

The Relationship between Emotion Regulation and Peer Conformity with Aggressive Behavior in Senior High School Students

by:

Dian Indriani,

Ghozali Rusyid Affandi, S.Psi., MA.

Progam Studi Psikologi

Universitas Muhammadiyah Sidoarjo

April, 2025



Introduction

Aggressive behavior is a deliberate act to physically or psychologically harm another person. According to Buss and Perry, these behaviors reflect negative emotions such as hostility aimed at achieving personal goals. These behaviors often appear in the form of violence, humiliation, defiance, lying, selfishness, or harassment.

These behaviors can be triggered by poor emotion regulation or peer pressure. Good emotion regulation helps maintain stability and reduce aggressiveness. Furthermore, conformity to peers can also lead to aggressive behavior due to fear of rejection, although the impact depends on the individual's attitude and perception.

Problem Statement

1. Is there a significant relationship between emotion regulation and aggressive behavior
2. Is there a significant relationship between peer conformity and aggressive behavior

Methode

SAMPLING TECHNIQUE Incidental Sampling



DATA COLLECTION METHODS

Conducting interviews with counseling teachers and distributing questionnaires to students. The research instrument was adopted from a scale compiled by previous researchers :

1. Buss and Perry's aggressive behavior scale adapted by Manalu with 17 items.
2. Gross and John's emotion regulation scale adapted by Mariyanti with 15 items
3. Myers peer conformity scale adapted by Dwiputra with 13 items

RESEARCH DESIGN

Quantitative correlation. There are 3 variables, namely Emotion Regulation (X1), Peer Conformity (X2), and Aggressive Behavior (Y)



POPULATION & SAMPLE

The population in this study was 700 students of class XI of SMK Krian 2, with a sample of 233 students using the Isaac and Michael table at an error rate of 5%.



Result

Descriptive Analysis Test

- The level of emotion regulation in students of SMK Krian 2, namely low as many as 9 people (3.9%), moderate as many as 97 people (41.6%), and high as many as 127 people (54.5%).
- The level of peer conformity in students of SMK Krian 2, namely low as many as 12 people (5.2%), moderate as many as 200 people (85.8%), and high as many as 21 people (9%).
- The level of aggressive behavior in students of SMK Krian 2, namely low as many as 73 people (31.3%), moderate as many as 147 people (63.1%), and high as many as 13 people (5.6%).

Normality Test Analysis

- In Emotion Regulation, the W value obtained is 0.948 with $p < .001$. Since the p value is less than 0.05, it can be concluded that the data is not normally distributed
- Peer Conformity also obtained a W value of 0.947 with $p < .001$ which can be concluded that the p value is

both less than 0.05 and it is stated that the data is not normally distributed.

Spearman's Rho Correlation Analysis Test

From these results the resulting data is not normally distributed, so the correlation test that can be used is the Spearman's rho correlation test. From the analysis obtained:

- The correlation coefficient value of $\rho = -0.479$ with $p < 0.001$ can be said that there is a moderate negative relationship between Emotion Regulation and Aggressive Behavior in students of SMK Krian 2 Sidoarjo.
- The value of $\rho = 0.344$ with $p < 0.001$ indicates that there is a moderate positive relationship between Peer Conformity and Aggressive Behavior in class XI students of SMK Krian 2 Sidoarjo.

Discussion

This study proves that emotional regulation has a moderate to strong negative relationship with aggressive behavior in students. That is, the higher the emotion regulation of students, the lower the aggressive behavior. Conversely, when emotion regulation is low, aggressive behavior will be high. In this case, emotion regulation plays a role in restoring emotional balance, although at first individuals have difficulty. Excessive emotions are only felt for a moment and can be neutralized immediately. So it can be said that emotion regulation can affect aggressive behavior.

Furthermore, a moderate positive relationship was also found between peer conformity and aggressive behavior in class XI students of SMK Krian 2 Sidoarjo. It can be concluded that the higher the student's peer conformity, the higher the aggressive behavior. Conversely, if peer conformity is low, then student aggressive behavior is also low. In this case, adolescents who have high conformity tend to follow their group, including in aggressive behavior, because of the strong influence of peers.

Research Findings

This study provides an understanding that emotion regulation and peer conformity can be a determining factor for the level of aggressive behavior in senior high school students. These findings can be the basis for designing efforts to reduce aggressive behavior through educational interventions, emotion management programs and peer influence for students.

References

- [1] T. T. Raviyoga and A. Marheni, “Hubungan kematangan emosi dan konformitas teman sebaya terhadap agresivitas remaja di SMAN 3 Denpasar,” 2019. doi: <https://doi.org/10.24843/JPU.2019.v06.i01.p05>.
- [2] A. F. Putri, “Konsep Perilaku Agresif Siswa,” *SCHOULID: Indonesian Journal of School Counseling*, vol. 4, no. 1, p. 28, 2019, doi: 10.23916/08416011.
- [3] A. Akbar, “Aksi Tawuran Siswa STM dan SMK Kendari, Berawal dari Tiktok hingga Turun ke Jalan,” 2023, [Online]. Available: <https://www.liputan6.com/regional/read/5355167/aksi-tawuran-siswa-stm-dan-smk-kendari-berawal-dari-tiktok-hingga-turun-ke-jalan>
- [4] D. Natalia Sabintoe and C. Hari Soetjningsih, “Hubungan Antara Kematangan Emosi Dengan Perilaku Agresif Pada Siswa Smk,” 2020. doi: <https://doi.org/10.24114/konseling.v17i2.22073>.
- [5] T. A. Sulistianingsih, R. Amanda, P. Rini, S. Saragih, and F. Psikologi, “Perilaku agresivitas pada remaja: Menguji peranan kematangan emosi dan kohesivitas,” *INNER: Journal of Psychological Research*, vol. 2, no. 4, pp. 782–794, 2023.
- [6] M. Husen, A. Bakar Program Studi Bimbingan Konseling, and F. Keguruan Dan Ilmu Pendidikan, “Analisis Faktor Penyebab Perilaku Agresif Pada Siswa,” *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling*, vol. 4, no. 1, pp. 77–82, 2019.
- [7] S. Putryani *et al.*, “Perilaku Agresif Siswa Dilihat dari Regulasi Emosi,” vol. 19, no. 2, pp. 28–33, 2019, doi: <https://doi.org/10.47007/jpsi.v19i2.138>.
- [8] Z. N. Yuhbaba, M. Elyas, A. Budiman, W. Sholihah, and E. Suswati, “Perilaku Agresif pada Remaja di Lingkungan Sekolah Menengah Atas Wilayah Urban dan Rural Kabupaten Jember,” 2023. doi: 10.54832/phj.v4i2.335.
- [9] Y. Imran and N. Kur’ani, “Pengaruh konseling kelompok dengan media kartu terhadap pencegahan perilaku agresi di sekolah,” *Jurnal Konseling dan Pendidikan*, vol. 10, no. 2, p. 372, 2022, doi: 10.29210/171800.
- [10] S. Permatasari, N. Z. Situmorang, and T. Safaria, “Hubungan Regulasi Emosi dan Konformitas Teman Sebaya dengan Perilaku Agresi di Pontianak,” *Edukatif: Jurnal Ilmu Pendidikan*, vol. 3, no. 6, pp. 5150–5160, 2021, doi: 10.31004/edukatif.v3i6.1422.

References

- [11] B. N. Baiduri and E. Widyorini, “Regulasi Emosi Sebagai Mediator Antara Insecure Attachment Dan Perilaku Agresif Pada Remaja,” *Jurnal Psikologi*, vol. 19, no. 1, p. 57, 2023, doi: 10.24014/jp.v19i1.20065.
- [12] M. K. S. J. Kahar, N. Z. Situmorang, and S. Urbayatun, “Hubungan antara Regulasi Emosi dengan Perilaku Agresif pada Siswa SMA di Yogyakarta,” *Psyche 165 Journal*, vol. 15, no. 1, pp. 7–12, 2022, doi: 10.35134/jpsy165.v15i1.143.
- [13] F. S. Amira and E. Mastuti, “Hubungan antara Parent Attachment dengan Regulasi Emosi pada Remaja,” *Buletin Penelitian Psikologi dan Kesehatan Mental (BRPKM)*, vol. 1, no. 1, pp. 837–843, 2021, doi: <https://doi.org/10.20473/brpkm.v1i1.27037>.
- [14] P. Isnaeni, “Konformitas Terhadap Perilaku Agresif Pada Remaja,” *Jurnal Imiah Psikologi*, vol. 9, no. 1, pp. 121–128, 2021, doi: 10.30872/psikoborneo.
- [15] S. S. Rodlyani and D. Ardiyanti, “Career Decison Making Self Efficacy (CDMSE) Kepada Siswa Sma Ditinjau dari Harga Diri dan Konformitas Teman Sebaya,” *Psycho Idea*, vol. 20, no. 1, p. 50, 2022, doi: 10.30595/psychoidea.v20i1.10328.
- [16] R. Amalia, “Hubungan Konformitas dengan Motivasi Belajar (Studianalisis Santri Puteri di Pondok Pesantren Nurul Islam Karang Cempaka Bluto Sumenep),” *Al Iman: Jurnal Keislaman dan Kemasyarakatan*, vol. 4, no. 1, pp. 154–174, 2020.
- [17] A. Saras Priwidianti and R. Arjanggi, “Konformitas Teman Sebaya dengan Perilaku Agresif pada Siswa SMK Negeri 10 Semarang,” 2019. doi: <http://dx.doi.org/10.30659/psisula.v1i0.7718>.
- [18] R. Zulfikar *et al.*, *Metode Penelitian Kuantitatif Teori, Metode dan Praktik*. Bandung: Widina Media Utama, 2024.
- [19] I. Machali, *Metode Penelitian Kuantitatif Panduan Praktis Merencanakan, Melakukan dan Analisis dalam Penelitian Kuantitatif*. Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, 2021.
- [20] L. O. Manalu, “Hubungan School Well-Being dan Agresivitas Siswa Smk Negeri 2 Pekanbaru,” 2022, [Online]. Available: <https://repository.uin-suska.ac.id/58475/>

References

- [21] S. Mariyanti, *Hubungan Antara Regulasi Emosi Dengan Reliensi Akademik Pada Siswa SMK Abdurrah Pekanbaru*. 2024. [Online]. Available: <https://repository.uin-suska.ac.id/83318/>
- [22] A. F. Dwiputra, “Hubungan Antara Konformitas Teman Sebaya Dengan Perilaku Bullying Pada Siswa Kelas XI Sma Negeri 14 Kota Pekanbaru,” 2022, [Online]. Available: <https://repository.uin-suska.ac.id/58475/>
- [23] A. Suciani, D. Ruhiat, and S. D. Rahayu Septiani, “Komparasi hasil analisis beda rata-rata menggunakan metode statistik parametrik dan nonparametrik,” *Jurnal Riset Matematika dan Sains Terapan*, vol. 2, no. 2, pp. 76–91, 2022.
- [24] R. Akbar, U. S. Sukmawati, and K. Katsirin, “Analisis Data Penelitian Kuantitatif,” *Jurnal Pelita Nusantara*, vol. 1, no. 3, pp. 430–448, 2024, doi: 10.59996/jurnalpelitanusantara.v1i3.350.
- [25] M. A. Goss-Sampson, *Statistical Analysis In JASP: A Guide For Students*, 6th ed. University of Greenwich, 2024.
- [26] L. Maysaroh, D. S. Sukiatni, and R. Kusumandari, “Kecenderungan Berperilaku Agresi dilihat dari Kepercayaan Diri dan Regulasi Emosi,” *INNER: Journal of Psychological Research*, vol. 2, no. 4, pp. 633–645, 2023.
- [27] Yoven, R. A. Mayalianti, A. Chairunnisa, and I. Rochma, “Literature Review: Efektivitas Anger Management Dalam Mengontrol Perilaku,” *Jurnal Ilmiah Zona Psikologi*, vol. 6, no. 3, pp. 22–33, 2024, doi: <https://doi.org/10.37776/jizp.v6i3.1449>.
- [28] W. S. Samudra, P. Emiliana, I. Anugraheni, and S. Rahardjo, “Pengaruh Terapi Regulasi Emosi Terhadap Perilaku Agresif Pada Remaja Putra,” *Java Health Journal*, vol. 9, no. 1, pp. 1–17, 2022, doi: <https://doi.org/10.1210/jhj.v9i1.451>.
- [29] S. T. A. Supratman and D. Ekawati, “Hubungan Antara Regulasi Emosi Dan Konformitas Teman Sebaya Dengan Agresivitas Pada Siswa Kelas XI Di SMK X,” *PSISULA : Prosiding Berkala Psikologi*, vol. 6, pp. 380–389, 2024.
- [30] S. Pratiwi, Nur Eka & Murdiana, “Hubungan Konformitas Teman Sebaya Dengan Perilaku Agresif Pada Siswa SMS X Sungguminasa,” vol. 3, no. 2, pp. 396–403, 2024, doi: <https://doi.org/10.56799/peshum.v3i2.3092>.

