

THE IMPACT OF VIOLENCE ON TELEVISION ON AGGRESSIVE BEHAVIOR

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Abstract: Since the political system of Indonesia enacted Law No.40 of 1999, normatively, the mass media in Indonesia have embraced the theory of social responsibility of the press; the freedom of the press is responsible to the community/public interest. However, in practice so far press freedom has not lasted substantially; increase the quantity of media has not been accompanied by an improvement in the quality of journalism. There are so many violations of ethics and professionalism in television. Shows on television have two different effects, i.e. Imitation and encouragement. Imitation directed to imitate directly on the object observed. In other side, the impetus is to increase a behavior after watching television. Furthermore, violence on television if not handled professionally will open up opportunities for television to be the largest contributor to the dissemination of social values is negative. Meanwhile, people who continuously given hardness values over time will assume violence is commonplace, and will make people become insensitive to violence. Consequently widely, there will be chaos in the understanding of social norms and values of society, where the value of right and wrong will be confused.

Keywords: television, violence, values and social norms

1. Introduction

Today, many events are presented by television starting from infotainment, entertainment, soap operas and movies smell of violent. This condition raises the question: why the Indonesian television industry much indulgence impressions full of violence?

There are two categories of answers that can be given, namely from the side of the television industry and viewers. From the side of the television industry, this is a strategy to win the increasingly fierce competition between television media. Violence, mysticism and sex are the three aspects that can boost television ratings. The rating led to the rupiah position capable dredged through advertising. The third aspect was arguably the best selling prescription merchandise television. Violence has become a commodity; violence is not only sought after and exploited, but deliberately, then reported or displayed. Domestic violence, which is really a personal, subjective experience sudden now seems to be a public experience. Violence could also appear on the show variety show. Behavior emcee the event and supporting artists cursing each other, hit into a material that is considered to be an entertaining spectacle and the laughter of the studio audience and viewers at home.

From the side of the audience, the stench of blood on the television! Thus the sound of an article quoted by Kompas, when display the article on crime news television program in Indonesia. According to the article by the number of respondents, eight hundred and thirty-eight people, 69 per cent stated in the last month watching the television programs that contain news special crimes, 53 per cent disagree if the events on television containing crime and violence banned government, 52 per cent of category aged less than 25 years, and 43 per cent of the age category of over 25 years. In short, a large number of viewers liked the violence on television.

Meanwhile, the events appear aggressive behavior in public life as a result of television. In around 2006, shows impressions *Smack Down* violence on television screens Lativi (now TV One) was asked to be stopped because it has caused deaths in children. Besides death, the children also suffered broken bones. *Smack Down* airs the television every day, has made the children idolize, will memorize the characters, and also practice the technique of slamming the idol - without realizing that it was a trick event penchant mere reality show, filled with camera tricks.

No less interesting is the admission of the perpetrators of the violence were inspired to perform deeds because of the news on television, including Sri Rumiwati in case of mutilation (Kompas, November, 10th, 2002), the case of the bombing of fast food restaurants in Kramat Jati, East Jakarta (Kompas, November, 10th, 2008), the case of sowing poison in a drink (Apa Kabar Indonesia-TV One, February, 5th, 2016).

Based on the facts, it can be seen that on the one hand - the enthusiasm of people watching on the commodification of impressions of violence is very high, while the other side shows the crime rate that mimics television violence also increased.

2. Proposition Impression Impact of Violence on Television

Throughout the history of television, the main concern is the emergence of the impact of violence on television. A number of hypotheses put forward in connection with the possible impact of violence on television on human behavior. At first, appear catharsis hypothesis which states that witnessing violence on television leads to reduce aggressive impulse through the expression of hostile behavior that happened to someone else. Violence watched will make the audience angry and frustrated, and then pull out their feelings, so they will reduce the desire to behave aggressively (Feshbach, 1955).

This hypothesis is refuted by Siegel (1956) to conduct research on student dormitories assigned to watch Woody Woodpecker, the result they behave more aggressively after watching the spectacle of violence. Siegel study raises the hypothesis which states that an impression stimulation of violence will lead to an increase in the actual aggressive behavior. There are two hypotheses stimuli that mimic or imitate hypothesis (imitation hypothesis), and hypothetical loss of self-control (dis-inhibition hypothesis). The hypothesis states that people learn to imitate aggressive behavior from television, and then produce the behavior. Meanwhile, the loss of self-control hypothesis states that television lowers inhibitions people to behave aggressively when violent television shows teach the general rule that violence is an unacceptable way to connect with other people.

From research conducted regarding the impact of violence on television, there is little to support the hypothesis of catharsis. More research which supports two hypotheses stimuli: impersonations and lost it. One study conducted by Liebert and Baron (1972), in respect of an experiment on two groups of children aged five to nine years with The Untouchables impressions and impressions sport. The result of the experiment is a group of children who watch The Untouchables have a tendency to 'happy' complicate a friend who is trying to complete a task. Meanwhile, a group of children watching sports has a tendency to build up cooperation in completing the task. Experiments Stein and Friedrich (1972), in the form of experiments with children who were randomly assigned to watch cartoons Batman and Superman and the others watch Mister Rogers Neighborhood. As a result, during the two-week observation, it appears that children who see cartoon violence has a tendency aggressive behavior in their interaction with other children, compared with the behavior of the children who saw the display pro-social program (in Bryant & Zillmann, 2002).

Based on some field experiments conducted by Berkowitz and colleagues within the institution frat (Leyens, Parke, Camino & Berkowitz, 1975), (Parke, Berkowitz, Leyens, West & Sebastian, 1977), seemed to look their physical aggression and verbal on youth assigned to see media violence within a few weeks, and inversely proportional to the young man who did not watch violent media. These results together with laboratory investigations: youth watching media violence tend to have aggressive behavior (in Santrock, 2006).

From some experiments can be concluded that there is a relationship between watching violence on television with aggressive behavior.

3. Theoretical Mechanism: Social Learning Theory

Social learning theory is a theory of psychology in perspective behavioristic who studied the impact of the mass media, in particular to analyze the relationship between watching violence on television with aggressive behavior. This theory considers the media as the primary agent of socialization in addition to family, teachers at school, and close friends. This theory states that there is much learning through observing the behavior of others (Baran, 2000).

According to social learning theory, human beings learn by observation (in this case the observation through the media). Learning is done through two forms, namely (1) imitation - reproduction directly to the observed behavior, (2) the identification - a form of imitation, i.e. copying models, arises from a desire to be like the model observed by watching a number of characteristics and qualities wider. Imitation is more observable than identification, but identification is media effects more lasting and significant. Social learning theory as well see how imitation and identification can explain how people learn through observation of the behavior of others in the vicinity.

Reinforcement theory, one of the early formulations of social learning theory states that learning occurs when a behavior reinforced with an award. That is, people learn behaviors through which it receives a stimulus and a response is given depends on the strengthening of the stimulus, whether positive (rewarded/reward) or negative (given sentence/punishment). In this way, the new behavior learned or added to a person's behavioral repertoire (the behavior of individuals existing in certain situations). In other words, social learning theory is always associated with reward and punishment, that character will be replicated poorly when rewarded, while bad characters when the punishment will hold the audience for not doing such a bad thing. So, externally regulated behavior by stimulus conditions caused by the conditions of reinforcement (reinforcement).

On the other hand, the social learning theory recognizes that people may avoid learning approach as described theory of reinforcement, and may be obtained through modeling behavior of the mass media. In this case people learn behavior by studying a behavior just through observation and save these observations as a guide to future behavior (Severin & Tankard, 2008).

Social learning theory recognizes that humans have the ability to be aware of or think of the benefits that can be drawn from observation and experience. The starting point of the learning process is an event that could be observed, either directly or indirectly, by a person. These events may occur in daily activities, such as a ballet student studying certain movements by watching the instructors demonstrate these movements. Can also be presented in longing by television, books, film and other mass media, for example, one can observe the other people involved in certain behaviors on television and practice behaviors that he sees in his personal life.

Much of the impact of the mass media may occur through social learning. This impact includes people who learn how to dress in a new fashion, who absorbed the behavior associated with men and women, and others. Proposition built on social learning theory is that humans do imitation and identification of learning through observation of the behavior of others in the vicinity, including through the mass media.

In general, the social learning theory, there are four steps, namely attention process - the first step in the form of attention to an event. Clearly, someone is not going to be able to learn from an event unless the concerned paying attention to certain events, and carefully digest things - important things that exist in the respective events. Attention to an event is determined by the characteristics of the events (stimulus modeled), and the characteristics of the observer. Events that are clear and simple will easily attract attention, and therefore easy to model. While the observable characteristics include a person's ability to process information, age, intelligence, the power of perception, and emotional level. Emotional people will be more attentive to certain stimuli.

The second step is the retention process (retention), events that attract the attention put into thought in the form of verbal or imagine emblem so as to form a memory (memory). In the third step is the reproduction process motors, the result will be increased to the shape memory behavior. Cognitive abilities and motor skills become important in this step. While feedback influences are emerging, reproduction usually product 'trial and error'. The last step is the motivational process that the behavior comes about if there is confirmation of the value. An affirmation can be shaped reward or punishment (Bandura, 1977).

The theory of social learning through the medium run in three ways, namely (1) observational learning - observation through media presentations, (2) inhibitory effects, see the model in the law will reduce the desire to perform the behavior displayed the model, and (3) dis-inhibitory effects, which saw models get the rewards will increase the desire to perform the behavior displayed models.

Further, according to Bandura (1994), an important variable affecting it open whether social learning is the perception of self-efficacy (self-efficacy), or the assessment of the ability to exert control over the level of performance and the events that affect their lives.

4. Discussion

Studies of mass communication are always marked by two conflicting approaches, namely the empirical and critical groups: empirical research group characterized by quantitative and empirical (knowledge based on observation and experiment). These groups often focus on the influence of mass communication, while the broader cultural context where mass communication that happens less attention. Another group is critical group, which uses a more philosophical approach, emphasizing the wider social structure in which the mass communication that happens, and focus on the issue of who controls the communication system.

Critical theorists tend to criticize empirical researchers because they are not appropriate to apply the method on human science and society, the focus of their research is too narrow, and therefore neglect their great interest in the ownership and control of the media. Empirical researchers tend to attack the critical theorists for making conclusions without evidence, replacing the argument with science, the repetition of some basic ideas continuously without adding new knowledge.

Social learning theory with behavioristic approach, seen by experts as a critical theory of learning theories that reduce human beings, because they view humans as a robot that is totally controlled by external factors. So learning is a mechanistic process. Social learning theory also is seen as a process of stimulus - response, in which the individual discernment process to build interpretations ignored. This view is in line with the view of empirical positivism using Laswell pattern that describes the communication as the transmission of messages from the communicator (media) to the communicant (audiences) through the media with a certain effect. Implicitly, this view shows that each message has an effect, in which the role of the mastery of meaning there is in the communicator (media). If there is a failure of communication, then that should be examined is the location of the failure of the elements of the communicator or the contents of the message.

In its development, the humanistic tradition form of learning approaches that pay more attention to the meaning of the formation of social interaction that produces symbolic interaction, through social cognition theory approach.

So we can conclude that the theory of social cognition speaks at the macro level, to see the formation of public perception is based on social interaction that produces symbolic interaction (the approach of cultural studies), while social learning theory speaks at the micro level, to see the formation of behavior through imitation (the empirical approach).

Apart from the problem approximation theory, of the cases there was clearly that violence on television has influenced the behavior of the audience. Whether we realize it or not, television contributes to the formation of culture in society, including culture of constructive and destructive. Violence on television has two different effects, namely imitation and encouragement. Imitation directed to imitate directly on the object observed. In other side, the impetus is to increase a behavior after watching television.

In a study Berkowitz and colleagues (1975), explained that after watching violence, some children tend to commit acts of aggression in the behavior of a broader scope. Children are easily frustrated will learn from the media that aggression is a right way and easy to use as problem solving, and consequently they will use aggression when faced stressful situations.

One - two aggressive behavior by/imitated by children will be considered as something normal. But it would be another matter if the behavior is emulated by many children and cause casualties, which trigger the reaction of the community against the shows of violence. Surely this will be a social problem that requires the attention and cooperation of various parties in an effort to overcome them, because after all the victims are the next generation.

Violence on television, if not handled in a professional manner will open up opportunities for the television to be the largest contributor to the dissemination of social values are negative. And therefore, the television can be considered as a tool of social disintegration, the root cause of the illness/social problems faced by the community, such as increased crime, violence, perversion sexual (homosexuality, pedophilia, prostitution), the growth of individualistic attitude, the formation of virtual society, and more.

5. Conclusion

Television media like a double-edged knife, function and dysfunction as well. The function of the television media to inform the reality may ultimately give negative side effects. The television media need to recall its role as one of the institutions of society that has a social responsibility to the community. Do not be too profit-oriented businesses only.

Recognizing the impact of television shows that can trigger aggressive behavior, then the television broadcasters need to pay more attention and realized it was not a mistake to serve criminal events, but the manner of presentation and packaging of news that needs to be reviewed as a whole. It should realize that 'obfuscate' the face of the perpetrator or victim is not enough to dampen the impact of television on aggressive behavior.

In the end, people who continuously given hardness values over time will assume violence is commonplace, and will make people become insensitive to violence. Consequently widely, there will be chaos in the understanding of social norms and values of society, where the value of right and wrong becomes ambiguous.

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