

Learning Model to Overcome Aggressive Behavior Early Childhood

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ABSTRACT

This research aims to determine the characteristics of early childhood behaviour, the factors that influence aggressive behaviour in early childhood, and the learning models used by educators to overcome aggressive behaviour. This research uses qualitative research methods with case studies. The subject selection method used purposive sampling included educators, parents of educational participants, and the head of the PAUD program. The research results show that a differentiated learning model using loose parts media can change children's aggressive behaviour. Before implementing the educator model, educators take an individual approach to children. The characteristics of children who have aggressive behaviour in PAUD are shown verbally, such as mocking, speaking harshly, shouting, getting angry, and spreading things when their desires are not fulfilled, while aggressive actions through non-verbal actions in early childhood, such as hitting, pushing, and grabbing. Toy friends. Factors that influence aggressive behaviour in this research are biological or innate, environmental factors and parenting patterns that spoil children too much.

Keywords: Learning Model, Behavior Childhood Aggression, Early Childhood

INTRODUCTION

Early age is a fundamental initial period throughout the growth and development of human life. This period is followed by various significant periods in a child's life until the end of his story. On the other hand, early childhood is at a critical period,

namely the golden age. No's golden age child will be able to come back again in the future. If No's potential is stimulated maximally and optimally at that early age, it will have an impact on the child's next stage of development (Suryana, 2007).

According to the National Association for the Education of Young Children (NAEYC), early childhood is divided into 0-3 years, 3-5 years, and 6-8 years. NAEYC defines early childhood based on research results in the field of child development psychology, showing developmental patterns that generally occur in the first eight years of a child's life. This understanding defines *early childhood* as a group of people who are in the process of growth and development. This shows that early childhood children are different individuals and have unique growth and development patterns physically, cognitively, socio-emotionally, creatively, in language and communication according to the child's growth and development stages.

PAUD is a level of education before the educational level, which is the basis for the aim of cultivating primary characters. The aim of cultivating essential character traits is to develop children's cognitive, cognitive, and emotional abilities. PAUD is very important for developing essential character in children to reduce the possibility of negative behaviour such as aggressiveness (Akbar et al., 2021). Aggressive children's behaviour is caused by several factors,

including children's poor diet, children's depression, feelings of not being cared for, and being influenced by violent displays in the media.

According to Widodo in Anantasari (2006:96), aggressive behaviour towards children is quite disturbing, especially considering the impacts that may arise. Educators should look at it from a broader perspective from various points of view. So that appropriate action can be taken to overcome children's aggressive behaviour. Aggressive behaviour is more likely to be aimed at hurting others and is socially unacceptable. Aggressive behaviour includes being hostile, getting angry for no reason, shouting, destroying, and slamming objects around him.

Research conducted in 35 kindergartens in Yogyakarta found that 171 children, or around 15.50% of 1103 children, experienced problems with low self-esteem, aggression, and irritability. Aggressive behaviour such as pushing, pinching, hitting, fighting, breaking things, scolding, mocking, and saying dirty things was recorded as occurring in 40.74% of children at the ABA Tegal Domban Sleman Kindergarten. Researchers say that on January 13, 2020, several children behaved aggressively, such as pushing, hitting, grabbing other children's belongings, destroying other children's belongings, not wanting to queue, making fun of them, and speaking in a high tone. Or scream. Researchers interviewed the head of the Islamic Kindergarten on January 13, 2020, to obtain additional data. Interview results show that children often fight over toys, make fun of friends/teachers, and encourage other people's friends. Children who have. Action request problems in kindergarten are estimated to occur between 3%-6% of the population. Meanwhile, research conducted by Ruth (1996 in Elisa, 2008) revealed that aggressive behaviour disorders in school-age children started in 6% of the population, with a greater tendency in boys at 5%, while in girls, it was 1% to 3%. Of the population.

Population. population (Prasetyoningrum & Nurliana, 2013).

If this aggressive behaviour is not addressed immediately, it can have an impact on the child's growth and development at the next level. Juvenile delinquency is the fatal impact of aggressive behaviour on children's growth and development during adolescence. Therefore, there needs to be special treatment for aggressive behaviour from an early age. In this problem, educators in educating children at an early age have an essential role in educating and guiding children from an early age. So, educators must have varied learning methods and models to avoid boredom and repeated aggressive behaviour in children, which can disturb their friends.

Several learning models can be applied in PAUD groups: (1) The role play learning model is a form of counselling game movement method with a system, objectives, and fun elements. Some of the advantages of this method are that it can increase enthusiasm and a pleasant sense of togetherness through enjoyable learning. (2) The learning model using the reward and punishment method developed with Skinner's reinforcement has positive sources from behaviourist theory. According to this theory, learning is a change in behaviour caused by the interaction between stimulus and response. (3) The Differentiated Learning Model is a teaching or learning technique where teachers use various teaching methods to meet the needs of each student according to their needs. Because every child is special and unique, differentiated learning is a learning requirement for all. This is the urgency why every teacher must make differentiated learning a strategy to meet the learning needs of every student in their class. The models above are several alternative models used to overcome aggressive behaviour in early childhood.

The learning model is fundamental in carrying out the activity process. Teaching and learning run smoothly, overcoming aggressive behaviour towards children.

Following several studies conducted by Pramudanti (2019), Ekasetiawati (2017) showed that educators use play therapy learning models to reduce aggressive behaviour in children. Meanwhile, according to Solichah (2015) and Nurfadilah (2019), by implementing teacher participants telling stories about students who behave aggressively, there is a tendency to reduce aggressiveness, such as reduced behaviour of hitting, pushing, saying dirty things, and so on. Researchers have not found research that looks explicitly for learning models that can overcome aggressive behaviour in early childhood. So, this implementation research aims to analyze the appropriate learning model to overcome aggressive behaviour in Setia Bakti PAUD students.

LITERATURE REVIEW

A. Early Childhood

Early age is a crucial period for developing a child's potential. *Infancy* is a golden period that will not happen again because this period is the most crucial, starting from the formation of personality foundations, thinking abilities, intelligence, skills, and social skills. The early years, also known as the Golden Age, are marked by the large number and function of nerve cells in the child's brain, so this golden age is significant for children by paying attention and paying attention to the child's future intellectually, emotionally, and mentally. Social development. every child (Raharjo & Nur Cahyani, 2021).

B. Behavior Aggressive

Aggressive behaviour is a form of detachment from children because they do not get what they want, so they do something that harms others or expects others to comply with their wishes. Aggressive children always bother their friends, either with dangerous objects or unpleasant remarks. Suppose his friend does not want to follow what he wants. Breakwell (in Zhafarina, 2013) explains how aggressive behaviour is divided into two categories. Aggressive behaviour can

occur physically or verbally. Aggressive physical behaviour includes the use of physical violence, such as slapping, hitting, or throwing something at another person. Verbal aggressive behaviour includes the use of words that attack others, such as taunts, insults, or verbal abuse. Aggressive behaviour itself has a negative impact on the perpetrator and the victim, both individually and as a group. Aggressive behaviour can hurt or injure other people, both verbally and non-verbally, and can harm other people. Aggressive behaviour also affects a child's future development. Aggressive behaviour triggers child delinquency and can lead to fights, abuse, and harassment of classmates.

C. Contributing Factors Behavior Aggressive

Aggressive behavior towards young children is motivated by 2 factors, namely internal factors and external factors. Davidoff in his book explains that the appearance of aggressive behavior is influenced by several factors, including:

1. Anger
2. Biological factors. Gene factors (heredity from one parent), nervous circulation, and blood chemistry (moment of sexual intercourse)
3. Generation of gaps. Lack of communication with parents makes children seek attention with aggressive behavior.
4. The role of learning models of violence. Too many children often operate gadgets and watch violent shows, causing children to imitate and behave aggressively.
5. Wrong disciplinary process. Authoritarian education given by parents, by giving physical punishment to children, makes children afraid, hateful, and ultimately confides in others.

D. Learning Model for Behaving Children Aggressive

There are various kinds of learning models that can be used by an educator to deal with student participants who have aggressive

behavior. The following are several learning models that can be used:

1. Classical Learning Model, the classical learning model is the earliest learning model used in kindergartens and uses very limited learning tools and does not pay attention to the interests of individual children.
2. Group Learning Model (Cooperative Learning, the cooperative learning model, also known as the group learning model, is an approach that involves students learning in small groups to interact with each other. Cooperative learning systems allow teachers to manage classes better and students can learn from each other.
3. Differentiating Learning Model, differentiated learning (PB) is not something new in the world of education. Student concern in paying attention to student strengths and needs is the focus of attention in NT. Profiles accommodate students' learning needs. PB requires educators to pay attention and take action to meet students with special needs. PB allows teachers to see learning from various points of view.

E. BCCT (Beyond Center and Circle Time) Learning Model

In the BCCT learning model, learning is carried out in "circles" (or circle time), and play is centred. In a circle, the teacher sits with the children in a circular position to provide support before and after playing. A *play centre* is an area that consists of various components that function as an environmental foundation necessary to develop all the essential educational potential of children in various aspects of development in a balanced and fair manner. The number of groups in each RA determines the number of play centres open each day. The play centre consists of a natural and science material centre, a block centre, an art centre, a role-play centre, a preparation centre, a religious centre and a music centre.

F. STEAM Learning Model

STEAM is an abbreviation for Science, Technology, Engineering, Art, and Mathematics. So, the STEAM learning method is something important for children's learning creativity. To solve problems related to technical or scientific matters.

MATERIALS & METHODS

This research uses a qualitative study with a case approach. In studying problems in society, case studies are suitable because they aim to explain cases that are unique and require detailed explanations. This means that research uses a qualitative approach to see and understand people and their problems comprehensively. The detailed objectives of this lesson are to explain the teacher's learning model and analyse problems in more depth and detail. Forget about valid conclusions. The analytical study is then connected to theory and previous research. In fact, this research shows that the learning model can change behaviour aggressively.

Additionally, research. It also examines how the condition of early childhood becomes material for study in aggressive behaviour. The research design uses naturalism. Primary data is educators who apply learning method criteria to overcome aggressive behaviour towards children. The primary data in this research are the parents of the students and the school principal. Secondary data is in the form of evidence, historical notes, or reports. Data can be obtained from journals, previous research and articles related to the application of rewards and punishment. Data collection was done through triangulation of sources, namely observation, interviews, and documentation. The stages in this research are data collection, data reduction, data presentation and verification or drawing conclusions.

RESULT

Characteristics of aggressive behavior in early childhood

Aggressive behaviour is any form of behaviour that aims to hurt someone and tends to attack both physically and mentally, causing harm to others and oneself. This is a regular action for children to take as a result of feeling angry or frustrated. Several characteristics of aggressive behaviour are the purpose of carrying out aggressive behaviour that differentiates it. The characteristics of aggressive behaviour generally occur due to a stimulus, which is the causal factor. Observation results show that aggressive behaviour by physical means that is intentional to hurt other people is known as non-verbal aggressiveness. The results of the interview show that aggressive behaviour is a child's act of forgetting emotions by hurting the people around him.

Educator learning model in overcoming aggressive behavior.

This research shows that teachers in the learning process use specific methods to overcome the problem of aggressive behaviour that occurs during the teaching process. Among the many methods used by teachers in dealing with children's aggressive behaviour is applying the differentiation learning model method, where the model is adapted to the characteristics of the students. Teachers also carry out initial diagnostic assessments, making it easier for educators to find various information about students' conditions, such as what has been mastered, what has not been mastered and what is needed. Diagnostic assessments include academic abilities and non-academic assessments related to reading, writing, and academic numeracy skills related to development, such as emotional motor skills and interests. The results of the diagnostic assessment are carried out based on determining the student's position at a stage that is appropriate to their ability to deliver objective learning, learning models, compiling learning programs and special program needs. The principles of constructivism and child development are based on progressive education. The

learning process must consider the child's needs and desires to learn.

Factors influencing aggressive behavior in early childhood.

Biological or innate factors that children are born with cause aggression due to biological or innate factors that are born, usually visible when the child is still a baby, even when the child is still in the womb. This is characterized by a very active child who does not want to be quiet and present. That is all he does. Environmental factors greatly influence children's growth and development behaviour. This is because children's characters are easy to imitate and practice anything. If a child is in a good environment, then the child will be good, and conversely, if the environment around the child is terrible, then the child will be wrong, too. Other factors are also influenced by the usual actions of parents who spoil their children.

DISCUSSION

Characteristics of Aggressive Behavior in Early Childhood

In the pattern of social life, friction occurs between community members, which can cause various problems. Aggressiveness is a condition of someone who acts to dominate or destroy objects or people verbally and physically (Ferdiansa & Neviyarni, 2020). From a behavioural psychology aspect, aggression is one component that causes behavioural damage. Aggressiveness has extreme impacts in the form of significant actions such as skipping school, stealing, and other criminal acts (Nugraha et al., 2020). Aggression can occur in adults, but the focus in this case is early childhood. Aggressiveness appears especially when you want something, but it does not come true (Pantangi et al., 2020).

Children who like to get angry or have tantrums due to aggressive actions cannot control their emotions, resulting in angry actions (Janah & Diana, 2023). The form of aggressive action in verbal form is shouting when class time starts, while in nonverbal

form, it is like hitting friends and committing acts of physical violence against co-workers. Research results show that young children often become aggressive. Children who experience tantrums have a negative impact both in terms of health and concentration in the learning process (Nasution et al., 2023). The results of further research conducted by Maghfiroh (2020) show that children who have aggressive attitudes have social impacts. Children will have difficulty building and maintaining healthy social relationships with friends or with adults because aggressive actions give an uncomfortable feeling. Buss and Perry (Effendi, 2008, p. 32) divide aggressive behaviour into verbal and nonverbal aggressiveness.

Learning Model Educators in Overcoming Behaviour Aggressive

As educators, we must realize that each child's learning style is different. This is because teachers experience situations where our learning atmosphere or environment is different from the learning environment of other students, both in terms of the way they learn their abilities, and their interest in learning. Research shows that educators overcome aggressive behaviour by using a differentiated (interest) learning model based on loose parts. The differentiated learning model (interests) uses ten areas: religion, blocks, language, drama, mathematics, science, music, art, fine motor skills, sand and water, reading and writing. Differentiation Model This is the ability to teach children according to their level of curiosity. Examples of differentiated models can also give children the opportunity to choose the desired field of education according to their preferences. Because children's age still requires freedom to learn, with this freedom, children can optimize their learning according to their standards and abilities (Puspitasari et al., 2020). Differentiation of learning models in early childhood has four stages, namely the learning preparation stage, initial implementation, model application, and the

end of implementation activities. In the first stage of learning preparation, PAUD SKB Semarang City educators carry out an initial assessment/diagnosis of the child's current needs and interests. This tool is a digital platform that has the main features for self-diagnosis of surgical results, surgical characteristics, and surgical potential.

This diagnostic assessment makes it easier for educators and parents to map better and understand the child's character and the child's best potential, make it easier to approach, and be able to communicate appropriately and accurately with the child's needs. This assessment is needed for programs to strengthen and develop students' character according to their potential so that they are optimal at work (Rios-Gonzalez et al., 2019).

Differentiated learning objectives are to provide opportunities for children to enjoy various playing experiences with various tools or learning resources while receiving guidance and assistance if needed. Children can choose learning activities that suit their interests and desires. In early childhood education, the aim of studying early childhood is more about how children's developmental tasks can achieve optimal development through activities (Evans et al., 2019). Determining the allocation of time and place. The learning differentiation model is provided when children enter preschool school. Currently, students are starting to be given stimuli to balance their children's gross motor skills, fine motor skills and emotions until they enter Kindergarten level. The place for differentiated learning was carried out by PAUD educators at SKB PAUD Semarang City and the surrounding area as an outing class activity.

The second stage is the differentiation of learning models, namely the implementation of initial activities. At this stage, the PAUD SKB Semarang City educators made an opening greeting by saying "congratulations". Morning children, assalamualaikum wr.wb." To increase children's enthusiasm before learning,

educators do icebreakers by singing together. After the children are focused and ready to learn, educators invite students to pray together before learning. This activity is for children's motoric, psychomotor, and emotional skills. Educators carry out this stage for 30 minutes to start learning. This stage is always carried out sequentially when educators want to start learning (Slamet, 2003, pp. 92-94).

Studies according to the Behaviouristic Genre are defined as changes in behaviour that occur through a mechanical process of stimulus and response (Isjoni, 2018). Because a systematic, orderly, and planned environment can provide a good influence (stimulus). So that the child reacts well to the stimulus and that learning outcomes (changes in behaviour) are not caused by human internal abilities but by stimuli that cause a response (Rifai & Anni, 2016). Learning is not only about academic formation but is focused on being captured so that character becomes the central point in the learning process at PAUD (Nasution et al., 2023). Research conducted by Hani (2019) explains that at an early age, the focus of learning is on changing attitudes and behaviour aimed at establishing a foundation for life. Learning for children is game-based so that children feel happy or do not have deep feelings of learning trauma (Satrianingrum et al., 2021).

Influencing Factors Behaviour Aggressive Early Childhood

There are various reasons for aggressive children's age. Early childhood education in PAUD includes:

1. Biological factors

Biological Factors Behaviour and emotions in children can be influenced by genetic factors, neurological factors, and biochemical factors, and may also be influenced by a combination of these three factors. Biological factors that influence the aggressive behaviour of early childhood in research conducted by researchers are the conditions starting in the womb, the mother's eating pattern during pregnancy,

the mother's psychology during pregnancy, giving birth by Caesarean or expected, the food given to the child after the child is born, and the lack of parent's attention. Mu'tadin (2002: 7-17) explains that biological factors that cause aggressive behaviour include parental genes, a brain system that makes children unable to control their blood and blood chemistry is influenced by the parents' sex hormones. Aggressive child behaviour is caused by parents who are too harsh in educating children and do not give children the freedom to explore, or lack of parental attention can make children aggressive and unable to control themselves (Olivia, 2012). The research results are in line with research conducted by Mu'tadin (2002:7-17), explaining that genes play a role in determining whether a person will be naturally aggressive or not. Childhood is two years to 6 years old. When children enter childhood with contemporary developments, this indicates that parents pay less attention to the food consumed by children. Results of research conducted on children. Most of the early childhood education at SKB PAUD Semarang City includes junk food, chocolate, noodles, light snacks that contain flavourings, and foods that contain much sugar. Students participating in PAUD SKB Semarang City have a variety of backgrounds, including biological factors. The condition of the mother during pregnancy and parents who look after and supervise the food consumed by the child can control the child's aggressive behaviour.

2. Environmental factors

The most significant influence on aggressive behaviour in children comes from the family, especially families from the lowest socio-economic class. If one parent takes the child's side against the parent now, it will spur manipulative and aggressive attitudes. Because children will feel more powerful than the parents they oppose (Paswaniati et al., 2021). Children in a family environment where their parents behave authoritarian towards their children,

do not provide emotional support, have no supervision over the children's activities, or are only involved in little or no way in the children's lives are very vulnerable to displaying aggressive behaviour (Tola, 2018). If parents continue to behave and say rude things to their children, then the children will indirectly imitate their parents' aggressive behaviour (Muallifah, 2018). This statement is in line with research conducted by Albert Bandura (2010), in his research explaining that parenting patterns greatly influence children's aggressive behaviour.

Another cause of aggressive behaviour in children is friendly feelings. A child quickly feels angry towards other people because his desires are not fulfilled, and there is a feeling of wanting to control something (Putro & Suyadi, 2016). External factors that influence children's environmentally aggressive behaviour are society and technology. The community environment dramatically influences children's behaviour (Purwanto, 2000). The wrong child will make the child become more aggressive and mature from an early age. The results of the research conducted by researchers are in line with this statement. Children socialize with adults so that children follow the way adults talk, think, and imitate what adults do. Two children have poor environmental support. These children mix with adults, which makes the children like to talk less politely and imitate the behaviour of these adults. Children who are not yet able to control themselves become aggressive and imitate what they see (Mu'tadin, 2002, pp. 7-17).

CONCLUSION

Aggressive behaviour among students at PAUD Setia Bakti is divided into two, namely verbal aggressive behaviour and nonverbal aggressive behaviour. Verbally aggressive behaviour such as teasing, harsh words, shouting, anger, and throwing objects when their desires are not met. Nonverbal aggressive behaviour in early childhood, such as kicking, hitting, pushing,

and taking friends' toys. Factors that influence aggressive behaviour in children include the child's very active behaviour. Not wanting to be quiet and simply present, children imitate the behaviour of those around them, and children are addicted to using gadgets without parental supervision. The learning model for differentiating based on loose parts is a learning model for dealing with children's aggressive behaviour. Loose parts open the possibility of creating unlimited learning activities and invite children's creativity so that learning will run well and slowly and can eliminate children's aggressive behaviour.

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