

The Relationship Between Self-Control and Aggressive Behavior in SMAN 1 Tumpang

Annisa Putri Rachmadianti, Nilna Maulidya Kamila, Muhammad Kholid Nazzarudin,
Riskiyana Prihatiningsih*

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: riskiyana.prihatiningsih.fip@um.ac.id

Abstract

This research was motivated by aggressive behavior that occurred in students at SMA Negeri 1 Tumpang. Based on data obtained in the field, 12.8% of students carried out aggressive actions both verbally and non-verbally. This happens during learning activities or outside learning activities. The aim of this research is to determine the relationship between self-control and aggressive behavior of students at SMA Negeri 1 Tumpang. This research used a correlational quantitative approach method with a sample of 179 students using *proportional random sampling techniques*. Research data collection used a self-control scale and an aggressive behavior scale. Based on these results, it was found that there was a sufficient relationship between the self-control variable and the aggressive behavior variable in students at SMA Negeri 1 Tumpang. From these results, it was concluded that there was a positive correlation, then students' aggressive behavior and self-control had the same direction, so that if students' self-control was high then students' aggressive behavior was also high.

Keywords: aggressive; self control; behavior

1. Introduction

Aggressiveness in adolescents can take the form of physical, verbal or relational behavior that aims to harm other people. Adolescence is an important transition period in an individual's development, where they experience significant physical, emotional and social changes. Adolescence (*years*) a period and is known search identity or identity (Febrini, 2017) . One aspect that often appears during this time is aggressive behavior. According to Buss and Perry (Rahmadini, 2020) Aggressive behavior is an action or tendency to behave with the intention of hurting another person, either physically or psychologically, as a way to express negative feelings and achieve desired goals. Baron (in Sentana & Kumala. 2017) states that aggressiveness is behavior aimed at hurting other living creatures, both physically and mentally.

According to Bandura (Setiowati et al., 2017) aggressive behavior is something that is learned from birth through the social environment such as interactions with family, peers, and mass media through modeling. The influence of mass media that displays violence can also encourage teenagers to imitate or model this behavior. Aggressiveness is also an action or behavior, both physical and verbal, carried out intentionally by an individual or group to injure, hurt, fulfill desires, assert power, or harm other people or other groups . (Pradana et al., 2018).

Aggressive behavior among students is increasingly in the spotlight, both within the school environment and in the general public. This behavior not only disrupts the learning process but also damages social relationships among students and can cause long-term problems in their psychosocial development. Aggressive behavior can occur anytime and anywhere, for example at school or in public places. Aggressive behavior can be classified into two, namely aggressive behavior in the form of actions, for example pushing, hitting, pulling, and aggressive behavior in the form of verbal or spoken words, for example scolding, ridiculing, insulting, and speaking harshly (Rahmadani & Fikry, 2020) . Based on the results of

observations made by the author at SMAN 1 Tumpang, the phenomenon of student aggressive behavior is a serious concern for the school, parents and related parties because there were 3 student fights at school that occurred in 1 month. Apart from that, in learning activities there are often aggressive acts of hitting friends carried out by one student against another.

The results of crime statistics conducted by the Indonesian Central Statistics Agency obtained data sourced from police administration data that East Java was ranked first with a total of 51,905 crimes in 2022 . The criminal acts that occurred in East Java were criminal acts involving lives, one of which was murder (BPS, 2023) . Study Hidayat, Yusri, and Ilyas (in Saputra, 2018) shows that students' aggressive behavior can be seen from physically hurting others (35.32%), verbally hurting (41.30%), and destroying property (30.42%). Based on the data that has been presented, it can be seen that the crime rate continues to occur, and this can mean that aggressive acts are relatively high and are especially common among students.

Aggressive behavior can occur due to several factors, from research by Rodriguez et al (Saputra, 2018) found that the inability to regulate emotions and tolerate frustration contributed to the emergence of aggressive behavior. Another factor in the occurrence of aggressive behavior is that students have groups at school, these groups contain students who have the same aggressive behavior. Apart from that, due to psychological factors, students have behavior that always acts according to their own wishes without thinking about the people around them and also likes to joke but jokes that hurt other people such as ridiculing or backbiting (Pangarsa, 2018) . Mars, McGee, and Williams (Alhadi et al., 2018) states that students' aggressive behavior at school often occurs as a form of resistance to intimidation, attacks or inhumane treatment. This aggressive behavior is done to defend themselves from being hurt. Apart from that, a lack of self-control ability can also influence individuals to behave aggressively.

Calhoun and Acocella (Nurhaini, 2018) define *self-control* as a person's ability to influence and regulate their physical, behavioral and psychological processes, or in other words, a series of processes that control themselves. According to Chaplin (Putri et al., 2017) Self-control is a form of ability to guide one's own behavior and suppress impulses or impulsive behavior. Self-control is an individual's ability to regulate, direct and guide behavior in a more positive direction (Karniyanti & Lestari, 2018) . Meanwhile, there is another opinion which states that self-control is a behavior control activity which includes considering everything before acting (Tripambudi & Indrawati, 2020) . Self-control is also a person's ability to regulate and direct behavior so that it brings positive consequences, as well as controlling his emotions and impulses. This self-control is influenced by internal and external factors (Ginting & Rustika, 2017) .

Self-control is one important factor that can influence aggressive behavior. Self-control refers to a person's ability to regulate their thoughts, emotions, and actions to align with social norms and long-term expectations. Adolescents with good self-control tend to be able to resist the urge to act aggressively when faced with situations that trigger frustration or conflict. In contrast, adolescents with low self-control are more susceptible to aggressive behavior because they have difficulty controlling negative emotions and impulsivity.

Research conducted by (Cuyunda et al., 2020) found that there was a significant relationship between self-control and aggressive behavior in students at SMA Negeri 1 Trimurjo, Central Lampung Regency, with a low correlation strength and a negative correlation direction, namely the higher the self-control, the lower a person's aggressive behavior. Research conducted by (Khoir, 2019) shows that 82% of teenagers have high self-control, while 5% of teenagers have high levels of aggressiveness. This means that 82% of teenagers with high self-

control have low levels of aggressiveness, explaining that self-control is an important factor in reducing a person's level of aggressiveness.

Uncontrolled aggressive behavior can have a negative impact on the school environment and students' lives as a whole. Aggression at school can disrupt the learning process, create an unsafe environment, and affect students' mental well-being. Therefore, it is important to understand the factors that influence aggressive behavior in order to design effective prevention and intervention strategies, especially for Guidance and Counseling teachers in implementing guidance services in classical guidance, group guidance and counseling. Considering that crime cases are increasing both in the community and schools. Several previous studies have shown that self-control has a negative correlation with aggressive behavior. This means that the higher a person's level of self-control, the lower their tendency to behave aggressively. However, the author wants to conduct more in-depth and specific research regarding the relationship between aggressive behavior and self-control in classes X and XI. Based on the background above, this research aims to determine the relationship between self-control and aggressive behavior among students at SMA Negeri 1 Tumpang.

2. Method

This research uses a quantitative approach with a correlational design. This research aims to examine the relationship between self-control and aggressive behavior in students at SMAN 1 Tumpang (Sugiyono, 2013). This approach aims to identify whether there is a significant relationship between self-control variables, which include students' ability to regulate their emotions, thoughts and actions, and aggressive behavior variables, which include the frequency and intensity of aggressive behavior shown by students.

The population in this study was 324 students, while the sample in this study was 179 students which was calculated using the Slovin formula and consisted of students in classes X and XI at SMA Negeri 1 Tumpang. The sampling technique was carried out using *proportional stratified random sampling technique* (Heri Retnawati, 2015). This technique is used to ensure that the research sample is representative of the student population at the school, taking into account the proportional distribution of various classes and student characteristics. By using this technique, it is hoped that research can avoid sampling bias and obtain a more accurate picture of the relationship between self-control and aggressive behavior among students.

The research instrument used was a self-control scale and an aggressive behavior scale by adopting a method that had been approved by the owner of the research instrument. The self-control questionnaire is designed to measure the extent to which students are able to regulate their emotions, thoughts and actions in various situations. Meanwhile, the aggressive behavior questionnaire measures how often and how intensely students show aggressive behavior, such as fighting, threatening, or carrying out hurtful verbal acts.

The technique for collecting data or samples is by distributing questionnaires to respondents. After the data was collected, data analysis was carried out using the *Spearman's rho correlation technique*. *Spearman's rho* correlation was chosen because it is suitable for data that is not always normally distributed and because this technique can measure the strength and direction of the relationship between two ordinal or interval variables.

3. Results and Discussion

3.1 Results

A general description of the research sample obtained from data on the number of students in classes X and XI, including the scales of aggressive behavior and self-control distributed, can be seen in the following table:

No	Class	The number of students
1	X	64
2	XI	115
TOTAL NUMBER OF STUDENTS		179

Table 1. Number of Respondents

General description of the research sample for aggressive behavior and self-control variables which can be described and can be seen in the following table:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std Deviation
Self control	179	52	92	65.01	9,871
Aggressive behavior	179	30	93	74.84	11,003
Valid N	179				

Table 2. Descriptive Analysis

The following is a self-control categorization table used in data processing based on the subject's total score:

Category	Intervals	Frequency	Percentage
Low	< 59	13	7.2%
Currently	59-70	138	77.2%
Tall	>70	28	15.6%
Amount		179	100%

Table 3. Categorization of Self-Control

The results of the self-control categorization of students at SMAN 1 Tumpang above show that the majority of students have moderate self-control as many as 138 students with a percentage of 77.2% . The following is a categorization table for aggressive behavior used in data processing based on the subject's total score:

Category	Intervals	Frequency	Percentage
Low	<68	12	6.7%
Currently	68-82	144	80.5%
Tall	>82	23	12.8%
Amount		179	100%

Table 4. Categorization of Aggressive Behavior

The results of the categorization of aggressive behavior at SMAN 1 Tumpang are in the medium category as shown in the table above as many as 144 students with a percentage of 80.5%.

Normality test		
Variable	P < 0.05	Information
Self-Control and Aggressive Behavior	0.000 < 0.05	Abnormal

Table 5. Normality Test Results

Based on the table above, it is found that the 2-tailed Asymp Sig significance value is 0.000, which is smaller than α (0.05). The decision was taken to reject H₀, which means that the distribution of the self-control variable and the aggressive behavior variable is not normally distributed.

Linearity Test		
Variable	P < 0.05	Information
Self-Control and Aggressive Behavior	0.002 < 0.05	Not Linear

Table 6. Linearity Test Results

Based on the results of the illinearity test above, it is known that the sig value of deviation from linearity is 0.002, meaning the results This could be said to be less than 0.05 and states that these two variables do not have a linear relationship.

Hypothesis testing		
Variable	P < 0.05	Information
Self-Control and Aggressive Behavior	0.000 < 0.05	There's a relationship

Table 7. Hypothesis Test Results

From the results of the hypothesis test, it was found that the 2-tailed sig value was 0.000 because the 2-tailed sig value was <0.05, meaning that H_a was accepted and H₀ was rejected. Which means there is a relationship between self-control and aggressive behavior of students at SMAN 1 Tumpang for the 2023/2024 academic year.

Variable	R count	R table
Self-Control and Aggressive Behavior	0.400	0.122

Table 8. Direction of Relationship

The results of this hypothesis test obtained a calculated r value of 0.400. This shows a sufficient relationship between self-control and students' aggressive behavior. The calculation results show a positive sign, with the intention that if the student's self-control is high then the student's aggressive behavior will also be high and vice versa.

3.2 Discussion

The results of the descriptive analysis show that self-control has a mean of 65.01 and the results of the self-control categorization of SMAN 1 Tumpang students above show that the majority of students have moderate self-control as many as 138 students with a percentage of 77.2% of SMAN 1 Tumpang students who are still in youth group with a range of 13-18 years. Thus, it can be seen that students at SMAN 1 Tumpang who have aggressive behavior are still classified as moderate. However, there needs to be attention from the school, family and peers.

A high level of self-control shows that adolescents aged 13-18 years are able to apply forms of several aspects of self-control according to Averill in (Erpiyani, 2021)

includes *Behavioral control* in the form of the ability to regulate implementation and organize stimuli, *Cognitive control* in the form of an individual's ability to manage information and evaluate the information obtained, and *Decisional control* in the form of the ability to choose the results of actions or anticipate events and interpret events. It is also possible that in certain environments, students high in self-control may use these skills to achieve aggressive goals, such as maintaining status or responding to peer pressure. In line with research results from (Rahmadani & Fikry, 2020) that behavior control (*behavior control*) in general, high school students are able to organize implementation and determine who controls situations and circumstances and are able to know how and when unwanted stimulus situations can be controlled, in *cognitive control* high school students are able to manage unwanted information by seeing and assessing, so they can connect an event in a cognitive framework to reduce stress, in *decisional control* high school students are able to make better decisions and choose various possible risky actions.

The results of the descriptive analysis show that aggressive behavior has a mean of 74.84 and the results of the categorization of aggressive behavior at SMAN 1 Tumpang are in the medium category as shown in table 4 above as many as 144 students with a percentage of 80.5%. So it can be said that the level of aggressiveness of students at SMAN 1 Tumpang, both in class X and class XI, is in the medium category. There are several backgrounds to the occurrence of aggressive behavior in students, including normative beliefs about aggressive behavior. Henry and Guerra (Umaroh, 2017) defines normative beliefs as an individual's cognition to accept or reject aggressive behavior by regulating appropriate actions, both in specific and general situations. According to Bushman in (Erpiyani, 2021), frustration is one of the causes of aggressive behavior because of the idea that aggression by individuals can reduce the anger they experience. An example is non-verbal punishment or punishment that does not involve physical use from parents, such as scolding with harsh language which is one of the causes of aggression.

The results of the hypothesis analysis show that there is a sufficient relationship between self-control and aggressive behavior in students, with a correlation coefficient of 0.400. This positive correlation coefficient indicates that there is a unidirectional relationship between self-control and aggressive behavior. Specifically, this means that the higher a student's level of self-control, the higher the level of aggressive behavior they display. This finding is surprising because it contradicts previous theory and research which generally shows that higher self-control is usually associated with lower aggressive behavior. Self-control is one of the internal individual factors that influences aggressive behavior in adolescents (Siregar, 2020). Therefore, good self-control should be considered a protective factor that reduces the possibility of aggressive behavior because individuals with high self-control are better able to manage negative emotions and avoid conflict.

There are several possible explanations for this unusual result. First, there are other variables that moderate the relationship between self-control and aggressive behavior that were not measured in this study. For example, factors such as family environment, academic pressure, and social dynamics at school influence how self-control is related to aggressive behavior. In line with Guswani's opinion (Atina et al., 2022) factors that influence aggressive behavior include emotional maturity, self-control, religiosity, emotional intelligence and media influence. Second, the definitions and measurements of self-control used in this study may differ from those used in other

studies. If the measurement instrument places more emphasis on aspects of self-control that are less relevant to controlling aggressive behavior, the results obtained could be different from what was expected.

The aggressive way of behaving shows that the student has not been able to adapt to his current situation. This tendency can actually harm other students with the disruption it causes. The impacts that arise on students include feelings of insecurity, reduced levels of concentration in learning, resulting in physical and emotional injuries, further explained by Antasari in (Ferdiansa, 2020). Negative impacts on victims of aggressive behavior include feelings of helplessness in the victim, anger after becoming a victim, feeling that oneself has experienced a very long-term loss, helplessness to entrust others, and failure to build comfortable relationships with other people. Apart from that, aggressive behavior also has an impact on the perpetrator. The perpetrator will be shunned by friends or even his own family because his behavior has hurt other people (Herman, 2018).

The implications of the results of this research are important for the development of interventions and programs in schools. Schools need to review programs aimed at improving students' self-control, ensuring that they also help reduce aggressive behavior. This is in line with opinion (Sudewi et al., 2021) Guidance and guidance teachers play an important role in developing the potential for high self-control in students. Guidance and guidance teachers need to continue to train and develop students' self-control abilities to avoid a decline in self-control abilities. It takes a relatively long time to improve students' self-control abilities if the self-control abilities decrease.

A more comprehensive approach involving social skills, stress management, and conflict resolution may be more effective in reducing aggressive behavior. Therefore, it is necessary to know the causes of aggressive behavior that occurs in society. So by finding the factors that cause aggressive behavior, this can become a common concern to determine attitudes and preventive efforts so that aggressive behavior can be reduced (Anggraini et al., 2023). In the scope of education, schools that use facilitators must support positive behavior and minimize situations that can trigger aggressiveness. Anti-bullying policies, teacher training, and activities that promote empathy and cooperation between students can be part of the solution.

Overall, the results of this study indicate that there is a unidirectional positive relationship between self-control and aggressive behavior in SMAN 1 Tumpang students, thus emphasizing the need for a more holistic and careful approach in further research and the development of more effective interventions needed to understand and address these dynamics holistically. After knowing the impact of aggressive behavior and lack of self-control, prevention efforts must be made. With this research, it is hoped that it will become a reference for how to overcome aggressive behavior and increase self-control in adolescents.

4. Conclusion

Based on the research results above, it can be concluded that there is a positive correlation between the variables of self-control and aggressive behavior in students at SMAN 1 Tumpang with the explanation that aggressive behavior and student self-control are in the same direction so that if student self-control is high then student aggressive behavior is also high. This can happen because it is influenced by normative beliefs as an individual's cognition to accept or reject aggressive behavior by regulating appropriate actions and frustration is also one of the causes of aggressive behavior because of the idea that aggressive behavior by individuals can

reduce the anger they experience. Aggressive behavior carried out by students has different characteristics, and has a tendency for aggressive behavior that varies between physically aggressive behavior, verbal aggression, and so on. This tendency to behave aggressively is not only carried out by female or male students, but also between male and female students who have the potential to carry out the same aggressive actions.

References

- Alhadi, S., Purwadi, P., Muyana, S., Saputra, WNE, & Supriyanto, A. (2018). Aggressiveness of Middle School Students in Yogyakarta. *Journal of Counseling Focus* , 4 (1), 93. <https://doi.org/10.26638/jfk.507.2099>
- Anggraini, W., Rifani, E., & Prasetyo, A. (2023). Factors Causing Aggressive Behavior in Adolescents: Literature Study. *Jambura Guidance and Counseling Journal* , 4 (1), 39–44. <https://doi.org/10.37411/jgcj.v4i1.2246>
- Atina, Y., Gutji, N., & Ayu, S. . (2022). The Influence of Self Control on the Level of Aggressive Behavior of Students at SMP Negeri 5 Jambi City. *Tambusai Education Journal* , 6 (1), 4077–4082. <https://www.jptam.org/index.php/jptam/article/view/3508>
- BPS. (2023). Crime Statistics. *Central Bureau of Statistics* , 021 , 1–62. https://www.bps.go.id/id/publication/2023/12/12/5edba2b0fe5429a0f232c736/statistik-k_riminal-2023.html
- Cuyunda, I., Setiawati, O., Sri, L., & Rukmono, P. (2020). Self-Control with Aggressive Behavior of Trimurjo 1 High School Students, Central Lampung Regency. Self-Control with Aggressive Behavior of Trimurjo 1 High School Students Central Lampung Regency. *Sandi Husada Health Scientific Journal* , 11 (1), 122–128. <https://doi.org/10.35816/jiskh.v10i2.234>
- Eriyani, R. (2021). The Relationship Between Self-Control and Aggressiveness of Adolescents Aged 13-18 Years in Dusun Iii, Siwalan Village, Mlarak District, Ponorogo Regency. *The 1st Conference on Strengthening Islamic Studies in the Digital Era (FICOSIS)* , 1 , 117–130.
- Febrini, D. (2017). *Learning Psychology* (Zubaedi (ed.); 1st ed.). Learning Library.
- Ferdiansa, G. (2020). Analysis of Students' Aggressive Behavior. *Indonesian Journal of Action Research*. Vol. 5, no. 2
- Ginting, DD, & Rustika, IM (2017). The Role of Self-Control and Intensity of Accessing Pornomedia on Premarital Sexual Behavior of Middle Adolescents at SMK N 1 Denpasar. *Udayana Psychology* , 349 (special edition), 24–34. <https://ojs.unud.ac.id/index.php/psikologi/article/view/47145>
- Heri Retnawati. (2015). Sampling technique. *Ekp* , 13 (3), 1576–1580.
- Herman, R., Astutie, R., & Yuline. (2018). Analysis of Students' Aggressive Behavior at SMP Lkia Pontianak. *Equatorial Journal of Education and Learning*. Vol. 7, no. 7
- Karniyanti, NK, & Lestari, MD (2018). The Role of Self-Control and Assertiveness in Attitudes Towards Premarital Sexual Behavior in Late Adolescent Girls in Bangli. *Udayana Psychology Journal* , 5 (01), 72. <https://doi.org/10.24843/jpu.2018.v05.i01.p07>
- Khoir, AM (2019). Self-control and the level of aggressiveness of adolescents who have TNI or POLRI parents. *Cognicia* , 7 (2), 202–213. <https://doi.org/10.22219/cognicia.v7i2.9251>
- Nurhaini, D. (2018). The Influence of Self-Concept and Self-Control on Consumptive Behavior towards Gadgets. *Psychoborneo: A Scientific Journal of Psychology* , 6 (1), 92–100. <https://doi.org/10.30872/psikoborneo.v6i1.4532>
- Pangarsa, NJ (2018). Identify the causes of aggressive behavior in 8th grade students of SMP Negeri 4 Ngaglik. Identification of the cause factors of aggressive behavior in 8th grade students of SMP Negeri 4 Ngaglik. *Journal of Student Guidance and Counseling Research* , Vol 4 , No (Aggressive Behavior), 203–213.
- Pradana, Y., Dwikurnianingsih, Y., & Setyorini. (2018). *The Relationship Between Watching Violent Television Programs and Aggressive Behavior of Middle School Students in Salatiga* . 1 , 55–65.
- Putri, MS, Daharnis, D., & Zikra, Z. (2017). The Relationship between Self-Control and Students' Truant Behavior. *Counselor* , 6 (1), 1. <https://doi.org/10.24036/02017616441-0-00>
- Rahmadani, EDA, & Fikry, Z. (2020). The Relationship between Self-Control and Aggressive Behavior in Bukittinggi City Development High School Students. *Tambusai Education Journal* , 4 , 2495–2501. <https://www.jptam.org/index.php/jptam/article/view/735>
- Rahmadini, P. (2020). *Aggressive Behavior Seen From Secured Attachment in Adolescents at Kansai High School* .
- Saputra, WNE (2018). Aggressive Behavior in Vocational School Students in Yogyakarta. *Journal of Counseling Focus* , 4 (1), 1. <https://doi.org/10.26638/jfk.475.2099>
- Sentana, MA, & Kumala, ID (2017). Aggressiveness and Self-Control in Adolescents in Banda Aceh. *Journal of Psychological Science* , 6 (2), 51–55. <https://doi.org/10.17977/um023v6i22017p051>
- Setiowati, EA, Suprihatin, T., & Rohmatun. (2017). Description of the aggressiveness of children and adolescents in risk areas. *Proceedings of the X Scientific Meeting of the Indonesian Developmental Psychology Association* , 170–179.
- Siregar, RR (2020). Self-Control as a Predictor of Aggressive Behavior in Adolescents. *Psyche Scientific Journal* , 14 (2), 93–102. <https://doi.org/10.33557/jpsyche.v14i2.1160>

- Sudewi, GAAK, Gading, IK, & Sudarsana, GN (2021). Development of a cognitive behavioral counseling guidebook on self-management techniques to increase students' self-control. *Indonesian Journal of Counseling Guidance*, 6 (2), 7. <https://doi.org/10.24036/XXXXXXXXXX-X>
- Sugiyono. (2013). Quantitative and Qualitative Research Methods and R&D. In *Alfabeta, CV* (April Issue).
- Tripambudi, B., & Indrawati, ES (2020). The Relationship Between Self-Control and Consumer Gadget Purchasing Behavior in Industrial Engineering Students at Diponegoro University. *Journal of EMPATHY*, 7 (2), 597-603. <https://doi.org/10.14710/empathy.2018.21683>
- U maroh, S. K. (2017). Student Aggressiveness Reviewed Based on School Climate and Normative Beliefs Regarding Aggression. *Journal of Ecopsy*, 4 (1), 17. <https://doi.org/10.20527/ecopsy.v4i1.3411>