test to determine the data linearity of the two variables.

Testing for normality uses the Kolmogorov-Smirnov one-sample test. Based on the results of data analysis, the asymptotic coefficient significance (2-tailed) 0.55 is higher than 0.05. Thus, the test results concluded that the data had a normal distribution. Table 4 describes the Normality test using the One-Sample Kolmogorov-Smirnov test.

Table 4 Normality Test using the One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		1263
Normal Parameters	Mean	.0000000
	Std. Deviation	6.78202532
Most Extreme Differences	Absolute	.025
	Positive	.025
	Negative	-.016
Test Statistic		.025
Asymp. Sig. (2-tailed)		.055

Linearity testing shows the data coefficient deviation from the linearity sig. > 0.05 or 0.391> 0.05. The results of this test concluded that there is a significant linear relationship between the variables of peace of mind with the aggressive behavior of students. Table 5 describes the linearity test in this study.

Table 5. Linear Assumption Test variables of peace of mind with the aggressive behavior of students

			Sum of Squares	df	Mean Square	F	Sig.
Aggressive behavior * Peace Mind	Between Groups	(Combined)	99484.701	20	4974.235	108.152	.000
		Linearity	98561.025	1	98561.025	2142.964	.000
		Deviation from Linearity	923.676	19	48.615	1.057	.391
	Within Groups		57123.109	1242	45.993		
	Total		156607.810	1262			

In practice, researchers first select a model they would like to estimate. Regression models involve the following components: the unknown parameters, the independent variables, the dependent variable, and the error terms, which are not directly observed in data. Then identify the criteria to determine which outliers are important and influential. Outliers in regression are observations that move away from the point "cloud". These points are very important because they can have a strong influence on the least squares line. For each scatterplot and residual plot pair, identify the outliers and note how they influence the least squares line.

This study uses two instruments, which allow bias in the measurement results (Podsakoff et al., 2012). To the extent that actions are taken at the same time in the same place, they may share systematic covariance because this general measurement context can have the effect of (a) increasing the likelihood that the responses to the predictor variable measures and criteria will coexist in a relatively short period of time, (b) provides contextual cues for information retrieval from long-term memory, and (c) facilitates the use of implicit theories when they exist (Podsakoff et al., 2003). However, the measurement of the predictor and criterion variables was not carried out simultaneously, thus minimizing the occurrence of bias in the measurement results.

Results

Data analysis using simple regression needs to do the assumption test first, namely the test for normality and linearity. The research data must be able to fulfill these assumptions as a condition of conducting simple linear regression analysis. Based on testing the hypotheses, concluding that the data in this study is to have a normal distribution and linear.

Simple linear regression analysis in this study identified a significant influence of negative peace of mind on the aggressive behavior of students in Indonesia. Table 6 outlines the considerable impact of negative peace of mind on the aggressive behavior of students.

Table 6 Model Summary significant influence of negative peace of mind on the aggressive behavior of students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793	.629	.629	6.78471

Table 6 displays the coefficient R, which is a symbol of the correlation coefficient. In the table, the correlation coefficient is 0.793. This value that the relationship between the two research variables is in a strong category. Through this table also obtained the value of R Square, which shows how good the regression model formed by the interaction of independent variables and dependent variables. R Square value is 0.629, which means that peace of mind has a contribution of 62.9% to the aggressive behavior of students in Indonesia, and another 37.1% is influenced by other factors outside of peace of mind.

Table 7. ANOVA significant influence of negative peace of mind on the aggressive behavior of students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98561.025	1	98561.025	2141.126	.000
	Residual	58046.785	1261	46.032		
	Total	156607.810	1262			

Table 7 to determine the significance or linearity of the regression. The criteria can be determined based on the Test of Significance (Sig.). Based on the table, the value of Sig. = 0,000, which means <significant criteria (0.05). Thus, the regression equation model based on research data is significant, or the linear regression model meets the linearity criteria. Simple linear regression analysis can predict the variable of aggressive behavior of students in Indonesia.

Table 8. Coefficients negative peace of mind on the aggressive behavior of students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.478	.801		29.320	.000
	Peace Mind	2.425	.052	.793	46.272	.000

Table 8 informs the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardized Coefficients column. The constant-coefficient in the table is 23,478. This number means that if there is no negative peace of mind, then the coefficient of aggressive behavior of students is 23,478. At the same time, the regression coefficient is 2,425. This figure implies that each 1% increase in negative peace of mind, resulted in an increase in aggressive behavior by 2,425%. So the regression equation is: Y = 23,478 + 2,425 Peace mind.

Based on table 8, also shows the coefficient t= 46.272 with a significance of 0,000 <0.05. The analysis shows that there is a significant (significant) effect between negative peace of mind on the aggressive behavior of students in Indonesia. The higher the level of negative peace of mind, the higher the aggressive behavior of students in Indonesia. Conversely, the lower the negative peace of mind, the lower the aggressive behavior of students in Indonesia.

Discussion

The results of the study concluded that there was a significant influence between peace of mind on the aggressive behavior of secondary school students in Indonesia. The peace of mind variable contributed 62.9% to the aggressive behavior of students in Indonesia. The results of data analysis also showed that each additional 1% negative of mind, resulted in an increase in aggressive behavior by 0,02425. Based on the results of this study, it concluded that peace becomes an integral part that can determine the high or low aggressive behavior of humans (Sorensen, 2007). Therefore, the development of peace of mind through the integration of peace education is urgent to do (Chiriswa, 2015; Olowo, 2016).

The results of this study prove that the development of peace of mind is essential to reduce the violence that is often done by students (Galtung, 1969). The development of peace of mind through the education system in school settings is called the peace education program. Thus, the role of education becomes vital to build the concept of peace in every student (McLean Hilker, 2011; Uddin, 2015). The implementation of peace education will build peace culture so that the security and comfort of students appear in learning activities at school.

Other studies support the results of this study, which states that negative peace of mind contributes to the aggressive behavior of students. A research in the United States states that a peace program combined with antiviolence, conflict-resolution based on the goals and skills targets can to support programs to prevent violence occurring in primary schools (Clayton et al., 2001). Based on this research, elementary school students are proven to need peace programs that aim to develop peace of mind and contribute to decreasing the aggressive behavior of students. However, in this research, the violence prevention program is a combination of peace programs with antiviolence and conflict-resolution so that aggressive behavior is not only influenced by the peace of mind but also antiviolence and conflict-resolution. Besides, the contribution of peace of mind to aggressive behavior is unknown.

Research in Indonesia also developed a counseling model to reduce students' aggressive behavior by encouraging counselees to have peace of mind, called the Peace Counseling Model (Saputra et al., 2019). This counseling model has passed the effectiveness test stage, and the results can help effectively to reduce the aggressive behavior of students (Saputra et al., 2020). However, the research cannot find out the contribution of peace of mind formed through counseling towards aggressive behavior by students.

A violence prevention program is called PEACE through dance/ movement. The program that aims to develop socialization, self-control, and management of disruptive behavior has empirically to be used to reduce disputes with peers, student failure to calm down, intolerance, and damage to other people's belongings (Koshland & Wittaker, 2004). However, the purpose of the study does not specifically address the effect of peace of mind on aggressive behavior. Still, it is also to reduce disputes with peers, student failure to calm down, intolerance, and damage to other people's belongings.

Peace of mind taught to students in schools also requires active collaboration from various parties. Without active collaboration from various parties, peace of mind taught at school cannot internalize students, so aggressive behavior tends to be high. Research in Indonesia shows that the pedagogical peace model is not effective in developing peace zones in schools. Some of the things that cause it are the lack of concrete models, different teacher abilities, lack of teacher understanding of the model, class management challenges, and lack of support for student activities (Eliasa et al., 2019; Setiadi et al., 2017). Unlike the case in the United States, teachers can teach peace pedagogy, which includes the rejection of violence, understanding of differences, awareness of injustice and social justice, and understanding of peace (Joseph & Duss, 2009).

Individuals who have peace of mind have three indicators, namely caring, fearlessness, and love (Supriyanto & Wahyudi, 2017). Another theory states that peace of mind has two aspects that influence the emergence of aggressive behavior in students, namely the internal state of peace and harmony (Lee et al., 2013). These two aspects are the basis for the preparation of the PoMS instrument to measure students' peace of mind in Indonesia. The interaction of these two aspects of peace of mind has a significant contribution to four aspects of aggressive behavior, namely physical, verbal, anger, and hostility.

The first aspect of peace of mind is the internal state of peacefulness. This concept is also a personal peace or inner peace, which is an internal condition in humans who have inner peace, interpersonal peace, and an attitude of peace towards other individuals or groups (Redekop, 2013; Sims et al., 2014). If someone has inner peace, then they can manage personal conflicts, which usually will also correlate with the ability of humans to manage interpersonal conflict. A teenager who has personal peace, they are active in playing a role in showing nonviolent behavior when facing certain situations (Vanderhaar, 2013).

The second aspect of peace of mind is the internal state of harmony. Humans who have an internal state of harmony are those who can manage themselves to be able to live together with others without any violence. In other perspectives, harmony is a commitment to harmonize diversity and can be useful to change a society that is hit by certain conflicts (Jia, 2009). The internal state of harmony has three components, namely, self-respect, inner resources, love, and hope (Sims et al., 2014). These three components can reduce the urge of adolescents to engage in aggressive behavior.

Conclusion

Aggressive problems in students become serious problems that require problem-solving. Forms of aggressive Behavior by students are also increasingly diverse and are already using technology. One of the factors that allegedly influenced aggressive behavior was peace of mind. The results of this study also concluded that negative peace of mind had a significant effect on the aggressive behavior of secondary school students in Indonesia. More specifically, negative peace of mind has a contribution of 62.9% to the aggressive behavior of secondary school students in Indonesia. The correlation coefficient between the two variables in the study is in a strong category. The higher the level of negative peace of mind, the higher the aggressive behavior. Conversely, the lower the negative peace of mind, the lower the aggressive behavior. This research recommends that the parties involved with stakeholders to build peace culture and peace zones in each school to reduce the highly aggressive behavior of secondary school students in Indonesia.

Recommendations

The results of this study recommend further researchers to identify the effect of peaceful thinking on students' aggressive behavior by involving all provinces in Indonesia. This identification can provide a more comprehensive picture of the peaceful thinking patterns and aggressive behavior of students in Indonesia. The results of this study are essential, mainly used as a basis for designing a strategy to reduce students' aggressive behavior through their ability to think peacefully.

The results of this study also recommend that further researchers conduct research and development of a product that has the aim of reducing students' aggressive behavior through the peace in thinking variable. The results of this study prove that the peace variable in thinking has a significant impact on the high or low of students' aggressive behavior. Researchers can disseminate their research products to teachers in Indonesia who are to develop strategies to reduce student violence in Indonesia.

Limitations

Limitations of this study cannot determine other factors that influence aggressive behavior, because it only identifies negative variables of peace of mind and aggressive behavior. Another limitation of this study lies in the sampling technique, which uses random cluster sampling. Indonesia has thirty-four provinces, but in this study only involved nine provinces by considering three major regions in Indonesia, namely the western, central, and eastern Indonesia. Future research should include all provinces in Indonesia so that comprehensive data on the level of negative peace of mind and aggressive behavior and the relationship between the two can be found.

Acknowledgments

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