

REVIEW ARTICLE

THE ROLE OF EMOTION REGULATION AS A MEDIATOR BETWEEN SELF-ESTEEM AND AGGRESSIVE BEHAVIOR TENDENCIES IN ADOLESCENT

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ABSTRACT

Many cases of violence occur in schools in Yogyakarta. Many of these cases of violence involve students in the same school. Aggressiveness is a form of violence committed by teenagers in schools, disturbing the community. From previous studies on aggressive behavior tendencies, emotion regulation can be used as a mediator variable in aggressive behavior research. Research conducted reveals that emotion regulation helps a person change negative thoughts into positive ones, so the behavior that appears is constructive, not destructive. The purpose of this study was to determine the role of emotion regulation as a mediator between self-esteem and aggressive behavior tendencies in SMPN A students in Yogyakarta. In this study, emotion regulation is considered necessary in mediating the relationship between self-esteem and aggressive behavior tendencies. This study uses a quantitative survey method. The research subjects were students in grades 8 and 9, totaling 155 students of SMPN A in Yogyakarta and collecting data using a psychological scale measuring instrument. The scales used include the Aggressiveness scale, Self-Esteem Scale, and Emotion Regulation scale. Analysis of the data used is mediation analysis regression. This study found that the role of self-esteem on the tendency of aggressive behavior by controlling emotional regulation was $p > 0.05$ ($p = 0.706$). The research conducted shows that Emotion Regulation as a Mediator of the Role of Self-Esteem on the Tendency of Aggressive Behavior. Emotion regulation has a fully mediating role.

KEYWORDS

Self-Esteem, Tendency to Aggressive Behavior, Regulation of Emotions, Students.

1. INTRODUCTION

Adolescent violence occurs a lot in Yogyakarta. The behaviors carried out include fighting between students of the same school, students from different schools, and confronting each other with other school students with violence or often called *klitih*. Students who engage in aggressive behavior exist in every school in Yogyakarta. The existence of students who behave aggressively is very influential in every school. Based on the interview with the principal of SMP Negeri A in Yogyakarta, at least some students carry out aggressive behavior in every school in Yogyakarta. In the adolescent phase, they begin to behave aggressively when studying at the junior high school level. Students in Yogyakarta are still in school and generation to generation by students, seniors, juniors, and alumni.

Cases of violence committed by junior high school students and victims of junior high school students are often found in Yogyakarta. Many of these cases of violence involve students and their peers. For the school itself, the Bk teacher of SMP A explained that several times the students had committed acts of violence and challenged the students of SMP NB because they had always been enemies. Still, the school did not know about the students' behavior which was carried out in secret. The school has summoned students related to their aggressive behavior to be given

guidance. Still, the influence of alumni makes students verbally and physically violent and secretly, the school does not know.

The practice of violence that occurs is a consequence of the risks faced by students. According to a study there are individual and environmental risks (Chapin and Glason, 2004). The violence that often occurs can be physical violence, which tends to be easily visible. Still, sometimes it is also present in non-physical forms that are barely visible. The various forms of violence are essential to understand because not all acts of violence can be directly observed. Research from explains that one of the factors for the occurrence of aggressive behavior is history or the school environment (Farmer et al., 2007). In this case, what is meant is the social factor of students at school, which is hereditary each year passed down from students who graduate to students who go to school.

The violence that occurs is part of juvenile violence. Student violence is a behavior that may be a continuation and inheritance from the past. Violence includes a variety of actions, including physical violence with or without weapons. Victims can suffer serious physical, social, emotional injury, and even death. Adolescents can be victims, perpetrators, or witnesses (Understanding School Violence, 2010). Students are still searching for identity when students enter the early adolescent phase and

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tend to be closer to their peer group friends. According to Erikson's theory that there is a phase where adolescents are confused in the search for self-identity (Hurlock, 2004). Adolescents want friends who have the same interests and values, who can understand and make them feel safe to entrust problems and discuss things they cannot discuss with parents or teachers (Hurlock, 2004).

One of the most challenging developmental tasks of adolescence is related to social adjustment. Adolescents must adapt to the opposite sex and must adapt to adults outside the family and school environment. In this case, the most important and most difficult adjustment is the increasing influence of peer groups (Hurlock, 2004). Adolescent attitudes develop, especially their social attitudes towards peer relationships. The positive attitude of early adolescents towards peers develops rapidly after recognizing common interests and needs. Based on observations made by researchers, there is a lot of violence committed by teenagers. However, there is a tendency for aggressive behavior to occur due to many factors. The movement of aggressive behavior in adolescents occurs because of many factors that cause, influence, or increase the chances of emergence, such as biological factors, temperament.

It is complicated, the influence of negative associations, drug use, the impact of violent shows, etc. In a longitudinal study of adolescents, Elliott found increased violence against boys and girls between 12 and 17 (Tremblay and Cairns, 2000). This explanation can be interpreted as prone to aggressive behavior in the adolescent stage, especially if there are accompanying risk factors. Aggressiveness in adolescents is a particular concern to educators and mental health practitioners (Shahzad et al., 2013).

Baron and Bryne define aggressive behavior as a form of behavior intended to injure or harm other individuals who do not want the behavior to come (Baron and Bryne, 2012). Based on this definition, it can be concluded that aggression is a form of non-emotional behavior, has the intention to harm the intended victim, and the victim of aggression is a living creature. At the same time, the fourth is the victim of this aggressive behavior does not want or avoid the aggressive behavior of the perpetrator. One of the aggressive behavior is a brawl, which is physically aggressive behavior, categorized into a delinquency that causes physical victims to others, causes material victims to other people, and neglect that fights status. Aggressiveness is not only found in boys but also in girls. Boys tend to show direct aggression, while girls tend to show indirect aggression such as spreading gossip, rumors, and social relations (Loukas et al., 2005).

Related to junior high school A, some factors cause aggressive behavior, including Social Factors, Personal Factors, and Situational Factors (Baron and Bryne, 2012). One of the personal factors related to behavior patterns and ego towards oneself or can be called self-esteem. Krahe also states that self-esteem is one of the factors of aggressive behavior (Krahe, 2005). Self-esteem has long been considered an essential factor that explains individual differences in aggressive behavior. In general, it is assumed that low self-esteem will trigger aggressive behavior, that negative feelings about "self" will make people more likely to attack others (Krahe, 2005).

Self-esteem is one of the factors that influence adolescent aggressiveness. Coopersmith states that self-esteem is an evaluation made by individuals regarding matters relating to themselves and is expressed through a form of assessment as capable, meaningful, and valuable individuals (Coopersmith, 1967). A person's self-esteem can determine how a person behaves in his environment. The role of self-esteem in determining this behavior can be seen through thinking, emotions, values, ideals, and goals to be achieved by a person.

Other personal factors also relate to the way individuals regulate their mental, emotional, and behavioral functions (Baron and Bryne, 2012). His habit of understanding and controlling emotions is an essential factor in personal factors. The process of controlling emotions is also known as emotion regulation (Krahe, 2005). Factors of aggressiveness include

emotional vulnerability, which is defined as an individual's tendency to experience feelings of discomfort, lack of emotional control. Emotionally vulnerable people show higher levels of aggressiveness.

Emotion regulation itself is a form of control that a person exerts over their emotions. Emotion regulation can influence a person's behavior and experiences. The result of Emotion Regulation can be behavior that is increased, reduced, or inhibited in its expression. Emotion regulation comes from social sources. This social resource is part of the interest in other people and the norms of social interaction (Frijda, 1986). The theory of the Four Branch Model of Emotional Intelligence, explains that emotion regulation is part of emotional intelligence (Mayer and Salovey, 1997).

Based on the opinion, it can be concluded that self-esteem and emotional regulation are factors that cause aggressive behavior (Krahe 2005; Baron and Bryne 2012). This opinion is reinforced by a preliminary study conducted with FGDs and interviews with student groups. Based on the initial interview data to chairman A, student treasurer A explained that this self-esteem arises because students feel when they disturb them physically or verbally. They have to retaliate is self-respect because self-esteem must be maintained, even when fighting must lose. Important Self-esteem must be maintained. Especially when students' problems relate to school students in other junior high schools who are rivals, students feel they have to defend themselves for pride for themselves, the school, and students.

Based on the data above, it was found that students with aggressive behavior seemed to have high self-esteem following the characteristics of high self-esteem. Still, according to a study, after comparing students who behaved aggressively, it was found that students' attitudes always felt worried (Coopersmith, 1967). Students who have low self-esteem are characterized by not optimal academic achievement, unable to control behavior, less realistic, having difficulty dealing with demands from family and school. The results of the FGD on February 3, 2017, on five students with aggressive behavior found that when they feel emotional and angry, the outlet is to disturb other people, such as putting their friend's bag on a tile. Students can say harsh words to others.

Previous research on the tendency of aggressive behavior in high school students was conducted (Zamzami, 2007). Hak examined aggressiveness in adolescents who play online games, and examined aggressiveness in adolescents with conformity, while reviewed the aggressiveness of adolescents who engage in brawls (Hak 2006; Zafarina 2015; Aprilia and Indrijati 2014). Kafisto's research explains that emotion regulation variables can be a mediator variable in research related to aggressive behavior. Based on previous research, no one has examined the theme of the Role of Emotion Regulation as a Mediator between Self-Esteem and Aggressive Behavior Tendencies. Based on this explanation, the aggressive behavior of junior high school students is interesting to study. This study examines the role of emotion regulation as a mediator between self-esteem and aggressive behavior tendencies.

2. CONTEXT

When a person has good self-esteem will do positive things in his life. For example, the individual does not blame himself, respects and accepts himself. When a person has high self-esteem, he will have good emotional regulation because he will defend his actions against the outside world and take criticism well. Thus he is not easily angered and provoked by emotions because he has good emotional regulation (Farkhaeni, 2011). Other research data also support research (Farkhaeni, 2011). A study conducted by also revealed that when adolescents have high self-esteem abilities, they can accept and respect themselves (Kurniasih 2013). Teenagers tend to create the positive side of the difficulties they face. Adolescents who have low self-esteem will find it challenging to get criticism, lack respect, and do not take their condition.

Nur and Eka found that someone with low self-esteem will have low emotional regulation (Nur and Eka, 2008). The individual will have less

respect for his situation, be less able to control himself, and accept suggestions and criticism. The individual also has difficulty controlling his emotions, which indicates that he has poor emotion regulation. Research from concluded a relationship between self-esteem and emotional regulation (Saleha et al., 2016). Low self-esteem is associated with common emotional regulation in adolescents because it is closely related to self-acceptance individuals accept themselves and understand their circumstances. Himself so that he will be able to get criticism, suggestions will affect. Nestor explains that the ability to control emotions can also help individuals in filtering outside information that can provoke a person's acts of aggression (Nestor, 2002)

According to someone who has high emotional regulation will understand the situation and change his thoughts or judgments about the case he faces positively, resulting in a positive emotional reaction (Makmuroch, 2014). On the other hand, when adolescents have low emotional regulation abilities, it isn't easy to manage their emotions. It is difficult to control themselves not to commit violent acts that harm themselves and others (Farid, 2008). Adolescents who have low emotion regulation tend to behave aggressively than those who have good emotion regulation. For self-esteem research, it is also necessary to know. Research conducted by found a correlation resulting in self-esteem that will trigger someone to behave aggressively (Bushman and Anderson 2001). Another study conducted by found that people who have low self-esteem will have the opportunity to act more aggressively because they cannot control their aggressive behavior towards others (Baumister et al., 2000).

Research from found a relationship between emotion regulation and aggressive behavior in teenage boys who get into fights (Aprilia and Indrijati, 2014). Emotion regulation is related to the ability to regulate and control emotions. When adolescents can maintain and regulate their emotions, they will be easily triggered and provoked to carry out aggressive behavior. The forms of aggressive behavior found were hitting, threatening, and wanting to hurt. This statement is supported by research conducted by, which results that the level of self-esteem will trigger someone to behave aggressively (Bushman and Anderson 2009). Studies from found that people with low self-esteem will be easier to behave aggressively because they tend to be sensitive, so it is difficult to control their actions and behavior towards the outside world (Baumister et al., 2000). From the explanation above, it is crucial to increase self-esteem followed by good emotional regulation. These two things will help a person control behavior, filtering any available information. It can be said that someone who has good self-esteem and good self-regulation has a good presentation. Very small to carry out acts of aggression against people around him.

A group research proves that self-esteem is indeed very significant in determining the behavior caused by individuals (Bateman et al., 2013). The violence that occurs often causes shame, resulting in a person feeling a loss of self-esteem to have low self-esteem. When individuals want to get recognition in their environment, they act violently. Violent acts to gain recognition and self-esteem back, but when individuals have good emotional regulation, the tendency to behave aggressively will decrease. Different when emotional regulation is low, it makes individuals no longer consider aggression against others (Bateman et al., 2013). From the explanation above, it can be concluded that the importance of increasing self-esteem followed by good emotional regulation, these two things will be able to help a person in controlling behavior, filtering any available information. It can be said that someone who has good self-esteem and good self-regulation has a tiny presentation to perform acts of aggression against people around him.

3. LITERATURE REVIEW

3.1 Aggressive Behavior

Definition of Aggressive Behavior According to Buss, aggressive behavior is a behavior that is carried out to hurt, threaten or harm individuals or objects that are the target of the behavior both (physically or verbally) and directly or indirectly (in Morgan, 1989). According to aggressive behavior

is intended to injure others or damage property (Atkinson, 1999). Some researcher define aggressive behavior as a form of behavior intended to injure or harm other individuals who do not want the behavior to come (Baron and Bryne, 2012). Based on this definition, aggression is a form of non-emotional behavior, has a motive to hurt the intended victim, and the victim of aggression is a living being, not an inanimate object. At the same time, the fourth are victims of this aggressive behavior who do not want or avoid the behavior of the perpetrator of aggression.

Myers divides aggression into two types, namely hate aggression or angry aggression (hostile aggression) and aggression as a means to achieve other goals (instrumental aggression) (in Sarwono, 2002). Hostile aggression is an expression of anger and is characterized by high emotions where this aggressive behavior is the goal of the aggression itself. The perpetrators do not consider the consequences of this aggression, and the perpetrators do not care if the consequences of their actions cause more harm than benefits. Instrumental aggression is generally not accompanied by emotion. Even between the perpetrator and the victim, sometimes there is no personal relationship. Aggression here is only a means to achieve other goals, for example:

3.2 Pride

Individuals who have high self-assessment are characterized by assessing their condition, appreciating their strengths and potential, and accepting existing shortcomings. In contrast, individuals who have low self-evaluation are characterized by dissatisfaction with their situation, not respecting their strengths (Santrock, 1998). Another definition of self-esteem is a high or low assessment of oneself that shows the extent to which the individual believes himself to be a capable, essential, and valuable individual who influences one's behavior (Frey and Carlock, 1987). Coopersmith states that self-esteem is an evaluation made by individuals regarding matters relating to themselves expressed through a form of assessment that agrees and shows the level (Coopersmith 1967). One of the psychological developments experienced by adolescents is socio-emotional development, one of which is self-esteem, which is the whole way used to evaluate ourselves, where self-esteem is a comparison between ideal-self and real-self (Santrock, 2012). Self is the attitude one has about oneself, both positive and negative (Rosenberg, 1965). Baron and Byrne also argue that self-esteem is a self-evaluation made by each individual, people's attitudes towards themselves in the range of positive to negative dimensions (Baron and Byrne, 2012).

3.3 Emotion Regulation

Gross states that emotion regulation is ambiguous because emotion regulation can be defined as regulating emotions and other aspects, such as thought, physiology, and behavior (Gross 2007). Gross states that emotion regulation refers to the process of controlling the feelings we have, and we experience and express those emotions (Gross 2002). Thompson says that emotion regulation consists of intrinsic and extrinsic processes responsible for recognizing, monitoring, evaluating, and limiting emotional responses, especially the intensity and form of reactions to achieve a goal, Thompson (Eisenberg et al., 2000). Effective emotion regulation includes the ability to manage emotions according to environmental demands flexibly.

According to Gottman and Katz, emotion regulation can block inappropriate behavior because of the intensely positive or negative emotions felt (in Wilson, 1999). Individuals can calm themselves from psychological influences that arise due to strong emotional power, can focus attention, and organize themselves to regulate appropriate behavior to achieve a goal. The theory of the Four Branch Model of Emotional Intelligence, explains that emotion regulation is part of emotional intelligence (Mayer and Salovey, 1997). Walden and Smith explain that emotion regulation is receiving, maintaining, and controlling an event, the intensity and duration of emotions being felt, physiological processes related to emotions, facial expressions, and observable behavior (Eisenberg, et al., 2000).

3.4 Teenagers

Adolescence (adolescence) comes from Latin, which means "to grow to reach maturity" (Hurlock, 1999). Teenagers do not have a clear place. It is not a child, but it is not an adult either. Adolescents are in the transition between childhood and adulthood (Monks et al., 1999). Piaget suggests that adolescence has a broader meaning that includes emotional, mental, social, and physical maturity (Hurlock, 1999). Santrock says that adolescence is a period of transitional development between childhood and adulthood that includes biological, cognitive, and social changes (Santrock, 1998). The development of adolescence is choosing a set of values and etiquette systems that guide adolescent behavior. At that time, adolescents must adapt to the developmental tasks they go through. Adolescents must have manners that follow the correct norms or rules that make adolescents become individuals with good behavior. Do not deviate because, in adolescence, his emotions are still unstable, so that it can trigger the emergence of aggressive behavior.

4. METHODOLOGY

The subjects in this study were 155 students of SMP Negeri A in Yogyakarta who were selected based on the class conditions in the school through purposive sampling, meaning that the subjects were selected based on specific criteria, including only grade 8 9 students. Quantitative data collection in this study was carried out using three measurement scales, namely the Aggressiveness Scale (AG), the Emotion Regulation Scale (RE), and the Self-Esteem Scale (HI). This research was conducted in three stages, namely the preliminary stage, the data collection stage, and the data analysis stage. The results obtained by distributing the scale to several respondents were then analyzed with the help of the SPSS version 17.0 program. Hypothesis testing in this study was carried out using mediation analysis regression.

5. RESULTS

The research results are presented in the following table:

Table 1: Mediation Test Regression Analysis Results					
Equation	Regression		P	R2	Note:
	IV	DVD			
1	HD	AG	< 0.01	0.21	Significant
2	HD	RE	< 0.01	0.525	Significant
3	RE	AG	< 0.01	0.320	Significant
4	HD RE	AG	> 0.05	0.526	Not significant

Through table 8, it is known that in the first regression equation, self-esteem has a significant negative role in the tendency of aggressiveness. In the second regression equation, self-esteem has an important positive role in emotion regulation. In the third regression equation, emotion regulation has a significant negative position on the tendency of aggressiveness. This data follows the regression coefficient score, which shows a negative value of the relationship between self-esteem and aggressiveness and emotion regulation on hostility. Because the regression coefficient of self-esteem and emotion regulation is minus (-), it can be said that self-esteem and emotion regulation harms aggressive tendencies. So the simple Regression Equation for Self-Esteem with Aggressive Tendency is $Y = 76.787 - 0.411$, and the Regression Equation for Emotion Regulation with Aggressive Tendency is $Y = 84.359 - 0.824$. Finally, for the fourth regression equation, emotion regulation does not play a significant role in self-esteem with a tendency to aggressiveness. The indirect effect of the Self-Esteem Mediation model on aggressiveness mediated by Emotion Regulation was not substantial, with $p > 0.05$. Based on these results, there is a role of Emotion Regulation as a mediator on Self-Esteem to Aggressive Behavior Tendencies.

6. FINDING

The practice of violence that occurs is a consequence of the risks faced by students. According to there are individual and environmental risks

(Chapin and Glason, 2004). The violence that often occurs can be in physical violence, which tends to be easily visible, but it is sometimes present in non-physical forms, barely visible. The various forms of violence are essential to understand because not all acts of violence can be directly observed. Research explains that one of the factors in the occurrence of aggressive behavior is history or the school environment (Farmer et al., 2007). In this case, what is meant is the student factor passed down from generation to generation every year, from students who graduate to students who go to school. Violence is related to students, especially at the junior high school level, so violent behavior, especially students at school, can be done, and prevention related to violent student behavior can be done. This study examines the role of emotion regulation in mediating the relationship between self-esteem and aggressive behavior tendencies in students at SMP A in Yogyakarta City.

Through mediation testing in this study, first, it was found that self-esteem is a predictor of aggressive tendencies. Self-esteem plays a significant role in the movement of aggressiveness. The results of this study are the following research by (Baumister et al., 2000; Falkenbach et al., 2013; Webster et al., 2007; Donnellan et al., 2005). who found that low self-esteem has a significant effect on behavior because individuals who have low self-esteem tend to lack self-respect and tend to be sensitive so that they have difficulty controlling their actions and are easy to behave aggressively. Then on the relationship between Emotion Regulation with Aggressive Behavior tendencies. Emotion regulation plays a significant role in aggressive tendencies. So the higher the emotional regulation, the lower the movement of students' aggressiveness. These results support research on the regulation of emotions with aggressive behavior that has been widely carried out.

Research conducted by found a negative relationship between emotion regulation and aggressive behavior in teenage boys involved in brawls (Aprilia and Indrijati, 2014). For brawling behavior included in physical aggression behavior, it is categorized into a delinquency that causes physical victims to others, causes material victims to other people, and neglect that fights status. This result is corroborated by another study conducted by which said that low emotional regulation has a relationship with adolescent involvement in delinquency or delinquency behavior in adolescents (Lomas et al., 2011). The results of this study are also in line with research conducted by on adolescents in Spain found a research result if adolescents who have good emotional regulation will make a person's level of aggressive behavior low, and vice versa (Castillo et al., 2013).

Other research that also supports this research is research from (Moskat and Sorensen, 2012). The study states that individuals who have higher emotional regulation will be better able to adjust to preconceived social norms, so they are less likely to violate the law, nor do they commit violent behavior or delinquent behavior. Self-esteem plays an essential role in regulating emotions and tendencies to aggressiveness. When individuals have high self-esteem, their emotional regulation will be increased (Nur and Eka. 2008). When someone with low self-esteem cannot understand themselves well, including understanding emotions when they do not understand their feelings, they tend to have low emotional regulation to lack respect. His condition, less able to control himself, his feelings, and himself and less able to accept suggestions and criticism. A person will also find it difficult to control his emotions when controlling emotions is one indicator of having poor emotional regulation. When someone has high self-esteem, he will have increased emotional regulation.

From the research, it can be concluded that 1) Self-esteem plays a significant role in Emotion Regulation; 2) Self-esteem plays a significant role in aggressiveness; 3) Emotion regulation has a significant role in aggressiveness and 4) Emotion Regulation and Self-Esteem have no significant role in Aggressiveness (Baron Kenny, 1986). This satisfies the assumptions needed to demonstrate the mediating role of emotion regulation. The indirect effect of the self-esteem mediation model on aggressiveness mediated by emotion regulation is not significant. Based on these results, emotion regulation plays a role in self-esteem towards

aggressive behavior tendencies. Emotion regulation has a mediating role. The form of mediation that occurs is complete mediation. This is following that emotion regulation has a mediating role on aggressiveness (Kivisto's research 2011). Based on this explanation, it is crucial to increase self-esteem, followed by good emotional law. It can help someone control behavior, filter out any available information, and reduce aggressive behavior.

7. CONCLUSION

Emotion regulation can be a mediator of the role of self-esteem on the tendency of aggressive behavior.

RECOMMENDATIONS

The school can work with psychologists or experts to assist when students have aggressiveness problems. The results of this study can also be used as a basis or consideration in doing a module for handling aggressive behavior

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