



THE IMPACT OF EMOTION REGULATION ON AGGRESSIVE BEHAVIOR AMONG STUDENTS AT SMP NEGERI 19 JAMBI

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Abstrak

Penelitian ini bertujuan mengkaji pengaruh regulasi emosi terhadap perilaku agresif pada siswa SMP Negeri 19 Kota Jambi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex post facto dan melibatkan 256 siswa yang dipilih melalui teknik stratified random sampling. Instrumen penelitian terdiri atas angket regulasi emosi (29 butir) dan angket perilaku agresif (26 butir). Hasil penelitian menunjukkan bahwa tingkat regulasi emosi siswa berada pada kategori tinggi (74,1%), sedangkan perilaku agresif berada pada kategori sedang (56,4%). Analisis regresi menghasilkan nilai signifikansi 0,000 dengan $r = 0,468$, yang mengindikasikan bahwa regulasi emosi memberikan kontribusi sebesar 46,8% terhadap perilaku agresif. Semakin baik kemampuan siswa dalam mengatur emosi, semakin rendah kecenderungan mereka untuk berperilaku agresif. Temuan ini menegaskan pentingnya layanan Bimbingan dan Konseling preventif untuk memperkuat regulasi emosi siswa guna menurunkan potensi perilaku agresif di lingkungan sekolah.

Kata Kunci: regulasi emosi, agresif, remaja.

Abstract

This study aims to examine the influence of emotion regulation on aggressive behavior among students at SMP Negeri 19 Kota Jambi. The research employed a quantitative approach with an ex post facto design and involved 256 students selected through stratified random sampling. The research instruments consisted of an emotion regulation questionnaire (29 items) and an aggressive behavior questionnaire (26 items). The results showed that students' emotion regulation levels were categorized as high (74.1%), while their aggressive behavior was categorized as moderate (56.4%). Regression analysis revealed a significance value of 0.000 with $r = 0.468$, indicating that emotion regulation contributed 46.8% to aggressive behavior. The better the students' ability to regulate their emotions, the lower their tendency to exhibit aggressive behavior. These findings highlight the importance of preventive Guidance and Counseling services in strengthening students' emotion regulation to reduce the potential for aggressive behavior in the school environment.

Keywords: emotion regulation, aggressive behavior, adolescents

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INTRODUCTION

Adolescence is characterized as a period of complex changes, involving physical, psychological, and emotional development from childhood to adulthood. During this stage, adolescents face various emotional dynamics that are not yet fully stable, making them highly vulnerable to inner turmoil and internal conflicts that may influence their daily behavior (Ghasya, 2024). This condition aligns with Santrock's (2012) perspective, which characterizes adolescence as a phase of “storm and stress,” marked by rapid mood swings, value conflicts, and intense emotional turmoil. These viewpoints affirm that this emotional transition phase serves as a fundamental basis for the emergence of various maladaptive behaviors, including aggressive behavior, which reflects adolescents’ inability to regulate their emotions effectively.

Aggressive behavior is defined as intentional behavior aimed at causing harm to others, either physically or verbally (Buss & Perry, 1992). Among adolescents, aggression may manifest in various forms, such as physical violence, ridicule, vandalism, and bullying (Ainni & Rusli, 2022). Factors such as the quality of communication with parents, parenting styles, and the influence of social media play a role in shaping adolescents’ tendencies toward aggressive behavior (Baharuddin, 2019). Research also indicates that poor emotion regulation and weak interpersonal communication are key triggers of both verbal and physical aggression among adolescents in school settings (Silaban, F. S., Amanah, S., & Rahman, 2023; Andini, Nelyahardi, & Harahap, 2024). In addition to emotion regulation, aggressive behavior among adolescents is influenced by several other factors, including authoritarian parenting patterns and social media usage (Febiurbaini et al., 2025).

Reports from the Indonesian Child Protection Commission (KPAI) reveal that violence against children within school environments remains high. Between January and August 2023, 861 cases of violence were recorded, including 236 cases of physical or psychological violence and 87 cases of bullying (Humas KPAI, 2024). Data from the Network for the Protection of Women and Children (JPPI) in 2024 noted 573 cases of violence in educational settings across Indonesia, an increase of more than 100% compared to 2023 (Wulandari, 2024). In Jambi Province, cases of youth violence, including assaults among students, were reported at alarming levels, with some incidents potentially leading to fatal outcomes (Kompas, 2024). In addition to being victims, adolescents are also involved as perpetrators in many cases of violence, as indicated by the Jambi City Office of Women’s Empowerment and Child Protection (DPMPPA), which recorded 149 cases involving violence against children and women in 2024 (DPMPPA Kota Jambi, 2024). These conditions demonstrate that adolescents remain at risk of engaging in aggressive actions, both as perpetrators and victims, underscoring the urgency of preventing aggressive behavior through enhancing adolescents' emotional regulation skills.

Emotional development during adolescence is a critical period that influences an individual's personal growth. At this stage, adolescents have a strong drive to explore various aspects of their environment that capture their interest. However, this heightened curiosity often makes it difficult

for them to distinguish between what is good and what is harmful. Such a condition can lead to rebellious or aggressive behaviors when adolescents are unable to properly control and direct their emotions (Yunalia & Etika, 2020). Several studies have noted that uncontrolled emotions tend to provoke aggressive behavior among adolescents (Ismail et al., 2024). Therefore, the ability to manage emotions, or emotional regulation, becomes a crucial factor in preventing aggressive behavior. Gross (2014) stated that emotion regulation involves the processes of managing emerging emotions and determining how they are expressed. Thompson as cited in Rehing et al., (2024) further clarified that emotion regulation includes the ability to monitor, evaluate, and modify emotional responses. Thus, emotional regulation skills are essential for helping individuals manage their emotions effectively and prevent the negative consequences of uncontrolled emotional expression.

Difficulties in controlling emotions are one of the main factors triggering aggressive behavior among school students. Poor emotion regulation has the potential to lead to serious issues such as peer conflicts, violations of school rules, and involvement in delinquent behavior (Rusmaladewi et al., 2020). Furthermore, limited emotional regulation abilities increase the risk of students becoming involved in peer conflicts, rule-breaking, and juvenile delinquency, particularly among adolescents with low emotional control (Purwadi, 2023). The inability of adolescents to regulate their emotions may result in aggressive behavior, social conflicts, and even acts of violence (Teniwut & Widianoro, 2024). Previous studies have found associations between weak emotion regulation and increased tendencies toward aggression in adolescents. However, there is still limited research that specifically examines this issue in the context of public schools in the Jambi region, particularly in relation to prevention strategies through guidance and counseling services.

In line with the preceding discussion, this study was conducted to examine the influence of emotion regulation on aggressive behavior among students at SMP Negeri 19 Kota Jambi. The findings of this study are expected to serve as a foundation for efforts to prevent aggressive behavior through strengthening students' emotion regulation skills, particularly through guidance and counseling services in schools.

METHODS

A. Type of Research

This study employed a quantitative approach using an ex post facto design. This method was chosen because the researcher did not directly manipulate the variables, but rather observed the relationship between variables that naturally occurred. This type of research is relevant to the study's objective, which is to determine the effect of emotion regulation on aggressive behavior among students at SMP Negeri 19 Kota Jambi.

B. Sample of The Study

The study population consisted of all seventh, eighth, and ninth-grade students at SMP Negeri 19 Kota Jambi in the 2025/2026 academic year, totaling 714 students. The research sample comprised 256 students selected through stratified random sampling to ensure representation across all grade levels. The research instrument was a Likert-scale questionnaire, consisting of 29 items for variable X (emotion regulation), based on indicators of emotion monitoring, emotion evaluation, and emotion modification as proposed by Gross & Thompson (Herawati et al., 2023). The aggressive behavior variable (Y) was measured using 26 items with indicators of physical aggression, verbal aggression, anger, and hostility based on Buss & Perry (Saifuddin, 2024). All instruments were declared valid and reliable prior to implementation.

C. Data Analysis Procedures

The data were processed using simple regression techniques to determine the magnitude and direction of the relationship between emotion regulation and aggressive behavior among students at SMP Negeri 19 Kota Jambi. The analysis was conducted with the help of SPSS software to ensure accurate and measurable results. This technique was selected because it is appropriate for testing causal relationships between variables in quantitative research, providing statistical information that supports the study's conclusions. Additionally, descriptive analysis was used to describe the initial characteristics of the data, such as the distribution of scores for emotion regulation and aggressive behavior.

RESULTS AND DISCUSSION

Results

1. Descriptive Data of Emotion Regulation (X)

Based on the results calculated using the C formula, the overall emotion regulation level of students at SMP Negeri 19 Kota Jambi was found to be 74.71%, categorized as high. When analyzed by indicator, the emotion monitoring indicator showed 76.60% in the high category, the emotion modification indicator showed 75.56% in the high category, and the emotion evaluation indicator showed 73.05%, also in the high category.

2. Descriptive Data of Aggressive Behavior (Y)

Based on the results calculated using the C formula, the overall level of aggressive behavior among students at SMP Negeri 19 Kota Jambi was found to be 56.94%, categorized as moderate. When analyzed by indicator, the hostility indicator was classified as high at 60.32%, verbal aggression was categorized as moderate at 58.05%, and anger was also categorized as moderate at 57.91%. The lowest indicator was physical aggression, which stood at 51.49% and fell into the moderate category.

3. Regression Analysis

This study employed simple regression analysis using SPSS 25 to determine the effect of emotion regulation on students' aggressive behavior. The results of the simple linear regression analysis can be seen in the following table:

Table 1. Coefficient Analysis of Simple Linear Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	158.112	5.655		27.959	.000
	Regulasi Emosi	-.776	.052	-.684	-14.952	.000

a. Dependent Variable: Perilaku Agresif

Students' emotion regulation affects aggressive behavior as demonstrated by the following regression equation : $Y = 158,112 + (-0,776X)$. This equation indicates that the regression constant is 158.112, meaning that if emotion regulation (X) has a value of zero, aggressive behavior (Y) will have a value of 158.112. The regression coefficient of -0.776 shows a negative relationship, meaning that for every 1-point increase in emotion regulation, students' aggressive behavior decreases by 0.776 points. The value of $\beta = -0.684$ with a significance value of 0.000 ($p < 0.05$) confirms that emotion regulation has a strong and consistent negative effect on aggressive

behavior. In other words, the better the students' ability to regulate their emotions, the lower their tendency to exhibit aggressive behavior.

Furthermore, to ensure the reliability of the regression model, a significance test was conducted using the t-test. The calculation results showed that the t-table value was 1.960, with a significance value of $0.000 < 0.05$. This indicates that the hypothesis is accepted, confirming that emotion regulation has a significant effect on aggressive behavior among students at SMP Negeri 19 Kota Jambi.

4. Determination Coefficient Analysis

Table 2. Test of Determination Coefficient

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 ^a	.468	.466	9.595
a. Predictors: (Constant), Regulasi Emosi				
b. Dependent Variable: Perilaku Agresif				

Based on the model summary results above, the coefficient of determination (R Square) value was 0.468, indicating that emotion regulation accounts for 46.8% of the variance in aggressive behavior among students at SMP Negeri 19 Kota Jambi, which falls into the moderately strong category.

5. Analysis of Correlation Test

Table 2. Test of Correlation

Regulasi Emosi (X)		-0,684	
Memonitor Emosi	-0,303		
Mengevaluasi Emosi		-0,645	
Memodifikasi Emosi			-0,579
Perilaku Agresif (Y)			

Discussion

1. The Influence of Emotion Regulation on Aggressive Behavior

The findings of this study indicate a significant influence between the emotion regulation variable (X) and aggressive behavior (Y), with a simple regression significance value of $0.000 < 0.05$ and an influence magnitude of 46.8%. This value suggests that the relationship falls into the moderately strong category. The negative direction of the relationship indicates that the better students' ability to regulate their emotions, the lower their tendency to exhibit aggressive behavior. Conversely, when emotion regulation is low, students are more likely to engage in aggressive behavior, whether in the form of physical aggression, verbal aggression, anger, or hostility.

Emotion regulation in this study consists of three main indicators: monitoring, evaluating, and modifying emotions, all of which fall into the high category. The emotion monitoring aspect reached 76.60%, categorized as high. Students who are able to effectively monitor their emotions can recognize early signs of anger, anxiety, or excitement. This ability is crucial for preventing overreactions and supporting positive social interactions as well as effective learning concentration (Nuz'amidhan et al., 2021). The emotion modification aspect also falls into the high category at 75.56%, indicating that students are actively able to alter, manage, and adjust their emotions and thoughts to be more adaptive, thereby supporting mental well-being (Fiqih & Ambarini, 2024). Additionally, students may imitate or adopt aggressive behaviors observed and experienced in their surroundings (Hijriani et al., 2024).

However, the emotion evaluation aspect received the lowest score at 73.05%, indicating that some students have not fully developed the ability to assess whether their emotions are helpful or hindering. The study was conducted at SMP Negeri 19 Kota Jambi, where the school environment serves as the primary setting in which students spend most of their time and interact with peers and teachers. The school environment significantly influences students' emotion regulation abilities, as a positive atmosphere and social support at school help learners to recognize and manage their emotional states more effectively. Conversely, if the school environment is less conducive such as in the presence of social pressure or lack of support students are more likely to struggle with controlling negative emotions. This condition is further influenced by factors such as adolescent age, peer environment, parenting styles, and school atmosphere, all of which play crucial roles in the development of students' emotional regulation skills. (Utami, 2022).

Adolescents who are unable to effectively manage their emotions particularly in the aspect of evaluating emotions tend to exhibit higher levels of aggressive behavior due to difficulties in controlling negative emotional impulses (Baiduri & Endang, 2023). These findings suggest that the ability to regulate emotions is not an innate trait but rather a skill that can be learned and optimized through experience. Through learning, observation, and social modeling, individuals can develop the capacity to recognize and appropriately adjust their emotional responses in various situations (Khususmadewi et al., 2023). Thus, the abilities to monitor, evaluate, and modify emotions each contribute to the manifestation of students' aggressive behavior (Maouly, 2023). Therefore, these three aspects require special attention in efforts to effectively prevent and control student aggression.

2. The Influence of Emotion Regulation on Aggressive Behavior

The researcher attempted to examine the correlation between emotion regulation (X) and aggressive behavior (Y), and found that the correlation coefficient between emotion regulation and aggressive behavior was -0.684. The emotion monitoring indicator (X1) showed a lower correlation with aggressive behavior (Y), with a value of -0.303. This indicates that students' ability to recognize and understand their emotions does not yet play a strong role in reducing aggressive tendencies. Other influencing factors may include self-control, emotional experiences, parenting patterns, and social environmental support, which collectively shape an individual's ability to perceive and interpret their emotions (Febrianti et al., 2024). Additionally, students may also imitate or adopt aggressive behaviors they observe or experience in their surroundings (Hijriani et al., 2024).

Furthermore, the emotion evaluation indicator (X2) shows the highest correlation with aggressive behavior (Y), with a value of -0.645. This indicates that there is a significant relationship between emotion evaluation and aggressive behavior. Students who can recognize the impact of their emotions and determine whether their emotions are helpful or disruptive to their social interactions and decision-making processes are better able to manage their negative impulses, such as anger. By evaluating their emotions, students are more capable of reducing aggressiveness and developing healthy self-control. With this ability, they can foster a more conducive learning and social environment.

For the emotion modification indicator (X3), the correlation with aggressive behavior (Y) is relatively low, at -0.579. This finding indicates that an individual's ability to modify or manage their emotional responses is negatively associated with aggressive behavior, meaning that the better their emotion modification skills, the lower the level of aggressive behavior they exhibit (Putra et al., 2025). Factors such as supportive parenting, a positive social environment, and active

learning of emotion regulation skills further enhance this modification capacity. Therefore, developing emotion modification skills becomes a crucial strategy in interventions aimed at effectively controlling adolescent aggressiveness (Sulistianingsih et al., 2023).

The results of the correlation analysis indicate that emotional regulation has a moderately strong negative relationship with aggressive behavior in adolescents. The better adolescents are at monitoring, evaluating, and modifying their emotions, the lower their tendency to exhibit aggression, whether in physical, verbal, anger-related, or hostile forms. According to Priyadi et al., (2024) emotional regulation helps adolescents manage anger and frustration that trigger aggression, enabling them to respond more positively to conflict. Therefore, emotional regulation plays an essential role in controlling negative emotions and can serve as a foundation for counseling and guidance services in schools to implement preventive efforts, fostering a conducive and harmonious learning environment.

3. Implications of the Research Findings

The results of this study provide significant contributions to the field of guidance and counseling. Theoretically, the findings affirm that emotional regulation is a key aspect in controlling students' aggressive behavior and strengthen the understanding of the relationship between emotional management skills and adolescents negative behaviors. Practically, these results highlight the importance of integrating emotional regulation training into school counseling services as an effective strategy to reduce aggressiveness. Skills such as monitoring, evaluating, and modifying emotions help students control aggressive impulses, create a conducive learning environment, and build more harmonious social relationships. This approach also minimizes the impact of unmanaged emotions as triggers for aggression (Priyatna & Sanjaya, 2021).

Future research is recommended to examine other variables such as parenting style, academic stress, social support, gender, and cultural background so that aggression prevention strategies can be designed more precisely (Urbayatun, 2022). These findings also provide a foundation for teachers and counselors to integrate emotional regulation techniques into school counseling services to enhance students' self-control and emotional well-being. Thus, emotional regulation functions not only to reduce aggressive behavior but also to support the development of character and the overall psychosocial well-being of students.

SUMMARY

Conclusion

This study was conducted to identify the effect of emotion regulation on aggressive behavior among students at SMP Negeri 19 Kota Jambi. The data analysis revealed that emotion regulation has a significant influence on aggressive behavior, with a contribution of 46.8%. This indicates an inverse relationship, meaning that an increase in students' ability to regulate emotions can minimize their tendency to engage in aggressive acts. These findings provide theoretical contributions by strengthening empirical evidence on the role of emotion regulation as a preventive factor against adolescent aggression, as well as practical implications for guidance and counseling services to integrate emotional regulation training as part of aggression prevention strategies in schools. The strength of this study lies in its use of regression analysis with a large sample size, providing stronger insights into the relationship between variables. Future research is recommended to include other variables such as parenting style, academic stress, or social support to enrich understanding of the factors contributing to students' aggressive behavior.

Recommendations

Based on the conclusions and findings obtained, the researcher formulated several relevant recommendations for the related parties. The recommendations are as follows:

1. For the school authorities, efforts to develop emotional regulation can be improved through activities that train self-control, positive communication, and empathy.
2. For school counselors, consistent guidance should be provided to help students express their emotions in a healthy manner and build harmonious social relationships.
3. For future researchers, it is suggested to undertake further studies by incorporating additional variables such as parenting styles, academic stress, and social support in order to expand the understanding of the factors contributing to aggressive behavior.

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