

## The Influence Of Peer Group Interaction And Moral Development Toward Aggression Behavior of School-Aged Children In Poor Urban Areas

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**Abstract.** This research aimed to analyze amongs the relationship and influence of children and family characteristic, interaction of peer group, and moral development toward aggression behavior of school age children in Tegal Lega Village, Middle District of Bogor and Empang Village, South District of Bogor. The design of this research was cross sectional study. Population of this reserch was family with late school-age children or 4-6 class of elementary school. The samples consisting of 100 children and mothers were chosen by proportional random sampling. The data were collected by interview based on questionnaire. Result showed that there was a significant and negative correlation between moral development and aggression behavior. Meanwhile, result showed that there was a significant and negative influence between moral development and aggression behavior. Moreover, the result showed that there was no influence between child characteristic and peer group interaction toward aggression behavior.

Keyword: school age children, peer gorup interaction, moral development, aggression behavior

**Abstrak.** Penelitian ini bertujuan untuk menganalisis hubungan dan pengaruh antara karakteristik anak dan keluarga, interaksi teman sebaya, perkembangan moral terhadap perilaku agresi anak usia sekolah di Kelurahan Tegal Lega Kecamatan Bogor Tengah dan Kelurahan Empang Kecamatan Bogor Selatan, Kota Bogor. Desain penelitian ini menggunakan teknik cross sectional study. Populasi contoh adalah keluarga dengan anak usia sekolah atau kelas 4-6 sekolah dasar. Jumlah contoh dalam penelitian ini adalah 100 anak dan ibu yang terpiihs secara proporsional random sampling. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Hasil penelitian menunjukkan terdapat hubungan yang negatif dan sangat signifikan antara perkembangan moral dengan perilaku agresi. Selain itu, hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dan negatif antara perkembangan moral terhadap perilaku agresi. Namun, karakteristik anak dan interaksi teman sebaya tidak berpengaruh signifikan terhadap perilaku agresi.

Kata kunci: anak usia sekolah, interaksi teman sebaya, perkembangan moral, dan perilaku agresi

## Introduction

Poverty is a problem of social phenomenon that has been no solution to overcome it so far. The number of poor people in Indonesia in March 2015 reached 11.22 percent (BPS 2015). This number decreases every year, but the number of poor people is still high. These poor people live in various provinces, one of which is West Java Province. According to the Badan Pusat Statistik (2014), the poor in West Java Province is divided into two categories: poor urban and poor rural. The total of poor urban is 25.54 million and the poor rural is 16.85 million. One city in West Java Province, in which the number of poor people is still quite high, is Bogor City with the number of poor as many as 91.71 thousand inhabitants (Pusdalibang 2011).

Poverty makes people difficult to make decisions. Furthermore, they have low moral identity due to lack of knowledge in the community (Levin and Schwartz 2016). Poverty also has a huge impact on the family. According to Hastuti (2014), poverty is related to the state or lack of finances to meet the needs of all family members. Families with low economic levels are generally less concerned about child behavior, and they do not apply rewards to praise for good deeds. Moreover, they lack of practice in the cultivation of moral values. Poverty is the cause of the lack of stimulation of parent education to children due to limited resources. In addition, parents with low socioeconomic status also exhibit a tendency to apply hard and harsh discipline, have higher levels of stress, and have negative beliefs about parenting compared to parents of higher socioeconomic status (Pinderhuges et al. 2000). Poverty has an impact on various aspects of life and threatens the sustainability of child growth and development. Children living in poverty have risks that affect of their development. According to Aber et.al (1997), poverty affects the child's cognitive and social development. Child development requires cognitive ability to understand things. In addition, poverty also affects the moral development of children (Lotter 2007; Fakinlede 2008). Poverty also causes a child to grow into a hyperactive child and perform physical aggression and has other behavioral problems (Maza et al. 2016).

Therefore, poverty affects every level of child development including the development of children at school age. One stage to shape and optimize the development of good children is when the children step on elementary school age – the period of late childhood (Levu and Darminto 2013). Ideally, school-aged children get good parenting. Children make parents as role models in behaving, Furthermore, children get attention from every good action they do. In fact, because of the environment and socioeconomic status of the family is not good so that children show behavior which is not in accordance with norms and values (Hastuti 2014). This is because parents are less likely to monitor every child's behavior so that he/ she freely imitates the actions that he/ she sees. School-aged children need good stimulation from their parents. School-aged children are an important period in the child's developmental stage. School-age children are at the stage of social development of Erik Erikson, that is, industry vs inferiority. Stages of children develop themselves by interacting with others, develop self-confidence, so that children feel themselves valuable and think "I'm a good boy" (Santrock 2007). Based on the social learning theory Bandura believes that one

will learn to observe the behavior of others with the concept of encouragement and observed sanction from the others so that one will imitate the behavior (Hastuti 2014). Therefore, in this age the child needs to develop all the ability and competence to be able to progress to the next stage of development through the process of interaction with the environment.

School-age children are the stage where children will begin to recognize the environment outside the home than the family. Larger environments such as daycare, schools or even the wider community are communities. Children will more often interact with the environment outside the home as with a group of friends. According to Blazevic (2016) said school-aged children interact with same-sex peer groups, and age that will tend to have the same fondness and enjoy more time together. This interaction process forms the child into a better person or vice versa depending on the family's applied foundation. The process of interaction also depends on the characteristics of the child whether the child's age, gender or birth order of the child in the family. Based on previous research results show that children who grow and about 12 years old will reduce the importance of parents but will be more concerned with groups of his age to start interaction with them (Mukama 2010).

Peer interactions can affect the attitudes and actions of the child, resulting in various behavioral issues in association (Hay, Payne, and Chadwick 2004). According to O'Connell et.al (1999), a child's behavior that involves interactions with peers is bullying and aggressive behavior toward his peers during preadolescence to adolescence. Children who have behavioral problems will experience various problems in socializing, speaking, behaving and so forth. School-aged children have the potential to behave aggressively if the child is in a less supportive environment in optimizing its development. Child aggression behavior is influenced by several factors such as cognitive, social and emotional abilities of children, parents and child relationships with peer group (Santrock 2007).

Aggressive behavior occurs in the process of child learning to interact with the environment outside the family. The behavior of child aggression arises because the child gets rejection from the group. Rejection received by a child depends on the process of social knowledge. Rejections in interacting with peers make children perform aggressive actions or withdrawal (Park and Killen 2010). Adapted children in the playgroup showed less aggression compared with difficult-to-adjust children (Asarnow & Callan 1985 in Santrock 2007). In accordance with research Sze Mak (2014) states that children who are able to work with peers will show mutual respect for each other and have good interpersonal relationships. Based on the research of Acar (2013), children who behave prosocially with peers have high levels of self-control. In addition, the results of the study from Kingston and Medlin (2006) states that children in public schools have higher levels of prosocial behavior than homeschooling children. Therefore, the process of interaction with peers make children get affected in language, socializing and even acting.

In addition, the characteristics of children also affect the behavior of child aggression. According to Lickona (2013), school aged children are more aggressive in behaving and acting. They often fight, and when they are in a fight, they will hit the person who will try to reconcile. Therefore, the interactions of

children with peers affect the behavior of aggression where interaction is related to the acceptance of children in groups, jealousy, grabbing games and others. Peer interactions have an influence on moral development. In accordance with the study of Biang and Klett (2015), school age children often disagree with the rules, cheating and did not telling the truth. Consequently, this will affect the development of moral judgment. Peer interactions contribute to the maturity of a child moral development. The process of interaction with peers can change many things that happen in one's life including behavior (Walker, Hennig, & Kretteneur 2000). In addition, peer interactions and moral development affect the behavior of aggression. The results of previous research indicate that there was a relatively effective outcome of the peer group to the moral development of children (Erney 1979).

Peer interactions and aggression behaviors that children do will affect the stages of development, especially the moral development. Moral development is one of the important developments that need to get optimal stimulation. Moral development becomes the basis of a person in doing an action, good or bad behavior. Moral becomes the determinant of a person behaving, such as self-control, social behavior, sharing, and empathy (Berkowitz and Grych, 1998). Piaget's cognitive moral development has two stages: the stage of heteronomous morality from the age of 4-7 years. The child at this stage thinks that rules in moral are rigid and irreversible. The transition stage of children aged 7-10 years is the child stage which shows the characteristics of the first moral development and some characteristics, indicating the second stage of moral development. The second stage of cognitive moral development is the stage of autonomous morality from the age of 10 and over. The child at this stage thinks that the rule of values is a rule made by humans to judge an action by considering the consequences (Santrock 2007). According to Guerra, Nucci and Huesmann (1994), the child's cognitive moral development becomes a guide in behaving whereby when a child commits an aggressive act, the child can be said that his moral development has not reached the proper stage. Based on research that the moral development of children affect the behavior of aggression. In accordance with the results of the study, it is said that the relationship of interaction with a group of friends has a significant effect on antisocial behavior and aggressive behavior of children (LansFord, et al., 2003).

Moral is the basis of the child to perform an action and as a guide to behave. Therefore, the moral of the child needs to be developed from an early age because it is the age of golden age, the period of formation and optimization of each development (Hastuti 2009). Moral children who are not formed well at an early age will affect the next stage of development. One of the antisocial behaviors of children who often appear to be the problem of school-aged children is aggression behavior. In line with the statement of research conducted by Dubow (1988), children who have problems of aggressive behavior or quiet behavior will get rejection from a group of friends and have low self-esteem. Based on research, it is said that the moral development of children affects the behavior of aggression. In accordance with the results of the study, the relationship of interaction with a group of friends has a significant effect on antisocial behavior and aggressive behavior of children (LansFord, et al., 2003).

Other studies also compared the aggressive and non-aggressive children's behavior to show the result that children who commit an act of crime or aggression are at the stage I of moral development while children who do not act aggression are at the stage II of moral development. It can be said that the behavior of child aggression is a sign that there is a delay in the development process in a person (Kohlberg 1985 in Guerra, Nucci, & Huesmann 1994). Therefore, the moral development of children is very important to form the child's personality and moral. Moral development of children becomes the foundation of children in doing something against others.

Based on this, the research was conducted with the aim of; 1) analyzing the characteristics of children and families, peer interactions, moral development and aggression behavior of school-aged children; 2) analyzing the relationship of children and family characteristics, peer interactions, moral development and aggression behavior of school-aged children; 3) analyzing the influence of children and family characteristics, peer interactions, child moral development against child aggression behavior.

### Methods

This research used *cross sectional study* design, which was implemented in Empang Village, Bogor Selatan Subdistrict and Tegal Lega Village, Central Bogor Subdistrict, Bogor City. The location of the research was chosen purposively in accordance with the data BPS 2015 in which the two sub-districts have the highest pre-prosperous family (Pre PF) in each sub-district of Kota Bogor. The example family criteria are the families of Pre PF and PF I that get at least one social assistance from the government. This study was conducted in February-May 2016. The study population was school-aged children in Pre-PF and PF I families in Central Bogor and South Bogor Sub-districts. Sampling technique using *proportional random sampling* was as many as 100 families.

This type of data was collected using primary and secondary data. Primary data were collected using questionnaires with interview techniques. Secondary data included determination of research location, general description of research location obtained from data of BPS, data of subdistrict and village used as research location. Peer group interaction variables were measured using modified Ammar (2014) instruments with 23 questionnaires with peer group interaction dimensions of openness, cooperation, and relationship frequency. Measurements used a *Likert* scale consisting of never given a score of 1, rarely given a score of 2, often given a score of 3, and always given a score of 4 with a value of *Cronbach's alpha* of 0.722.

The instrument of moral development used the modified instruments of Scott (1965) with the number of statements of 50 statements consisting of three dimensions of kindness, honesty, and self-control. The instrument statement of moral development was divided into positive statements and negative statements. Positive statement given score 1 = I did it; 0 = I do not do it if it is condition dependent; 0 = I did not do it. Negative statement given score 0 = I did it; 0 = I do not do it if it is condition dependent; 1 = I did not do it. *Cronbach's alpha* value is 0.821.

Variable aggression behavior was measured using modified instruments from Orpinas and Frankowski (2001) consisting of 11 statements. Statement using *Likert scale* is never given a score of 0; rarely given a score of 1; often given a score of 2; always given a score of 3 with a value of *Cronbach's alpha* of 0.865. Data were analyzed using descriptive and inferencing analysis. Descriptive analysis used include frequency, maximum value, minimum value, mean, and standard deviation.

Inferencing analyzes included correlation test and linear regression test. Prior to data analysis, data were processed by changing them into index (0-100). Categorization of interaction variables with peer group using *cut-off* is less (<60), enough (60-80), and good (> 80). Categorization of variables of moral development and aggression behavior using *cut-off* is low (<60), moderate (60-80), and high (> 80).

## Findings

### Child and Family Characteristics

The sample in this study amounted to 100 children with an age range between 9-13 years with an average age of 10.50 years. As many as 52 percent of examples are male and the rest (48%) are female. As many as 60 percent of fathers are categorized as middle age adults with a range between 41-65 years. Meanwhile, more than half (57%) of mothers are in the category of young adults with an interval between 20-40 years. The average age of the father in the sample family is 40.35 years and the average mother age is 39.93 years. This means that the father's age is older than the mother's age.

The results showed that one of third fathers (32%) studied for 12 years or equivalent to high school. In addition, 46 percent of mothers studied up to 6 years of education or equivalent to elementary. The average length of father's education is 7.94 years and the average length of mother education is 7.44 years. The results showed that half the fathers of the sample family (50%) had employment as laborers and almost the majority of mothers (89%) had a job as housewives. Based on the results of the study shows that the average per capita income per month of the sample family is Rp.351.599. If referring to the Bogor poverty line (Rp.360.518 / capita / month) as much as 62 percent of families has income below the poverty line. Based on the results of the study, it showed that half of the sample families were in the category of moderate families (5-7 people).

### Peer Group Interaction

Interaction is a reciprocal relationship between two or more people that each individual plays actively in the play group. Based on the interaction that exists because of proximity, they form a group of peer groups, as a place to adjust and socialize children. Ammar (2014) mentions that there are three dimensions in the interaction of children with peers such as openness (mutual honesty towards other group members and no hidden secrets), cooperation (an action to work with a group of friends to mutually alleviate a task for the goal can be achieved ), and

the frequency of the relationship (the intensity of meeting with the group where to share stories with close relationships).

The results showed that as many as two of third examples, having interaction scores with peers were in the less favorable category (66%) and the remaining 34% categorized quite well with an average score of 56.42. When viewed by their dimensions, nearly half of the categorical instances was poor on every dimension of peer interaction. This was marked by more than half of children never playing with different religious friends, and one of third children can not cooperate with new friends and as many as half the children never stay at a friend's house.

### Moral Development

Moral development is the ability of children to understand about something that is right and wrong, good and bad and act in accordance with the rules and norms that exist in society. The results showed that more than half of the samples had a moral development score (56%) in the low category and the remaining (36%) were moderate category and (6%) were categorized high with an average of 56.12%. When viewed from every dimension, as much as 65 percent and 76 percent of the examples is categorized as low on the dimensions of kindness and self-control. Meanwhile, in the honesty dimension, the distribution of samples is evenly distributed in low category (36%), moderate (31%), and high (33%). At almost every dimension of the lower categorized instance. This is marked by more than half of the children often mocking their friends. The child replied to his friends by cursing with bad words and the child often trapped his friends by hiding their belongings. In addition, children often took the goods of friends like pen or food without asking permission first. Moreover, children also often used the belongings of friends but used the name of others and children often did not do what their mother told when they were playing. In addition, children often cheated on his friend when the exam came but reported to the teacher that his friend cheated on the exam. (Table 1).

Table 1 Distribution, average, minimum deviation standard, and maximum sample based on moral development

Categorized	Kindness		Honesty		Self-Control		Total	
	n	%	n	%	n	%	n	%
Low (<60)	65	65,00	36	36,00	76	76,00	56	56,00
Moderate (60-80)	26	26,00	31	31,00	17	17,00	38	38,00
High (>80)	9	9,00	33	33,00	7	7,00	6	6,00
Total	100	100,00	100	100,00	100	100,00	100	100,00
Average ± Std	54,70	±17,75	68,17	± 17,95	55,11	±14,47	56,14	±14,99
Min - Max	17,64	- 88,24	17,64	- 100,00	12,50	- 87,50	26	- 88

### Aggression Behavior

Aggressive behavior is a behavior that creates damage and disrupts others or even friends in the group. Based on Table 2 the results show that as much as 93 percent of aggression behavior of school-aged children is in the low category with an average of 30.89. This means, the child shows the potential that the child can

behave aggression even in low levels. Meanwhile, It is characterized by the child who often deliberately stretched his legs to make his other friend fall. In addition, the child often stroke back when someone hit him first, and the child often said something bad like a ridicule aimed at another child to make his or her group laugh. Furthermore, the child often calls his friend a bad name, and the child often gets angry with someone.

Table 2 Distribution, average, minimum deviation standard, and maximum sample based on aggression behavior

Categorized	Aggression Behavior	
	n	%
Low (<60)	93	93,00
Moderate (60-80)	7	7,00
High (>80)	0	0,00
Total	100	100,00
Average $\pm$ Std	30,89 $\pm$ 18,94	
Min - Max	0.00 - 78,79	

### The Correlation of Child Characteristics, Family Characteristics to Peer Interaction, Child Moral Development and Aggression Behavior

*Pearson* correlation test results of child characteristics, family characteristics with peer interaction, moral development and aggression behavior in table 3 shows that there are several significant related factors. The results showed that there was a positive relationship ( $r = 0.256$ ;  $p < 0.05$ ) between the age of the child and peer interaction, which means that the older child's age then the higher the child's interaction with his peers. In addition, the results also showed that there was a negative relationship ( $r = -0.239$ ,  $p < 0.05$ ) between the age of child and moral development. That is the older child's age then the lower the moral development.

Table 3 The correlation coefficient between the characteristics of the child, the characteristics of the family toward peer interactions, moral development, and aggression behavior

Variable	Peer group interaction	Moral development	Aggression behavior
Child age	0,256*	-0,239*	0,195
Father age	-0,058	-0,086	-0,009
Mother age	0,141	-0,062	-0,101
Length of father education	-0,139	0,045	-0,009
Length of mother education	0,196	0,015	-0,060
A large family	-0,056	0,007	-0,066
Income per capita	0,057	-0,181	0,163

information : \*) significant of p-value  $< 0,05$ ; \*\*) significant of p-value  $< 0,01$

**The correlation of peer interaction variables and moral development to aggression behavior**

Based on Table 4, the results showed that there was a very significant negative relationship between the moral development of children with aggression behavior with  $r = 0.791$  ( $p < 0.01$ ). This means that the higher moral development of children, the lower the aggression behavior. In addition, the correlation test showed that there was no significant relationship between peer interactions with children's moral development with  $r = -0.059$  ( $p = 0,560$ ).

Table 4 The correlation coefficient between peer interactions and moral development toward aggression behavior

Variable	Moral Development	Aggression Behavior
Peers interaction	-0,059	0,055
Moral Development	1	-0,791**

Information : \*) significant of p-value  $< 0,05$ ; \*\*) significant of p-value  $< 0,01$

**Factors Affecting Aggression Behavior School-Aged Children**

Multiple linear regression test is done to see how big the factors that influence aggression behavior of school age children. Regression test results show that the adjusted value of  $R^2$  is 0.623. This means that 62.3 percent of children's aggression behavior is influenced by factors tested and the rest (37.7%) is influenced by other factors outside of the study (Table 5). The results showed that the father's education ( $\beta = 0,023$ ) had a negative and significant effect on aggression behavior. This means that each decrease of one father's old education unit will raise the score of aggression behavior by 1,152 points. In addition, other results indicate that the development of school-aged children ( $\beta = 0,000$ ) has a very significant negative effect on aggression behavior. This means, every increase of one unit of moral development will decrease the child aggression behavior of 1,010 points.

Table 5 The regression coefficient child characteristics, family characteristics, peer group interaction, moral development toward aggression behavior

Variable	Aggression Behavior		
	$\beta$ Unstandarized	$\beta$ Standarized	p-value
	95,694		0,000
Child age (year)	0,192	0,010	0,888
Father age (year)	0,007	0,005	0,950
Length of father education (year)	-1,152	-0,220	0,023*
Mother age (year)	-0,217	-0,079	0,300
Length of mother education (year)	0,379	0,054	0,481
Income per capita (rupiah)	-3,336	-0,037	0,584
A large Family (people)	0,950	0,068	0,355
Peer group interaction (score indeks)	0,018	0,009	0,895
Moral development (score indeks)	-1,010	-0,786	0,000**
F		19,180	
$R^2$		0,657	
Adjusted $R^2$ square		0,623	
Sig		0,000**	

Information : \*) significant of p-value  $< 0,05$ ; \*\*) significant of p-value  $< 0,01$

## Discussion

School-aged children are the stage for children to grow by interacting with their surroundings. Based on the stages of social development Erik Erikson, school-aged children are at the stage of diligent children in all things (Industry vs Inferiority). At this stage, the child is imaginative and has the will and interest in something increased through interaction with his peers (Santrock, 2007). The results showed that there is a significant relationship between the characteristics of children with peer interactions. In accordance with the results of research from Rubin et al. (1998), there is a positive and significant relationship between the characteristics of children with peer interactions. The more the children age, the higher and complex interaction the children with peers.

Based on the correlation test, the results showed that there is a negative and significant relationship between the age of the child with moral development. This means that the older the child's age, the lower the moral development of the child. The results are not in line with Timpau (2015) which states that the moral development of children will develop with age, the child will be ready to learn the moral of the internal value of someone as mutual respect. In line with other studies, comparing aggression and non-aggression behaviors in children shows that children who commit a crime or aggression are at stage I of moral development (conventional pre-eminence) while the non-aggression child of moral development stage is stage II (Conventional). It can be said that the behavior of child aggression is a sign that there is a delay in the development process in a person (Kohlberg, 1985 in Guerra et al., 1994). This also means that the moral stages of the child will increase according to the child's age, but if the child exhibits poor moral behavior, it indicates that the child has not completed the previous moral stages (Kohlberg & Hersh, 1977).

School-aged children are at a conventional moral stage in which this stage is the stage of the child learning the moral concepts of family, group and state about the values of kindness, mutual respect and clear consequences (Kohlberg & Hersh, 1977). However, based on the results of the study, there is no significant relationship between the child's interaction with moral development. In accordance with research Walker et al. (2000) states that there is no significant difference between the parent and peer context to the moral level of reasoning of the child.

Violence is one of the most common and destructive actions performed by a child. Children who perform will be at risk of becoming victims or even becoming perpetrators of violence (Maguiere & Pastore 1998, in Orpinas & Frankowski 2001). Aggressive behavior is a preliminary act to attack a person with the intent to harm him (Bredemeier & Shields, 1986). A person's morality will lead the individual to a good behavior. Moral is the determinant of a person in behaving. The act of aggression done by a person is a sign that the individual has a bad moral level. Every country and every person has a moral code used to behave (Ramirez, 2001).

A person's moral development requires a good level of understanding. According Kohlberg (1977), the development of a person's morality is constituted by the stages of development in accordance with the stages of his age. Moral

stages seen from the level of moral awareness consisting of three stages of preconventional, conventional, and pascaconventional. A person's morality will lead the individual to a good behavior. School-aged children are at a conventional moral stage in which this stage is the stage of the child learning the moral concepts of family, group and state about the values of kindness, mutual respect, and clear consequences (Kohlberg & Hersh 1977). The results of the correlation test show that there is a negative and very significant relationship between moral development with aggression behavior. This shows the higher the moral of a person, it will decrease the behavior of child aggression. Similar results were found by Sengsavang and Kretteneur (2015) who stated that there is a significant negative relationship between children's moral concept and aggression behavior, the higher the moral concept of the child the lower the child aggression behavior.

Based on multiple regression test, the result of research indicated that there is a negative influence between the length of father education with the behavior of child aggression. This means that the higher the father's education, the lower the behavior of child aggression. Education is the determinant of a person in the way of thinking and educating. An educated dad will educate children well to avoid aggression behavior. A firm father will make children more stable in their behavior. In line with the results of the study Ani and McGragor (1998) showed that families who have higher levels of education demonstrate discipline and good cooperation in the family and reduce aggression behavior in children.

Moral is the determinant of a person in behaving. The act of aggression done by a person is a sign that the individual has a bad moral level. Every country and every person has a moral code used to behave (Ramirez, 2001). The results also show that moral development has a negative and very significant effect on aggression behavior. This is in accordance with research from Ijzendoorn (1997) indicates that low morality in an individual becomes an important cause of someone behaving antisocially and aggressively against his group. Therefore, good moral development becomes a major factor in a person not to behave aggressively towards others.

## **Conclusion and Recommendation**

### **Conclusion**

The results showed that the age of school children are around 9-13 years with an average age of 10.50 years. Half of the examples are male. The most common type of fathers' work is a laborer and mother as a housewife. Nearly two-thirds of sample households has income below per capita income. Dad's education is more dominated at high school level while mothers are at elementary level. Most school age children have low levels of interaction with peers. The results showed that the older the child's age, the higher the interaction with peers. The results also show that the older the child's age, the lower the moral development of the child. In addition, the results also show the higher the moral development, the lower the aggression behavior. The results show that moral development has a negative effect on aggression behavior of school-aged children. The higher the moral development of the child, the lower the child aggression behavior.

## Recommendation

The interaction of children with low categorized peers should get support from parents to let children develop well with peers but still under parental supervision. The moral development of children who are categorized as low should get a good and optimal stimulus from the family. More children get the education of moral values from an early age. Children are educated with a good moral concept for the future to become a quality child and increase interaction in the family. Based on the results of research indicates that the duration of father's education affect the behavior of child aggression. Therefore, both mother and father need a good education and understanding of parenting. Both parents must play an important role in supervising the child's behavior, educate and instill moral children from an early age and care for children with love. In addition, schools and teachers have an important role in optimizing child development. Teachers need to stimulate more to develop children's abilities, overseeing each child's behavior in associating, behaving, speaking, so that schools and parents can work together in developing children's development. Further research is suggested to measure the variables of acceptance and rejection of peer groups and self-confident on the moral development of school-aged children in urban poor and rural poor areas.

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