

THE ROLE OF PERSONAL-SOCIAL RESPONSIBILITY AND SPORTSMANSHIP IN PREDICTING AGGRESSION: A STUDY ON YOUNG ADULthood

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ABSTRACT

Aggression is the behavior of an individual that can hurt other individuals both physically and psychologically intentionally. Many studies have found that aggression is associated with Personal and Social Responsibility, Personal and Social Responsibility is a form of personal and social responsibility designed for individual development. Another study found one way to reduce aggression is through sportsmanship. Sportsmanship is a form of code of conduct. The purpose of this study was to obtain an overview of the three research variables from the study participants, and to find out whether Personal-Social Responsibility, as well as Sportsmanship can predict aggression behavior. This study had a sample count of 211. Study participants were individuals aged 18-40 years, who exercised. The sampling technique that will be used is convenience sampling with a correlational quantitative research design. The measuring instruments used are the Multidimensional Sportspersonship Orientations Scale (MSOS-25), the Personal and Social Responsibility Questionnaire (PSRQ), and the Buss-Perry Aggression Questionnaire (BPAQ). The results of the study found that the description of research participants in the aggression variable was classified as moderate, in the variables of personal-social responsibility and sportsmanship was relatively high. Personal-Social Responsibility and sportsmanship were also found to play a role in predicting aggression behavior. The higher the personal-social responsibility and sportsmanship, the lower the aggression behavior. This can open up many new, more effective ways to reduce the aggression behavior that exists in society in general.

Keywords: aggression, personal and social responsibility, sportsmanship

1. PREFACE

In Indonesia, the rate of violence against children increased during the pandemic. Furthermore, sexual violence and domestic violence experienced an upward trend. The risk of children experiencing domestic violence even tripled. In 2020 alone, the number of cases of violence against children reached 5,000 (CNN Indonesia, 2021).

With various prevention methods implemented by the government to limit the spread of the virus, there are costs involved. Research by Killgore et al. (2021) found a higher level of aggression positively associated with lockdowns. Based on the Frustration-Aggression Hypothesis, experiencing interference leads to frustration, which can escalate into aggression. Therefore, it is crucial to learn how to manage frustration when addressing aggression (Hall, 2020).

Individuals who struggle with emotional regulation, are easily provoked, and excessively express anger are likely to become aggressors. According to KBBI (2021), aggression is "anger or harsh action resulting from disappointment or failure to achieve satisfaction or goals, which can be directed towards people or objects." Papalia and Martorell (2017) discuss instrumental aggression as aggressive behavior used to achieve a goal. Other research supports this, with aggression defined as behavior aimed at harming others (King, 2017). An aggressive person does not necessarily act violently (Good Therapy, 2019). Violence is defined as the use of physical

force intended to hurt others or destroy property, whereas aggression is generally defined as feelings or behaviors of anger or violence.

If left unchecked, aggressive behavior can have negative impacts, both for the individual and their surroundings, such as being shunned or hated by others, and physical or psychological pain for the victims, among other losses (Rahmawati & Asyanti, 2016). Therefore, it is imperative to anticipate aggressive behavior; if ignored, it can lead to severe negative consequences for an individual's life. Aggressiveness in schools is associated with poor social and personal outcomes, risks to physical and mental health, and the development of bad habits (Barnes et al., 2014). Hence, education on personal and social responsibility is necessary.

Personal and social responsibility is a responsibility model aimed at developing children's personal and social skills (Caballero-Blanco et al., 2013; Hellison et al., 2000; Hellison, 2011). According to Courel-Ibanez et al. (2019), aggression can be predicted by personal and social responsibility. Individuals with high responsibility values have been proven to have many positive effects in reducing violent behavior, especially in schools, through sports education (Courel-Ibanez et al., 2019). Personal and social responsibility is a tool that can develop an individual's skills and competencies (Manzano-Sánchez et al., 2020).

Teaching personal and social responsibility helps individuals to successfully train self-control and further develop themselves (Escarti et al., 2010). Other studies also focus on personal and social responsibility, finding that it develops sportsmanship, self-control, fairness, and reduces aggressiveness (Courel-Ibanez et al., 2019).

Besides personal and social responsibility, another factor that can reduce aggressiveness is sportsmanship (Courel-Ibanez et al., 2019). Sportsmanship, a code of ethics that develops moral and/or ethics, is crucial not only in sports (Burgueno & Medina-Casabon, 2020). Courel-Ibanez et al. (2019) also found that violent behavior can be predicted from sportsmanship and personal and social responsibility. Higher sportsmanship correlates with lower aggressiveness and positively correlates with pro-social behaviors and negatively with antisocial behaviors (Kavussanu & Boardley, 2009).

Sportsmanship can be found anywhere and at any time, though it is most visible at sporting events. In Indonesia, especially among teenagers to early adults, many have returned to normal activities, including sports. Thus, based on the above research, the author will discuss how aggressiveness is predicted by factors of sportsmanship and personal and social responsibility.

There has been research explaining the moderation of sportsmanship and personal and social responsibility towards violent behavior (Courel-Ibanez et al., 2019). However, in this research, students were clustered based on violent attitudes and sportsmanship. Cluster analysis does not explain which variables can better predict aggression. There is no direct relationship explanation between these three variables. Courel-Ibanez has explained aggressiveness based on participant clustering by sportsmanship and personal and social responsibility, but they have not described how aggressiveness can predict and which factors more significantly predict aggressiveness. Thus, designing an effective aggression intervention strategy remains challenging.

Furthermore, the mentioned research also used participants aged 12-15 years. Research by Kipp and Bolter (2020) found that age differences are associated with personal and social

responsibility. Because age differences can influence responsibility, predictions of aggressiveness may also vary.

2. RESEARCH METHOD

The discussion in this research methods chapter will cover research participants, research design, location settings, research instruments, measurement of research variables, test validity and reliability assessment, research implementation procedures, and data processing techniques.

The research participants in this study have the following characteristics: (a) from Indonesia; (b) aged between 18-40 years; (c) of any gender; (d) engaged in competitive sports (Basketball, Badminton, Soccer, Volleyball, etc.); and (e) with a minimum education of high school completion. Subject characteristics will not be limited by ethnicity, religion, race, and social class.

This research is quantitative, using a correlational research design. It will utilize a survey method with questionnaires adapted for Indonesian subjects. In using a correlational design, this study aims to investigate the relationship or correlation between two or more variables. For sampling, the researcher used convenience sampling, a non-probability data collection method based on the availability and ease of obtaining samples. Questionnaires will be distributed by sharing a Google Form link through social media to collect quantitative data.

Data collection will be conducted using questionnaires, carried out online via Google Form. The equipment used in this research includes computers, Statistical Product and Service Solution (SPSS) version 20, informed consent forms, and closed-ended questionnaires. Measurement tools include The Multidimensional Sportspersonship Orientations Scale (MSOS-25) to depict individual sportsmanship, the Personal and Social Responsibility Questionnaire (PSRQ) to measure personal and social responsibility, and The Buss-Perry Aggression Questionnaire (BPAQ) to assess individual aggressiveness.

The questionnaire provided to subjects through Google Form has three different sections. The first part includes an introduction with information about the researcher, the purpose of the study, data confidentiality, thanks, willingness to participate, and informed consent. The second part contains respondent data for research completeness, including respondent identity starting with name or initials, age, gender, and sports participated in. The third part provides filling instructions and questionnaires MSOS-25, PSRQ, and BPAQ.

This study will use a questionnaire as a measurement tool, consisting of several parts: (a) an introduction and informed consent, explaining the researcher's identity, purpose, and objectives; (b) respondent data including age, gender, etc., related to personal data; (c) sportsmanship questionnaire; (d) personal and social responsibility questionnaire; (e) aggression questionnaire.

Multidimensional Sportspersonship Orientations Scale Measurement

The research tool used is the Multidimensional Sportspersonship Orientations Scale (MSOS-25) developed by Vallerand in 1997. It has five dimensions: (a) Respect for social conventions, (b) Respect for rules and referees, (c) Full commitment, (d) Respect for opponents, and (e) Negative Approach. The MSOS-25 questionnaire consists of 25 items on sportsmanship to be filled out by respondents on a 5-point Likert scale. The Internal consistency of the 26 items measured on sportsmanship is 0.842.

The MSOS-RSC consists of 5 items, with an example item like "After the match, I ... (leave without congratulating/approach and congratulate) the opponent for their performance". MSOS-RR consists of 5 items, with an example item like "If I consider the referee to be not very competent, I ... (ignore/still obey them)". MSOS-FC consists of 5 items and has an example item like "I look for various ways to identify and improve my weaknesses. (Rarely/Often)". MSOS-RO consists of 5 items and has an example item like "When an opponent is unfairly disqualified, then I will ... (let it go/defend them)". Lastly, MSOS-NA also consists of 5 items and has an example item like "When winning, I ... (acknowledge/do not care about) my opponent's good performance".

Personal and Social Responsibility Measurement

The second research tool is the Personal and Social Responsibility Questionnaire (PSRQ) presented by Watson et al. (2003), having two main factors: personal responsibility and social responsibility, each with two dimensions. Personal responsibility includes the dimensions of effort (PSRQ-E) and self-direction (PSRQ-SD), while Social Responsibility encompasses the dimensions of respect for others (PSRQ-RO) and caring for others (PSRQ-CO). The PSRQ questionnaire has 26 items to measure respondents' personal and social responsibilities on a 5-point Likert scale. The Internal consistency of the 26 items measured on personal and social responsibilities is 0.847.

PSRQ-RO consists of 5 statements, with an example item like "I ... (rarely/often) greet my teacher/coach". PSRQ-CO consists of 9 statements, with an example item like "I ... (rarely/often) encourage others". PSRQ-E consists of 6 items and has an example item like "I ... (rarely/often) enthusiastically participate in various activities (social/seminars/sports, etc.)". The last dimension, PSRQ-SD, consists of 6 items and has an example item like "I ... (rarely/often) evaluate whether my actions are in line with my life goals".

Buss-Perry Aggression Questionnaire Measurement

To measure aggression, the Buss-Perry Aggression Questionnaire (BPAQ) will be used, consisting of 29 statements on a 5-point Likert scale. It has four dimensions: Physical aggression, verbal aggression, anger, and hostility. Higher scores indicate higher aggressive behavior. The Internal consistency of the 29 items measured on Aggression is 0.861. The BPAQ-PA consists of 9 statements, with an example item like "I ... (rarely/often) have the desire to physically attack someone (pinch/pull hair/slap/attack/etc.)". BPAQ-VA consists of 5 statements, with an example item like "I directly (bluntly) oppose when I do not/less agree with my friend's opinion (Disagree/Agree)". BPAQ-A consists of 7 statements, with an example item like "I often feel annoyed/upset without hiding it from others (Disagree/Agree)". BPAQ-H consists of 8 statements and has an example item like "If people who have upset me face difficulties, I will laugh at them (Disagree/Agree)".

The researcher starts with selecting a problem phenomenon and formulating the problem to be researched. After formulating the problem, the researcher continues with creating the background, objectives, benefits of the study, and determining the characteristics of participants. The researcher then collects books and journals for theoretical study references related to the research. The researcher will adapt questionnaires from MSSC and create interview guides with questions related to the study. Informed consent forms will be prepared for interview participants before starting the interview process. Data collection involves distributing questionnaires via Google Form through social media.

The research begins with obtaining permission to distribute online questionnaires through social media from March to May 2022. All data collected from Google Form will be entered into the SPSS version 20 program for analysis.

The data collected through the questionnaire will be analyzed using IBM Statistical Package for the Social Sciences (SPSS) 20. This data analysis will utilize several techniques, including descriptive statistical analysis, ANOVA tests, One Sample T-Test, and regression tests.

3. RESULT AND DISCUSSION

In this study, the researcher will answer two research questions: (a) a descriptive analysis of the variables among the research participants; and (b) hypothesis testing using regression analysis. The descriptive analysis is conducted to examine the overview of the variables among participants using a hypothetical norm approach, where the measurement norm is the reference. Categorization is made into three levels: high, medium, and low, using a calculation approach based on the Confidence Interval of Means formula. Meanwhile, hypothesis testing is carried out using the SPSS 20 application. Data processing is performed using regression analysis. This regression test analysis aims to examine the presence or absence of an influence between one variable and another.

The categorization in the study is carried out using the formula for the confidence interval of means. This formula facilitates an approach to three categories: low, medium, and high.

Table 1

Descriptive Statistics and Correlation Among Study Variables

Variable	M	SD	1	2	3	3a	3b	3c	3d	3e	4	4a	4b	4c	4d	5	5a	5b	5c	5d
Age	22,54	5,06	-																	
JK	1,52	0,50	-	-																
Sportsmanship	4,11	0,45	.062																	
Respect for Social Convention	4,38	0,58	.177	.007	.842															
Respect for Rules and Officials	4,28	0,48	.139	-	.772	.717														
Full Commitment	4,30	0,60	.148	-	.674	.479	.399													
Respect for Opponents	3,90	0,76	.018		.668	.401	.426	.723												
Negative Approach	3,69	0,81	.162	.070	.693	.425	.342	.346	.770											
Personal and Social Responsibilities	3,75	0,51	.042	-	.683	.451	.305	.255	.223	.560										
Respect for Others	3,82	0,64	.106	.100	.659	.512	.467	.541	.386	.428	.847									
Caring and Helping for Others	3,95	0,60	.090	-	.542	.437	.399	.365	.262	.442	.697	.611								
Effort	3,54	0,76	.045		.515	.450	.324	.272	.360	.378	.730	.430	.766							
Self-Direction	3,71	0,72	.013	.224	.501	.369	.436	.472	.323	.219	.786	.368	.407	.603						
Aggression	2,83	0,65	.163	.107	.423	.295	.236	.480	.216	.269	.770	.333	.415	.507	.689					
Physical Aggression	2,46	0,84	-	-	-	-	-	-	-	-	-	-	-	-	-	.861				
Verbal Aggression	3,20	0,81	.182	.009	.281	.236	.255	.106	.091	.388	.188	.255	.195	.043	.096	.827	.781			
Anger	2,82	0,90	.160	.086	.354	.260	.305	.200	.080	.462	.267	.305	.274	.082	.167	.681	.414	.685		
Hostility	2,84	0,77	.088	.036	.014	.021	.006	-	.020	.101	-	.006	-	-	-	.806	.536	.388	.558	
			.129	.136	.180	.162	.215	.056	.046	.274	.205	.215	.185	.093	.134	.793	.623	.328	.544	.679
			.193	.056	.331	.297	.265	.140	.184	.371	.230	.265	.251	.107	.092					

The variable of personal and social responsibility comprises four dimensions, with personal responsibility measured by the dimensions of effort and self-direction. Meanwhile, social responsibility is measured by the dimensions of respect for others and caring for others. The assessment of this variable is conducted using a range of answer choices from 1 to 5, or a 5-point Likert scale. The standard categories for the personal and social responsibility variable are a score of < 2.93 (low), a score between 2.93 – 3.07 (medium), and a score of > 3.07 (high).

Based on the data in table 1, it can be concluded that the depiction of personal and social responsibility among the participants falls into the high categorization.

Table 2

Descriptive Statistics of Variable Personal and Social Responsibility per Dimension

Dimension	Mean	Category
<i>Respect for Others</i>	3,82	High
<i>Caring and Helping for Others</i>	3,95	High
<i>Effort</i>	3,5	High
<i>Self-Direction</i>	3,7	High

The Aggression variable consists of four dimensions: Physical Aggression, Verbal Aggression, Anger, and Hostility. The assessment of this variable is conducted using a range of answer choices from 1 to 5, or a 5-point Likert scale. The standard categories for the Aggression variable are: a score of < 2.91 (low), a score between 2.91 – 3.09 (medium), and a score of > 3.09 (high).

Based on the data from the table 3, it can be concluded that the depiction of aggression among participants falls into the low categorization.

Table 3

Descriptive Statistics of Variable Aggression per Dimension

Dimension	Mean	Category
<i>Physical Aggression</i>	2,46	Low
<i>Verbal Aggression</i>	3,20	High
<i>Anger</i>	2,82	Low
<i>Hostility</i>	2,84	Low

The sportsmanship variable consists of five dimensions: respect for social convention, respect for rules and referees, full commitment, respect for opponent, and negative approach. The assessment of this variable is conducted through a range of answer choices from 1 to 5, or a 5-point Likert scale. The standard categories for the sportsmanship variable are: a score of < 2.94 (low), a score between 2.94 – 3.06 (medium), and a score of > 3.06 (high).

Based on the data from table 4, it can be concluded that the depiction of sportsmanship among participants falls into the high categorization.

Table 4

Descriptive Statistics of Variable Sportsmanship per Dimension.

Dimension	Mean	Category
<i>Respect for social convention</i>	4,38	High
<i>Respect for rules and referees</i>	4,28	High
<i>Full commitment</i>	4,30	High
<i>Respect for opponent</i>	3,90	High
<i>Negative Approach</i>	3,69	High

In the first hypothesis, the researcher aims to examine whether sportsmanship can predict aggressive behavior. Sportsmanship predicts 7.9% of the variance in Aggression, $F(1,209) = 17.890$, $p < 0.001$. Sportsmanship ($\beta = -0.281$, $p < 0.001$). Participants who hold sportsmanship values, such as respect for social conventions, respect for rules and referees, commitment, respect for opponents, and the absence of a negative approach, do not have the inclination to attack others physically/verbally. Aggression is inversely related to sportsmanship. The higher the sportsmanship values, the lower the aggression levels.

To evaluate how much variance in aggression is influenced by sportsmanship variance, the author uses multiple regression analysis with aggression scores as the dependent variable (see Table 4.8). To assess how much of the aggression variance is predicted by the variance of Personal and Social Responsibility, the author employs multiple regression analysis with aggression scores as the dependent variable (see Table 4.7). Personal and Social Responsibility predicts 3.50% of the aggression variance, $F(1,209) = 7.646$, $p < 0.010$. Personal and Social Responsibility ($\beta = -0.188$, $p < 0.010$). Participants with personal and social responsibilities, such as showing respect, caring for others, having life goals or directions, and exerting effort, will not have the inclination to engage in aggressive behaviors such as physical and verbal aggression, anger, or violent actions. The higher the personal and social responsibility, the lower the tendency to engage in aggression.

In this subsection, the researcher will explain aggressive behavior based on gender and age. This additional analysis is conducted to identify whether gender and age potentially influence the role of personal/social responsibility and sportsmanship in predicting aggressive behavior. If aggressive behavior is significantly predicted by gender and age, then the analysis of the role of personal/social responsibility and sportsmanship in predicting aggressive behavior will be further analyzed by controlling for age and gender variables. For the additional analysis of personal/social responsibility, sportsmanship, and aggression based on gender, a t-test will be conducted. For the additional analysis of personal/social responsibility, sportsmanship, and aggression based on age, a Pearson correlation test will be conducted.

Based on the analysis using an independent sample t-test, with an alpha level of 0.05; the average aggression behavior in male participants is 2.84 (SD = 0.619) and is not significantly different from the average aggression behavior in female participants, which is 2.83 (SD = 0.683), $t(209) = 0.126$, $p > 0.05$. This means there is no difference in the desire to physically/verbally attack others between male and female participants.

Based on the analysis with an independent sample t-test, with an alpha level of 0.05; the average personal and social responsibility in male participants is 3.70 (SD = 0.552) and is not significantly different from the average personal and social responsibility in female participants,

which is 3.80 (SD = 0.473), $t(209) = -1.447$, $p > 0.05$. This means there is no difference in personal and social responsibility between male and female participants.

Based on the analysis with an independent sample t-test, with an alpha level of 0.05; the average sportsmanship in male participants is 4.11 (SD = 0.449) and is not significantly different from the average sportsmanship in female participants, which is also 4.11 (SD = 0.458), $t(209) = -0.099$, $p > 0.05$. This means there is no difference in sportsmanship between male and female participants.

By using the Pearson-Correlation method, there is a significant relationship between age ($M = 22.54$, $SD = 5.06$) and aggressive behavior ($M = 2.83$, $SD = 0.65$), $r(209) = -0.182$, $p = 0.008 < 0.01$. This means that as age increases, aggressive behavior decreases. The coefficient of determination for the relationship between age and aggressive behavior is 0.0331, meaning that 3.31% of the variance in aggressive behavior is explained/predicted by the variance in age.

Also by using the Pearson Correlation method, there is no significant relationship between age ($M = 22.54$, $SD = 5.06$) and personal/social responsibility ($M = 3.75$, $SD = 0.51$), $r(209) = 0.106$, $p = 0.126 > 0.05$. This means that age does not play a role in personal and social responsibility. The coefficient of determination for the relationship between age and personal/social responsibility is 0.0112, meaning that only 1.12% of the variance in personal/social responsibility is explained/predicted by the variance in age.

Lastly, by using the Pearson Correlation method, there is a significant relationship between age ($M = 22.54$, $SD = 5.06$) and sportsmanship ($M = 4.11$, $SD = 0.45$), $r(209) = 0.177$, $p = 0.010 < 0.05$. The coefficient of determination for the relationship between age and sportsmanship is 0.0313, meaning that 3.13% of the variance in sportsmanship behavior is explained/predicted by the variance in age.

The results of this discussion indicate that both sportsmanship and personal and social responsibility variables can predict aggressive behavior in young adults. This shows that individuals who have respect, make efforts, and have responsibility tend to be less likely to engage in aggressive behaviors such as getting angry, committing physical or non-physical violence. Individuals with a sense of sportsmanship are less likely to desire to engage in aggression. The same applies to personal and social responsibility. Individuals who possess personal and social responsibility also tend to not have the desire to engage in aggression.

However, the predictive strength of these two variables on aggression is not yet considered high. Nevertheless, this strengthens the findings of previous research referenced in this study, namely the research conducted by Courel-Ibanez et al. (2019). Where they found that sportsmanship can mitigate the negative impact of aggression on pro-social behaviors. The variable overview here also finds that the participants in this study on average have high personal and social responsibility. For the Aggression dimension, the variable overview of participants for this study is considered medium. Lastly, the variable overview for the study on the sportsmanship variable is high.

The study from Courel-Ibanez, et. al., (2019). clusterize their participants consisting between 12 to 15 years old, into three different clusters. The first cluster (cluster 1) includes sportsmanship and non-violent participants, the second cluster (cluster 2) includes sportsmanship and violent

participants, and lastly, the final cluster (cluster 3) includes unsportsmanship and nonviolent participants. Thus, signifying the differences between said research and this current study.

Some limitations present in this study include that the research was conducted during the COVID-19 pandemic. Other studies have found that aggression levels are associated with the impacts of COVID-19. This means that the results of this study may be influenced by the pandemic. Additionally, this study was conducted only in West Jakarta, Indonesia. Different results might be found in other countries or cultures.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis conducted, the conclusions of the research are as follows:

1a. The depiction of research participants in the aggression variable has an aggression level that is considered moderate. Among the dimensions of aggression, verbal aggression is the highest, and physical aggression is the lowest.

1b. The depiction of research participants in the personal-social responsibility variable is rated high. Among the dimensions of personal-social responsibility, caring and helping others is the highest, and effort is the lowest.

1c. The depiction of research participants in the sportsmanship variable is rated high. Among the dimensions of sportsmanship, full commitment is the highest, and negative approach is the lowest.

Research hypothesis 1 (H1) is accepted. Personal and social responsibility play a role in predicting aggressive behavior. Individuals with personal and social responsibility do not have the desire to engage in aggression.

Research hypothesis 2 (H2) is accepted. Sportsmanship plays a role in predicting aggressive behavior. Individuals with sportsmanship values do not have the desire to engage in aggression. Based on additional analysis, it was found that differences in participants' age characteristics could potentially affect the relationships between research variables, especially regarding the variables of sportsmanship and aggressive behavior.

Authors suggest that for future research, additional studies could be conducted in different cultures. Research with different participant subjects can also be carried out, as well as in the post-pandemic period. It is also important for educational institutions in Indonesia to start implementing teachings on personal and social responsibility and sportsmanship to young people in Indonesia to reduce the negative impacts of aggression.

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