

Psychoeducation on Emotional Regulation to Reduce Aggressive Behavior in Students of High School "X", East Java

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ABSTRACT

Adolescence is a crucial transition period in human development, where individuals are between childhood and adulthood. During this period, adolescents experience significant changes that can be characterized by various striking changes, both in physical, cognitive, emotional, and psychological aspects, as well as in social relationships. These changes can give rise to negative behavior and violate the law or social norms if not properly addressed, such as aggressive behavior. Aggressive behavior refers to actions intentionally carried out to harm others, such as hitting, kicking, pushing. At High School "X" East Java aggressive behavior among students has become a serious concern that is growing, especially after a complaint from one of the parents revealed an increase in cases of fights between students. Therefore, the main objective of this study is to provide students with a deeper understanding of how to overcome aggressive behavior. The methods used in this study include psychoeducation and role-play. The results of the analysis showed a mean value of the pretest of .00 and a mean value of the posttest of 8.00. The significance value (2-tailed) of the pretest and posttest was $0.001 < 0.05$, which means there is a significant difference between before and after.

Keywords: *Emotional Regulation, Aggressive Behavior, Psychoeducation.*

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INTRODUCTION

Adolescence is a crucial transitional period in human development, where individuals are between childhood and adulthood. According to Saputro (2018), the adolescent age range begins around 12 or 13 years of age and ends in the late teens or early 20s. According to the WHO (in Ragita & Fardana N., 2021), adolescence is divided into three phases: early adolescence (10-13 years), middle adolescence (14-17 years), and late adolescence (18-21 years). During this period, adolescents experience significant changes in physical, cognitive, emotional, and psychological aspects. Furthermore, their relationships with parents, social interests, and aspirations also undergo significant changes, as stated by Saputro (2018). Adolescence is also marked by various striking

changes, both in physical, cognitive, emotional, and psychological aspects, as well as in social relationships and developing interests (Yusuf, 2011).

Furthermore, during adolescence, not only positive behaviors emerge, but also negative behaviors that violate the law or prevailing social norms (Dashieva et al., 2021). This is reflected in the increasing crime rate involving adolescents, such as bullying, intergroup conflict, and peer violence that can even lead to death (Griffith et al., 2021). Aggressive behavior refers to actions intentionally carried out to harm others, such as hitting, kicking, pushing, using harsh words, pinching, insulting, and damaging surrounding objects (Wulandari & Wahyudi, 2023). Based on research by Ferdiansa & Neviyarni S (2020), forms of aggressive behavior can include physical aggression, verbal aggression, and anger. Behaviors such as being rude, impulsive, fighting, and brawling are included in the category of aggressive behavior (Parastianti, 2020). In general, aggressive behavior among adolescents occurs in the form of fighting, using harsh words, and demeaning others. These forms of aggressive behavior are often found in today's adolescents.

Aggressive behavior such as fights between students, brawls, physical violence, intimidation, and other actions that can lead to crime have increased significantly recently (Sunarjo et al., 2022). In Iran, data shows that approximately 63.61% of adolescents exhibit aggressive behavior (Naser, in Muarifah et al., 2022). In Russia, approximately 80% of adolescents tend to exhibit verbal aggression (Karsimova et al., in Muarifah et al., 2022). In China, approximately 39.2% of adolescents exhibit moderate physical aggression (Elmasry, in Muarifah et al., 2022). In Spain, verbal aggression among adolescents was recorded at 57.60% (Rubio, in Muarifah et al., 2022). Meanwhile, in Indonesia, data shows that 56.33% of adolescents exhibit aggressive behavior at a moderate level, based on research conducted on 2,681 subjects from different geographical areas (Afdal et al., 2020).

Meanwhile, based on data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA), the number of cases of violence against children from January to February 2024 reached 1,993. This figure is predicted to continue to increase compared to the previous year. The National Commission for Child Protection (Komnas PA) recorded that throughout 2023 there were 3,547 reports related to violence against children. Meanwhile, according to data released by the Indonesian Child Protection Commission (KPAI), there were 2,355 cases of violations of child protection from January to August 2023, with 861 of them occurring in educational settings. Of the total cases, 487 were sexual violence, 236 were physical and/or psychological violence, 87 were bullying, 27 were related to educational facilities, and 24 were related to policies. Furthermore, the Ministry of Women's Empowerment and Child Protection (Kementerian PPPA) also reported 2,325 cases of physical violence against children throughout 2023 (Fahham, 2024).

This phenomenon is inseparable from a number of influencing factors, such as family conditions, social interactions, and increasingly complex social pressures (Alizia, Hilda & Astrella, 2023). According to research by Ibabe (2019), adolescents who grow up in disharmonious family environments or are frequently exposed to violence are more likely to exhibit aggressive behavior. Furthermore, the influence of social media and exposure to negative content also contribute to the increasing tendency for aggression in adolescents

(Tahir et al., 2022). This phenomenon is increasingly a concern because if aggressiveness is not managed properly, it can develop into criminal behavior and law violations (Ureche & Siserman, 2022).

At "X" High School, aggressive behavior among students has become a serious and growing concern, especially after a parent complained about an increase in fights between students. Observations at the school revealed various forms of aggressive behavior, such as fighting, hitting, kicking, pulling headscarves, and throwing objects at students. Furthermore, the use of swear words, insults, body shaming, and name-calling of parents are also increasingly prevalent among students. These behaviors occur not only outside of class hours, but also inside the classroom or school grounds, which can certainly disrupt the comfort and safety of the learning environment.

Based on interviews with guidance and counseling (BK) teachers, this problem is increasingly worrying because although disciplinary regulations have been implemented, the effects of existing policies are felt to be insufficient to prevent these aggressive acts. The BK teacher revealed that although there have been efforts to address this problem, the results have been inadequate, and students often do not feel the direct impact of their violations. This makes aggressive behavior a problem that has not found an appropriate solution, and is a major challenge for schools to create a safe and conducive environment for students.

Given these data and phenomena, it is important to provide psychoeducation to prevent and provide understanding regarding aggressive behavior in adolescents. As found in the study by Tika et al. (2023), psychoeducation regarding violence prevention against adolescents in Banjar Kekeran, Penatahan Village, Tabanan, Bali, significantly improved adolescents' understanding of violence. Based on the pre-test and post-test results, there was an average increase from 47.50 in the pre-test to 85.00 in the post-test. Statistical analysis showed a significant difference with a p-value <0.0001, indicating that psychoeducation had a positive impact on adolescents' understanding of violence.

METHOD

This activity took place from March 5, 2025, to March 7, 2025 at Senior High School "X." The method used in this study was an experiment on students using the assessment methods used in this study were observation, interviews, and screening. The target group was students who had been summoned by the guidance counselor for aggressive behavior. This activity included psychoeducation on aggressive behavior and understanding emotional regulation, as well as role-playing. The approaches used in implementing this activity included:

- Psychoeducation

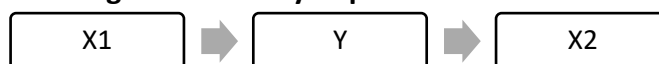
Providing material on emotional management techniques, specifically anger and responses to teasing. In this psychoeducational session, students will be introduced to the concept of aggression, including various forms of aggression, such as physical and verbal aggression. Students will also be given an explanation of the importance of recognizing emotional triggers and the negative impacts that can arise if these emotions are managed

destructively. The emotional management material will include self-control techniques, such as relaxation techniques, deep breathing, and rational thinking methods to reduce the intensity of angry emotions. In addition, students will be taught positive ways to respond to teasing or situations that provoke anger without harming themselves or others.

- Role-play

Role play is related to constructive responses to teasing. Role play is used to learn how to be more positive and productive. This allows students to learn how to regulate their emotions appropriately.

Figure 1: Activity Implementation Flow



Information:

- X1 : Measurement before treatment is given
- Y : Provision of psychoeducational treatment
- X2 : Measurement after treatment is given

FINDING AND DISCUSSION

RESEARCH RESULT

The experiment conducted in this study used 15 students from Senior High School "X" Jombang as subjects. Based on the results of several assessments that have been conducted, it was found that all students who participated were identified as having the same problem related to aggressive behavior in the school environment. This aggressive behavior includes various forms, such as physical violence such as pushing and kicking, as well as verbal violence such as insulting, insulting, body shaming, and making fun of the names of friends' parents. Furthermore, the school considers it important to map students who show indications of aggressive behavior, so that interventions can be provided appropriately and targeted. With this map, it is hoped that parents and the school can work together to improve supervision, both in the school environment and at home. However, the complex social dynamics between students and outside influences remain challenges that need to be addressed. Furthermore, teachers' mental and physical health must also be considered, as the burden of dealing with student behavioral problems can affect teaching performance and motivation.

Based on these results, an intervention was conducted using psychoeducation and role-play aimed at reducing aggressiveness in students who had been summoned to the guidance counselor's office for aggressive behavior (both verbal and physical) at State Senior High School "X." The activities carried out were listed in several sessions:

1. Session 1: Building rapport and giving pretests to students
 - In the first session, the primary focus was on building rapport and creating a comfortable environment between the interns and students. The first step was an

introductory session with all students, providing an opportunity to get to know each other, creating a friendly atmosphere, and fostering openness.

- A pre-test was given to each student. Results showed that out of 15 students, 8 exhibited highly aggressive behavior, while 7 exhibited moderately aggressive behavior.

2. Session 2: Psychoeducation on emotional management material

The instructor will discuss emotional management, specifically anger and responses to teasing. In this psychoeducational session, students will be introduced to the concept of aggression, including various forms of aggression, such as physical and verbal aggression. Students will also be given an explanation of the importance of recognizing emotional triggers and the negative impacts that can arise if these emotions are managed destructively. The emotional management material will include self-control techniques, such as relaxation techniques, deep breathing, and rational thinking methods to reduce the intensity of angry emotions. In addition, students will be taught positive ways to respond to teasing or situations that provoke anger without harming themselves or others. Students will also engage in role-play guided by the instructor

3. Session 3: Psychoeducation of material to create a positive learning environment

The activity begins with a presentation on factors that contribute to a positive learning environment, such as mutual respect, good communication, and peer support. After that, students will be invited to discuss their experiences in class, especially things that make them feel comfortable or uncomfortable. This session will also involve brainstorming to create a list of positive behaviors that can be applied in the classroom, such as listening when others speak, providing support, and avoiding conflict. To practice these skills, the intern will provide a short simulation of a classroom situation and ask students to practice behaviors that support a positive learning environment. This activity concludes with reflection and a commitment from each student to apply positive behaviors in daily interactions in the classroom.

4. Session 4: Role-play and post-test given to students

- The intern invited several community members to share their understanding of the material presented and their experiences from the role-play sessions.
- Each student was given a pre-test sheet. The results showed a significant decrease in aggressive behavior. Four students experienced a decrease in aggressive behavior to the very low category, while the rest experienced a decrease to the low category.

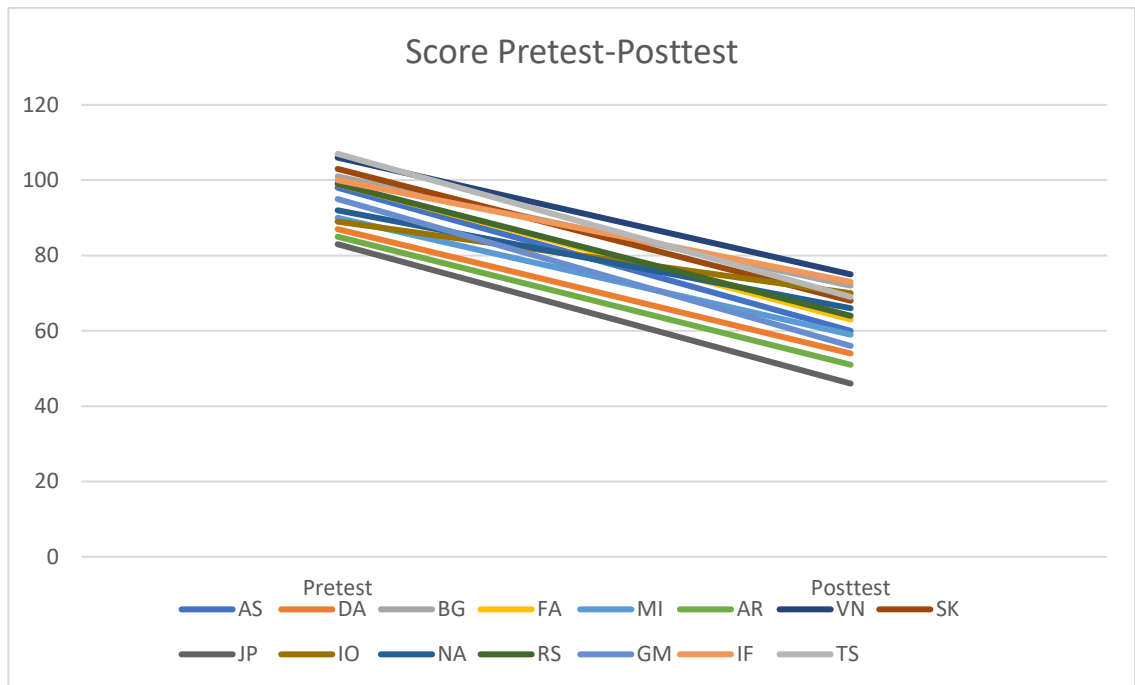


Figure 2: Score Pretest - Posttest

Apart from that, qualitatively, the results of the intervention that was given to students had differences before and after the intervention was given, which will be explained in the table below:

Table 3. Decrease In Aggression Scores Before And After Intervention

No	Intervention Target	Behavior before Intervention	Behavior after intervention	Success / Failure
1	Reducing physically aggressive behavior	Students engage in physically violent behavior towards others, such as kicking, pulling headscarves, hitting, and throwing objects around them.	Physically violent behavior, such as kicking, pulling headscarves, hitting, and throwing objects, decreased significantly. They began to control their aggressive impulses and were calmer in dealing with conflict situations. Students also demonstrated the ability to think more carefully before acting, contributing to a more harmonious and conducive atmosphere within the community.	Success

No	Intervention Target	Behavior before Intervention	Behavior after intervention	Success / Failure
2	Reducing verbally aggressive behavior	Students exhibit verbally aggressive behavior, such as using harsh words, insulting, body shaming, and calling parents names.	After the intervention, students showed positive changes. Verbally aggressive behaviors, such as swearing, insults, body shaming, and name-calling, decreased. Students now use more polite language and show improvement in expressing their opinions in a more tactful manner. They began to recognize the importance of communicating without hurting others' feelings, which contributed to a more positive and supportive atmosphere within the community.	Success

The psychoeducation session went smoothly, as evidenced by the enthusiasm of students, guidance counselors, and the principal for the topics discussed. The material presented was deemed highly relevant as it deepened understanding of aggressive behavior, a key focus within the school environment. Furthermore, the school recognized the importance of increasing awareness, empathy, and support among students, as well as encouraging parents to be more aware of their children's behavior. This initiative aimed to maintain a focus on education and create a more conducive school environment. The results of this psychoeducation session showed a decrease in aggressive behavior in students, as their understanding of aggressive behavior and its impact on both themselves and their environment increased.

DISCUSSION

Based on data obtained from the psychoeducational pre-test and post-test results tables, most students showed a decrease in scores after participating in the psychoeducational program. Of the 15 community members, 4 students experienced a decrease in scores that fell into the very low category, while 11 other students were in the low category. These findings indicate that the psychoeducational program on aggression that was implemented was successful in increasing participants' understanding of aggressive behavior, both physical and verbal, as well as strategies for overcoming it.

Table 1. The Difference Between Pretest And Posttest

	N	Mean Rank	Sum of Ranks
Agresivitas (Posttest) -			
Agresivitas (Pretest)	Negative Ranks	15	8,00
	Positive Ranks	0	0,00

Table 2. Wilcoxon test results

	Z	Asymp. Sig. (2-tailed)
Agresivitas (Pretest-Posttest)	-3,410	0,001

Based on the results of the Wilcoxon Signed Ranks Test, there was a significant difference between the pre-test and post-test scores of students who participated in the psychoeducation program. The results showed that the majority of students experienced a decrease in their post-test scores, with 15 students showing a significant decrease in aggressiveness measurements after participating in the psychoeducation session. The Z-value obtained was -3.410, with a significance value (Asymptotic Sig.) of 0.001, which is smaller than the 0.05 significance level. This indicates that the changes that occurred between the pre-test and post-test did not occur by chance, but were influenced by the psychoeducation program implemented. Thus, it can be concluded that the psychoeducation program was effective in reducing student aggression, both in physical and verbal forms, as reflected in the decrease in aggressiveness scores in the post-test. Thus, it can be concluded that the intervention in the form of emotional regulation psychoeducation was effective in reducing aggressive behavior in students.

Based on the results of this study, it can also be proven in a study conducted by Luckytasari (2022) evaluating the effectiveness of the implementation of psychoeducation regarding emotional regulation given to grade X students. The implementation of psychoeducation was carried out through a lecture method that included material presentations, group discussions to complete case studies, and crossword puzzle games. This study used a quasi-experimental method with a one-group pretest-posttest design to assess the effectiveness of the program. A total of 157 students were involved in this activity. The results of the study showed an increase in understanding regarding emotional regulation after being given psychoeducation, which proves that psychoeducation can effectively improve students' understanding regarding emotional regulation.

Meanwhile, research conducted by Suprihatin et al. (2021) focused on a program involving 62 students at Islamic Vocational High School X in Banyumanik, Semarang, using lecture and discussion methods. Based on the results of the EPPS test, it was found that students had varying levels of aggressiveness and achievement drive. After participating in the program, students gained a better understanding of their potential and how to control aggressive drives. The program successfully helped students direct their positive potential toward more rewarding activities and fostered more positive interactions with peers.

CONCLUSION

Based on the psychoeducational results obtained, it can be concluded that the intervention program had a fairly positive impact in improving participants' understanding of the concept of aggression, including its types, causes, impacts, and appropriate ways to manage it. Positive changes were reflected in a decrease in aggressive behavior reported by teachers and students, as well as improved social relationships among students. They were now better able to show empathy, collaborate, and resolve conflicts in a more constructive manner. However, some students still experienced difficulty controlling their emotions in certain situations, indicating the need for continued efforts to consistently strengthen their emotional management skills.

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