



Impact of Attachment Between Mother and Child on Controlling Aggressive Behavior in Early Childhood

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Abstract

Aggressive behavior in children is one of the behaviors that requires primary attention in children's education and care, because this behavior can endanger the child and those around him. However, this behavior can be controlled by parents, namely by providing attachment or emotional ties to the child. This research aims to determine the influence and role of attachment between children and mothers in controlling aggressive behavior in early childhood at RA Muslimat NU 1 Tulusrejo. This research method uses simple linear regression analysis with a quantitative approach involving 85 samples consisting of mothers of RA Muslimat NU 1 Tulusrejo students. Sampling using techniques of *simple random sampling*. This research shows a coefficient of determination value of 0.237 with a significance level (p) of 0.000 ($p < 0.05$) and a correlation of (-0.487). The results of the study show that there is a negative relationship between attachment between child and mother and aggressive behavior in early childhood. This means that the stronger the level of attachment between child and mother, the lower the aggressive behavior in early childhood, especially at RA Muslimat NU 1 Tulusrejo. So it can be concluded that there is an influence of attachment between child and mother in controlling aggressive behavior in early childhood at RA Muslimat NU 1 Tulusrejo. This research highlights the importance of early relationship experiences and quality of parenting in preventing or reducing aggressive behavior in early childhood, focusing on the role of attachment between child and mother in controlling aggressive behavior through the formation of emotional bonds from an early age by emphasizing the importance of intervention at the child's developmental stage

Keywords: *Child Attachment, Aggressive Behavior, Early Childhood*



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INTRODUCTION

Along with the stages of development in early childhood, various reactions often emerge to seek attention from their closest people, especially parents, one of which is by displaying aggressive behavior (Ferdian Utama, 2020). This behavior begins to appear at the age of 3-7 years as a stage of child development; usually, children tend to show overt aggressive behavior when they are still young, leading to social interactions such as quarreling, anger, yelling, or damaging objects (Purwaningtyas et al., 2021). Therefore, aggressive behavior currently needs to be a concern for parents. Furthermore, through guidance and counseling services, teachers are emphasized to pay attention to students within the social and emotional scope (Ariyati, 2022).

Aggressive behavior is defined as a spontaneous response to anger, ranging from physical to verbal actions. This anger is often utilized by children as a means to control their environment (Purwaningtyas et al., 2021). Thus, aggressive behavior emerges as a form of early intentional response to harm others (Fahrurnnisa, 2020). Aggressive behavior is considered harmful, and many people reject it because it can result in physical or psychological injury to others, as well as damage to objects (Purwaningtyas et al., 2021). Therefore, aggressive behavior is a form of anger reaction exhibited by children to gain power in their environment, thus potentially harming others or even themselves, both physically and emotionally, such as hitting, kicking, fighting, or even damaging objects.

Aggressive behavior can be categorized into two main types: physical aggression, which includes actions such as hitting, kicking, and slapping, and verbal aggression, manifested through words such as shouting, scolding, or mocking (Fahrurnnisa, 2020). According to Buss, A.H., and Perry, M., there are two types of aggressive behavior: physical and verbal aggression (Ferdiansa, 2020). Physical aggression is behavior that shows hostility through physical means, such as hitting, pushing, spitting, kicking, or biting someoneparent. On the other hand, verbal aggression refers to behavior aimed at causing harm or injury through verbal means, including threats, demands, reprimands, insults, foul language, and mockery (Ferdiansa, 2020).

Murray and Bellak, cited in Ahmad Susanto (2015), divide aggressive behavior into several forms, including emotional verbal aggression such as anger and hatred towards others, social physical aggression such as fighting or killing to defend oneself or protect loved ones, asocial physical aggression such as attacking, injuring others, or destroying others in ways that violate state rules, and destructive aggression such as attacking, destroying by damaging something, or even suicide (Susanto, 2015). In the family environment, aggressive behavior in early childhood may arise when children observe and understand the behavior exhibited in their families, which may lead to social-emotional disturbances characterized by aggression in early childhood (Arriani, 2014). On the other hand, aggressive behavior can also disrupt children's interactions at school, thus interfering with the learning process (Mustika, 2020). Therefore, aggressive behavior can be a problem in social interaction for children at home and at school.

Aggressive behavior reflects a complex phenomenon influenced by several factors. According to research by Conger et al., as mentioned in Putro, factors such as family environment, school environment, social culture, and personality characteristics play a significant role in shaping aggressive behavior in early

childhood. In addition, demographic factors including birth order, age, number of siblings, gender, early childhood experiences, parental socioeconomic status, and physical environmental conditions also affect children's tendencies to behave aggressively (Putro, 2022). According to Zografova et al., various determinant factors contribute to children's aggressive behavior, including family environment, school environment, and media exposure (Zografova & Dimitrova, 2023). Poor relationships between parents and children and less positive parenting patterns can impact early childhood aggressive behavior (Zografova & Dimitrova, 2023). Additionally, unsupportive school environments, unsafe learning environments, and peer interactions can also affect children's aggressive behavior (Akman, 2021). Media use such as watching television or movies with violent scenarios, playing video games containing violence, and engaging in aggressive interactions on social media can increase children's aggressive behavior (Zografova & Dimitrova, 2023).

Aggressive behavior arises as a result of specific stimuli that trigger frustration related to strong feelings of discomfort and dissatisfaction. Frustration feelings can essentially be seen from birth or infancy (Susanto, 2015). In the stage of early childhood development, there are many things that make children feel uncomfortable because at their age, children are emotionally dependent on their surrounding environment. According to Freud, at this stage, children are emotionally dependent on others, especially their mothers. Erik Erikson asserts that in the early stages of child development, children need protection, acceptance, attachment to parents, and affection because they feel inferior (Lubis et al., 2023). Therefore, aggressive behavior can be controlled by parents themselves by providing attachment or emotional bonding to the child.

Attachment is an emotional relationship formed between a child and a mother psychologically and physiologically (Mufdlilah et al., 2021). Emotional interaction plays an important role between parents and children in shaping their development, including the behavior patterns they exhibit. Therefore, it is very important for parents to prioritize the formation of a strong emotional bond with their child, create a safe and supportive environment, and use positive discipline strategies to encourage healthy and non-aggressive behavior (Kochanska et al., 2009). According to Bowlby, emotional attachment can occur since prenatal stage, thus forming a lifelong attachment between a child and mother (Bowlby, 2003). The relationship between a child and mother is based on emotional attachment and strong feelings that can affect individual happiness and ability to cope with stress. Meanwhile, according to Ainsworth, attachment is a specific emotional attachment relationship formed between individuals, creating a lasting and sustainable relationship that serves as the basis for a comfortable and secure feeling for the child (Ikrima & Khoirunnisa, 2021). The attachment between a child and parent, especially the mother, has a very important impact on the aggressive behavior of young children, where a strong and secure attachment is associated with lower levels of aggression (Gallarín & Alonso-Arbiol, 2012).

The close relationship between a child and mother plays a primary role in developing and regulating aggressive behavior in young children. This indicates that a healthy and strong attachment between a child and mother can shape the child's behavior and reduce the tendency to be aggressive (Norholt, 2020). According to Bowlby in Abenavoli, attachment patterns formed in childhood can affect interpersonal relationships throughout life. This emphasizes the importance of

fostering a secure relationship between a child and mother as an effort to encourage positive behavior and reduce the level of aggression in young children. Attachment between a child and mother, especially a strong and secure attachment, is crucial in controlling aggressive behavior in young children because it helps improve emotional regulation, empathy, social skills, and problem-solving abilities (Abenavoli et al., 2015). Overall, the attachment between a child and mother plays an important role in controlling aggressive behavior in young children. The quality of the relationship between a child and mother influences the regulation of aggressive behavior in young children (Bigras et al., 2011).

Bowlby in Cenceng (2015) stated that there are three attachment patterns: secure attachment, resistant attachment, and avoidant attachment. Secure attachment creates a perception in the child that the mother is always present, responsive, loving, and comforting, so the child feels brave to interact in their environment. Resistant attachment is a pattern of child behavior where they feel afraid when separated from the mother, have dependence, seek attention, and worry when they want to explore their environment. This is caused by the child's perception that the mother is not always present, less responsive, and only comes when needed. Avoidant attachment is a pattern that causes the child to reject closeness with the parents, resulting in low self-confidence due to lack of affection. As a result, the child seeks affection without parental assistance, which arises because the parents tend to avoid interaction with the child (Cenceng, 2015).

There are several aspects that influence the emotional attachment between a child and mother, such as touching the mother's belly during pregnancy, which is one form of affection, and during breastfeeding, which will provide space for the child to seek closeness and comfort from their mother, potentially providing protection during stress (Tharner et al., 2012). Furthermore, when the baby feels accepted and safe, it will be easier to soothe itself after experiencing stress (Mary D. Salter Ainsworth, 2015). Breastfeeding becomes an important part of forming attachment between a child and mother, which will impact the child's socio-emotional development process (Julvez et al., 2007). If the socio-emotional development of the child is not fulfilled, it will lead to behaviors exhibited by the child, one of which is aggressive behavior. Thus, there is a relationship between attachment between a child and mother and aggressive behavior. This is consistent with the findings of a study conducted by Neppl, Senia, and Donnellan, which stated that children who feel insecure in their relationship with their parents and stress pressure from their family environment tend to show higher levels of aggression and anxiety, as well as lower social competence in the school environment compared to children who have stable and secure attachments with their parents (Neppl et al., 2016). Therefore, parents need to understand the stages of child development to control the causes of aggressive behavior.

Based on previous research conducted by Sinariptha Aulia Sasmitha, Asniar Khumas, and Dian Novita Siswanti, it was explained that the stronger the relationship between parents and adolescents, the less likely the adolescent is to exhibit aggressive behavior (Sinariptha Aulia Sasmitha et al., 2023). This is consistent with this study, which examines the attachment between parents and their children. However, in previous research, a quantitative method with a correlational research design was used, so it only focused on the relationship and role between variables without knowing the influence of parental attachment on children's aggressive behavior. In addition, this study also focuses on the attachment between mothers and the

aggressive behavior of young children. In another study conducted by Zografova and Dimitrova (2023), it was stated that family environment and media play a role in determining children's aggressive behavior in school. Factors such as poor relationships with parents, detrimental parenting, and media influence can affect children's aggressive behavior. This study emphasizes the importance of understanding and addressing detrimental parenting practices and reducing the impact of children's exposure to violent media to prevent aggressive behavior. Considering the findings of this study and the results of the study by Zografova and Dimitrova (2023), it can be seen that the attachment between children and parents, positive parenting, and supportive environments are important factors in controlling aggressive behavior in young children (Kamaruddin et al., 2023).

Therefore, this research can provide new contributions or solutions to the problem of aggressive behavior in young children by highlighting the importance of early relationship experiences and parenting quality to prevent or reduce aggressive behavior. This study highlights the role of attachment between parents, especially mothers, and children in shaping behavior in young children, as well as the importance of a strong and secure relationship between mothers and children in reducing the level of aggressive behavior in young children. On the other hand, this study emphasizes that parents (especially mothers) play a crucial role in controlling children's aggressive behavior by forming a strong emotional bond from an early age. This underscores the importance of intervention in the early stages of child development to prevent or reduce aggressive behavior. The solutions that can be found in this study include developing parenting programs that focus on building deep emotional relationships between children and mothers. This program includes effective communication techniques, the use of positive body language, and teaching deep social skills.

However, many parents still face difficulties in controlling aggressive behavior in young children. Therefore, literature supporting the process of early childhood parenting is needed, especially in early childhood education at RA Muslimat NU 1 Tulusrejo. The purpose of this research is to explore the influence and role of attachment between children and mothers in controlling aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo.

In the context of education at RA Muslimat NU 1 Tulusrejo, understanding the role of attachment between children and mothers at an early age provides values and principles that can strengthen the relationship between children and mothers and the behavior of children. In this study, a simple linear regression analysis will be used to analyze the attachment between children and mothers and aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo. The aim is to understand the extent of the influence and role of attachment between children and mothers in controlling aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo. Therefore, a deep understanding of the role of attachment between children and mothers in addressing aggressive behavior in young children in the educational environment of RA Muslimat NU 1 Tulusrejo is needed, with the hope of actively contributing to improving the quality of children's support and guidance from an early age in their socio-emotional and social development stages.

METHODOLOGY

This study employed a quantitative method using a simple linear regression analysis design conducted through SPSS software version 16.0. The research was conducted at RA Muslimat NU 1 Tulusrejo, involving a sample of 85 out of 108 students, where the required sample consisted of mothers of the students. The sample was randomly selected using a simple random sampling technique without considering individual statuses within the population. Data collection was done through questionnaires utilizing a Likert scale as the measurement tool. The research instruments comprised two measurement scales: the child-mother attachment scale as the independent variable and the scale of aggressive behavior in early childhood as the dependent variable.

The child-mother attachment scale used was adopted from Imul Puryanti's study published in 2013, based on John Bowlby's attachment theory identifying three attachment patterns: secure attachment, resistant attachment, and avoidant attachment. This scale consisted of 52 statements. Example statements in the child-mother attachment scale included, 1) the child is happy when meeting the mother, 2) the child responds to the mother's embrace more tightly, 3) the child dislikes receiving phone calls from the mother, 4) the child does not whine when the mother is busy, 5) the child listens to the mother's advice even if they disagree. These statements contained both positive and negative expressions with four answer options: Always (S), Often (SR), Sometimes (KD), and Never (TP). The validity test resulted in 42 valid scale items, while 10 items were considered invalid (e.g., items 2, 22, 23, 32, 34, 39, 43, 45, 47, and 49), using a significance level of 5% with a sample size of 85 individuals, resulting in a critical value of 0.213. The validity test showed that most scale items were considered valid, with the calculated value (r) exceeding the critical value. Additionally, a reliability test was conducted with a *Cronbach's Alpha* value of 0.891 > 0.70.

The scale of aggressive behavior in early childhood used in the study was adopted from Ayu Fatmawati's study published in 2014. This scale categorized aggressive behavior into two types: verbal and nonverbal. The scale consisted of 35 statements. Example statements included, 1) if the child is hit, they will respond by cursing, 2) the child mocks or laughs at the wrong friend, 3) when playing, the child refuses to move/change places or yield to others, 4) the child curses at the person who hurt them, 5) the child remains silent if they disagree with their mother/friends. These statements contained both positive and negative expressions with four answer options: Always (S), Often (SR), Sometimes (KD), and Never (TP). The validity test resulted in 30 valid scale items, while 5 items were considered invalid (e.g., items 9, 12, 13, 16, and 31), using a significance level of 5% with a sample size of 85 individuals, resulting in a critical value of 0.213. A reliability test was also conducted with a *Cronbach's Alpha* value of 0.788 > 0.70.

The study was conducted from December 2023 to February 2024, starting from the preparation stage and ending with the evaluation stage. Below is a table illustrating the stages of the research conducted.

Table 1. Research Details

Stage	Activity	Time											
		Des				Jan				Feb			
		1	2	3	4	1	2	3	4	1	2	3	4
Preparation	<ul style="list-style-type: none">Field survey to observe the school's conditionsDetermining research instrumentsCreating a questionnairePrinting the questionnaire												
Implementa tion	<ul style="list-style-type: none">Distributing the questionnaire to respondents with the assistance of classroom teachers for data collection												
Evaluation	<ul style="list-style-type: none">Data analysis to draw conclusions from the research results												

The data analysis in this study utilized a relevant statistical method, namely simple linear regression analysis, to determine the relationship between the independent variable (attachment between child and mother) and the dependent variable (aggressive behavior of young children). Simple linear regression analysis was employed to discover the association or influence between child-mother attachment and aggressive behavior of young children. The regression equation used was $Y=a+bX$, where Y represents the aggressive behavior of young children, X represents the attachment between child and mother, a represents the intercept (constant value), and b represents the regression coefficient. Furthermore, normality testing was conducted using the Kolmogorov-Smirnov test (one-sample K-S test) to determine if the residual values of both variables were normally distributed. If the significance value exceeded 0.05, then the residual values were considered normally distributed. Subsequently, a linearity test was performed using ANOVA techniques to assess the suitability of using the linear equation to represent the relationship between the independent and dependent variables. If the significance value (Sig.) for deviation from linearity exceeded 0.05, then the relationship between the two variables was considered linear. Lastly, a homogeneity test was conducted to ensure that the error variance at each value of the independent variable in the regression model was constant. Homogeneity testing was carried out using SPSS software version 16.0, and if the significance value exceeded 0.05, then both data groups were considered homogeneous.

The methodology of this study involved simple linear regression analysis to determine the influence of child-mother attachment on the aggressive behavior of young children. The data were obtained from questionnaires filled out by parents of students at RA Muslimat NU 1 Tulusrejo. This research focused on identifying the influence and role of both variables. Several limitations should be noted when interpreting the results of this study, including the possibility that the sample may not fully represent the entire population. Additionally, the use of questionnaires as a data collection tool may introduce respondent bias or errors in completion. Other factors

such as environmental or genetic influences not considered in this study could also affect the validity of the results.

RESULT AND DISCUSSION

Result

In this study, several statistical tests were conducted to evaluate the relationship between child-mother attachment and aggressive behavior in young children. First, a normality test was performed using the Kolmogorov-Smirnov test, which showed a significance value of $0.580 > 0.05$. Thus, it can be concluded that the residual values for both instruments have a normal distribution. This can be observed in the following table:

**Table 2. Results of Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardize d Residual
N		85
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	6.64036390
Most Extreme Differences	Absolute	.084
	Positive	.055
	Negative	-.084
Kolmogorov-Smirnov Z		.778
Asymp. Sig. (2-tailed)		.580

a. Test distribution is Normal.

Next, the linearity test using ANOVA technique yielded a significance value for deviation from linearity of $0.88 > 0.05$, indicating that the relationship between child-mother attachment and aggressive behavior in young children is linear. The details are listed in the following table:

**Table 3. Results of Linearity Test
ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Perilaku Agresif Anak Usia Dini * Kelekatan Anak dan Ibu	Between	(Combined)	3235.285	39	82.956	2.303	.004
	Groups	Linearity	1152.491	1	1152.491	31.991	.000
		Deviation from Linearity	2082.793	38	54.810	1.521	.088
	Within Groups		1621.139	45	36.025		
	Total		4856.424	84			

Then, a homogeneity test was conducted, showing a significance value for the child-mother attachment scale of 0.87, and for the scale of aggressive behavior in young children of 0.143, both exceeding the value of 0.05. Therefore, both data groups are considered homogeneous. The detailed results are shown in the following table:

Table 4. Results of Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Child-Mother Attachment	2.109	4	80	.087
Aggressive Behavior in Young Children	1.769	4	80	.143

Finally, a simple linear regression test was conducted, indicating that child-mother attachment has a positive influence of 23.7% on aggressive behavior in young children. The complete results of this regression test are outlined in the following table:

Table 5. Simple Linear Regression Results:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.487 ^a	.237	.228	6.680

The results of hypothesis testing indicate that the significance value is less than 0.05, and the t-value (-5.082) is less than the critical t-value (-1.989), thus rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1). This suggests that child-mother attachment has a significant influence on aggressive behavior in young children. The equation of simple linear regression, $Y = 98.101 - 0.290X$, explains that for every 1% increase in child-mother attachment, there will be a decrease of 0.290 in aggressive behavior. The correlation between child-mother attachment and aggressive behavior in young children is -0.487, indicating a negative relationship. Therefore, this research contributes significantly to understanding the impact of child-mother attachment on aggressive behavior in young children. These findings are summarized in the table below:

Table 6. Hypothesis Testing Results - Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	98.101	8.182		11.989	.000
Child-Mother Attachment	-.290	.057	-.487	-5.082	.000

DISCUSSION

The findings of this study indicate that the attachment between a child and mother plays a significant role in controlling aggressive behavior in young children. It was found that the majority of statements in both the child-mother attachment and aggressive behavior instruments were considered valid, indicating that both instruments are reliable for measuring the variables under investigation. Achieving

high reliability values for both scales suggests that the instruments used can be considered consistent and trustworthy, thereby enhancing the internal validity of this research. Additionally, the distribution of residual values from both instruments being normal, the relationship between the child-mother attachment variable and aggressive behavior in young children being linear, and both data groups being considered homogeneous provide further support for the validity and reliability of the instruments and analyses used.

Furthermore, the results of the simple linear regression test indicate that child-mother attachment has a relevant influence on aggressive behavior in young children. These findings are consistent with the theory that positive interaction between a child and mother can lay the foundation for the development of adaptive behavior and reduce the likelihood of aggressive behavior. Other factors such as social environment, parenting styles, and individual experiences can also influence children's aggressive behavior. Thus, further research is needed to delve deeper into the relationship between child-mother attachment and aggressive behavior in young children, as well as to study other factors that may affect such behavior.

The analysis of this research indicates a relevant negative relationship between child-mother attachment and aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo. This aligns with previous research conducted by Sinariptha Aulia Sasmita, Asniar Khumas, and Dian Novita Siswanti, explaining that the stronger the bond between parents and adolescents, the lower the level of aggressive behavior. This is consistent with research showing that the emotional bond between parents and children has a significant impact on early childhood aggressive behavior, where strong and secure attachment is associated with lower levels of aggression. Children who are securely and strongly attached to their parents usually show positive social and emotional development outcomes, such as their ability to regulate emotions, form healthy relationships, and resolve conflicts non-aggressively (Raikes & Thompson, 2008). These findings emphasize the importance of early relationship experiences and parenting quality in preventing or reducing aggressive behavior in children (Neppl et al., 2016).

The patterns of attachment between children and mothers at RA Muslimat NU 1 Tulusrejo were formed through a grouping process with the aim of categorizing research subjects into three attachment pattern categories: secure attachment, resistant attachment, and avoidant attachment.

The overview of the child-mother attachment patterns at RA Muslimat NU 1 Tulusrejo indicates that the dominant attachment pattern is secure attachment, with 52.9% of students demonstrating secure attachment, 43.5% displaying resistant attachment, and only 3.5% showing avoidant attachment. Secure attachment is reflected in the child's confidence in the mother as a source of support, attention, and responsive affection. The depiction of secure attachment indicates that the majority of respondents have high levels of secure attachment, including 66.7% of students with high levels, 33.3% with moderate levels, and no students with low levels. This suggests that most children at RA Muslimat NU 1 Tulusrejo have a positive and secure relationship with their mothers. In resistant attachment, 81.1% of students show high levels, 16.2% show moderate levels, and 2.7% show low levels. While in avoidant attachment, one student each (33.3%) shows high, moderate, and low levels. Although resistant attachment dominates, most students still have relatively high levels of attachment.

As for aggressive behavior in young children, it refers to actions aimed at hurting, attacking, obstructing, hindering, or even situations perceived as disappointing. This type of behavior can be verbal or nonverbal, involving the expression of anger and potentially causing physical or emotional harm to others. The general description of aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo indicates that most students exhibit physical (nonverbal) aggressive behavior. 34.1% of students show verbal aggressive behavior, while 65.9% exhibit nonverbal aggressive behavior. Further analysis reveals that 6.9% of students have high levels of verbal aggression, while 62.1% have moderate levels, and 31.0% have low levels. In nonverbal aggressive behavior, 14.3% of students have high levels, 62.5% have moderate levels, and 23.2% have low levels. Therefore, the majority of children at RA Muslimat NU 1 Tulusrejo exhibit relatively dominant physical (nonverbal) aggressive behavior.

The research on the influence of child-mother attachment in controlling aggressive behavior found a relevant association between child-mother attachment and aggressive behavior in young children. The R-squared value of 23.7% indicates that the child-mother attachment variable influences aggressive behavior in children by 23.7%. A negative correlation of -0.487 indicates that higher levels of attachment are associated with lower levels of aggressive behavior in children.

The findings of this research can serve as a basis for providing recommendations to schools and parents to focus more on nurturing and strengthening positive attachment between children and mothers. Enhancing attachment has the potential to reduce aggressive behavior in young children. Additionally, understanding the role of the mother as a regulator of children's aggressive behavior is important for improving children's well-being in the educational context at RA Muslimat NU 1 Tulusrejo. This research can also provide new insights into the relationship between child-mother attachment and aggressive behavior in young children, enriching attachment theory and children's behavior theory for parents and teachers..

CONCLUSION

Based on the research findings, it can be concluded that there is a significant influence of child-mother attachment in controlling aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo. The majority of students exhibit secure attachment patterns, while aggressive behavior tends to manifest physically (nonverbal). The analysis used confirms that the stronger the level of attachment between a child and mother, the lower the level of aggressive behavior in young children, as evidenced by an R-squared value of 23.7% and a negative relationship direction. Thus, the role of child-mother attachment is proven to be significant in controlling aggressive behavior in young children at RA Muslimat NU 1 Tulusrejo, where secure attachment tends to be associated with lower levels of aggressive behavior, while resistant and avoidant attachment patterns correlate with higher or lower levels of aggression, respectively. Recommendations for further research include conducting qualitative studies to understand parents' (especially mothers') experiences regarding the role of child-mother attachment in shaping aggressive behavior in young children, as well as the factors influencing the implementation of parenting techniques that support secure attachment at home. Additionally, further research could aim to understand the relationship between child-mother attachment and aggressive behavior in young children more deeply.

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