

Research Article

The Influence of Emotional Maturity on Aggressive Behavior in Junior High School Students with School Climate as a Moderator Variable

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Abstract.

Aggressive behavior is a common problem among both the general public and students. It is disliked in society because it creates a sense of insecurity and has harmful consequences, ranging from physical injury to psychological damage. This study examines the influence of emotional maturity on aggressive behavior with school climate as a moderating variable. A total of 87 students from Bhakti Loa Janan Junior High School, consisting of grades 7, 8, and 9, participated in this study. The study used three valid and reliable measuring instruments, consisting of an aggression scale, school climate, and emotional maturity. The results of the study showed that school climate was not proven to be a moderating variable between emotional maturity and student aggression with a significant value (p) of 0.168.

Keywords: emotional maturity, aggressive behavior, school climate

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1. Introduction

Adolescence is a transition period from childhood to adulthood. During this transition, there are certainly problems that must be faced, and not everyone can cope with the problems and changes that occur in themselves well and quickly. For teenagers who cannot accept change, they will seek attention in negative or positive ways. Most teenagers tend to seek negative attention by engaging in violence in order to get attention from their surroundings.

Aggressive behavior is the most common form of violence encountered in the world of education. This ranges from hitting friends to pushing and belittling schoolmates who are different from most people in the school. Aggressive behavior does not only occur between friends, but it can also occur between students and teachers and vice versa [1].

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Buss and Perry [2] define aggressive behavior as behavior that is intended to harm others, either physically or psychologically, and which is a form of anger or other negative feelings. For example, engaging in hostility to achieve a particular goal.

Based on a survey by the International Central for Research on Women (in KPAI 2017), as many as 84% of children in Indonesia experience violence in schools. The number of school violence cases in Indonesia is higher than in Vietnam, Nepal, Cambodia, and Pakistan. Cited from the East Kalimantan Communication and Information Agency (2023), the number of acts of violence in East Kalimantan in 2023 reached 1012 victims, consisting of 538 child victims (53.2%) and 474 adult victims (46.8%), with the most cases occurring in the city of Samarinda, totaling 458 cases. The statistical data above shows the high number of violence cases in Indonesia.

Aggressive behavior can create a sense of danger and insecurity for those around them, and it can also lead to a decline in academic performance, disrupted social interactions between peers and teachers, and difficulty gaining the trust of others.

The results of research conducted by researchers on aggressiveness show that there are two factors that influence aggressive behavior, namely internal and external factors. Internal factors that influence aggressive behavior are self-control, religiosity, emotional intelligence, normative beliefs, humor style, and emotional maturity, while external factors that influence aggressive behavior are conformity, parenting patterns, online game addiction, smartphone addiction, broadcasts. television, and school climate. The following is a study that has been carried out by previous researchers regarding the factors that influence aggressiveness. A reasearch stated that school climate and normative beliefs play a role in aggressiveness, and the high level of students' normative beliefs regarding aggression shows the tendency of students to consider aggressive behavior as acceptable or justifiable actions [3]. A study states that conformity can influence the level of aggressiveness [4]. then stated that parenting styles and self-control have an influence on aggressive behavior [5]. Another study stated that the higher the level of emotional maturity and level of religiosity, the lower the tendency for aggressive behavior [6]. According to a reasearch, there is a significant negative relationship between affiliative humor style and aggressive behavior among teenage K-Pop fans [7]. So, if the use of affiliative humor styles is low, aggressive behavior will be high and vice versa.

A study state that there is an inverse relationship between emotional intelligence and aggressive behavior. When someone has high emotional intelligence, the tendency

to behave aggressively will decrease [8]. The other study stated that empathy and aggressive behavior have a significant negative relationship, which means that the lower the empathy, the higher the aggressiveness and vice versa [9]. Online game addiction can cause aggressive behavior [10], a study states that excessive use of smartphones will trigger aggressive behavior in teenagers [11], and the other states that television broadcasts can also trigger aggressive behavior [12]. Aggressive towards children. Of the many factors that influence aggressive behavior, emotional maturity has a greater percentage of influence than other variables [13]. Smitson [14] states that emotional maturity is a person's journey to be able to control themselves well and healthily, both externally and internally. In emotional maturity there are several aspects, namely: independence, being able to accept reality, being able to adapt, being ready to respond appropriately, having the capacity to balance, being able to empathize, and being able to control anger.

Stein and Book [15] state that someone who has low emotions means that person cannot control themselves and cannot regulate emotional stimuli well, which causes frustration, impulsiveness, difficulty controlling anger, and then loss of control. themselves and carry out rude actions that lead to aggressive behavior.

Based on the description above, someone who has good emotional maturity tends to refrain from carrying out behavior that hurts other people. Apart from emotional maturity, school climate is a factor that cannot be ignored. Because school climate can be said to be one of the factors that influences student performance while at school. When the quality of the school is not conducive, there is a high possibility that students will become depressed, feel uncomfortable, and give rise to emotional problems and give rise to students' urge to be aggressive [16].

According to Piliou-Dimitris [3] school climate is an environment that describes the quality of interactions between students, teachers and school staff. A positive school climate can increase student involvement with peers and reduce aggression in interactions between students [17]. A positive school climate includes justice, order in the school, no acts of violence committed by teachers or students, students' obedience in obeying the rules, and no threats made by teachers to students and vice versa.

A preliminary study on aggressive behavior was carried out by researchers at Bhakti Loa Janan Middle School and the results showed that there were still several Bhakti Loa Janan Middle School students who carried out aggressive actions both physically and verbally, such as pushing, belittling and saying rude things. The phenomenon of

aggressive behavior at Bhakti Loa Janan Middle School was also confirmed by the distribution of an aggressive behavior scale which aims to see the level of aggressiveness. A preliminary study was conducted on 50 Bhakti Loa Janan Middle School students, and the results showed that 88% of Bhakti Loa Janan Middle School students had aggressiveness in the medium category.

Based on the background and theoretical studies that have been explained previously, research will be carried out which aims to see the influence of emotional maturity on aggressive behavior in junior high school students with school climate as a moderator variable. There are two hypotheses in this research, namely that there is a significant negative influence between emotional maturity and aggressive behavior in Bhakti Loa Janan Middle School students, and there is an influence between emotional maturity on aggressive behavior in Bhakti Loa Janan Middle School students and school climate as a moderator variable.

2. Literature Review

Buss and Perry [2] define aggressive behavior as behavior that has the aim of hurting other people, either physically or psychologically, where this behavior is a form of anger or other negative feelings. For example, carrying out hostility to achieve certain goals. There are four aspects of aggressive behavior, namely: physical aggression, verbal aggression, anger, and hostility. A study states that there are several factors that influence aggressive behavior, namely as follows: frustration, thinking disorders, emotional disorders, family, peers, school and environment [18]. Smitson [14] states that emotional maturity is a person's journey to be able to control themselves well and healthily, both externally and internally.

According to Piliou-Dimitris [3] school climate is an environment that describes the quality of interactions between students, teachers and school staff. A good school climate can be seen by a sense of justice, student involvement in school, teachers' attitudes that are not authoritarian, free from fear of violence, and discipline.

Stein and Book [15] argue that someone who has low emotions means that person cannot control themselves and cannot regulate emotional stimuli well, which causes frustration, impulsivity, difficulty controlling anger, and then loss of control. themselves and carry out rude actions that lead to aggressive behavior. This is in line with what

was that teenagers who are less emotionally mature will respond to the problems they experience with aggressiveness [18].

Having good emotional maturity helps a person to avoid aggression. For example, when someone wants to provoke, someone who is emotionally mature will criticize this and not immediately carry out acts of aggression, but first find out the truth of what is being said. Apart from that, emotionally mature people, when angry, can express it in a healthy way, for example by exercising.

Apart from emotional maturity, school climate can also influence student aggressiveness. An authoritative school climate makes teachers feel lower levels of aggression from students, feel safer, and reduce stress levels [19]. Decreased stress levels will enable students to think clearly so they can respond to things appropriately and eliminate the negative emotions they feel, so that this will not give rise to a student's urge to be aggressive. If the school climate is negative, such as unclear school rules, students who do not obey school rules, an uncomfortable school environment will increase student aggressiveness [3].

Based on the explanation above, emotional maturity and school climate have an influence on aggressive behavior, where good emotional maturity will reduce aggressive behavior in a person, and a positive school climate will shape students' emotional maturity and reduce students' aggressiveness.

3. Method

The population in this study were Bhakti Loa Janan Middle School students, and were sitting in grades VII, VIII, and IX in the 2023/2024 academic year. The research sample was obtained using a saturated sampling procedure, namely a sampling technique where the entire population was sampled. The total sample in this study was 87 students consisting of classes VII, VIII and IX at Bhakti Loa Janan Middle School.

This research uses a quantitative approach with a survey method. Research data was collected using three types of Likert scales, namely the aggressiveness scale from Buss and Perry which was modified by Parasayu (2018) which consists of 29 statements, the emotional maturity scale adapted from Safitri (2010) which was prepared based on Smitson's theory which consists of 23 statements, and the school climate scale was adapted and prepared based on the Piliou-Dimitris theory which consists of 27 statements [3].

In this study, the validity test used the product moment formula proposed by Pearson and reliability was measured using the Cronchbach's Alpha technique with a reliability coefficient according to Guilford. An item is said to be reliable when it has a coefficient value of 0.70 to 0.90. Based on the results of the validity test on the aggressive behavior scale, there are five items that are invalid and the coefficient value obtained is 0.886. This means that the items for aggressive behavior are reliable. On the emotional maturity scale there are five items that are invalid and the coefficient value obtained is 0.747. This can be interpreted that the items from the emotional maturity variable are reliable. For the school climate scale, the results show that all items are declared valid, this is because all items on the school climate scale are in above 0.30. The analysis in this research uses moderated regression analysis.

4. Result and Discussion

In table 1, the research results show that the level of emotional maturity of Bhakti Loa Janan Middle School students is in the medium category. This can mean that Bhakti Loa Janan Middle School students can manage emotions well.

TABLE 1: Level of Emotional Maturity.

Category	Frequency	Percentage
Low	0	0%
Currently	61	70,1%
Height	26	29,9%

In table 2, it can be seen that the level of student behavior at Bhakti Loa Janan Middle School is in the medium category, with a percentage of 79.3%, this can mean that there are still students who commit acts of aggressiveness, whether physical, verbal, angry or hostile.

TABLE 2: Level of Aggressive Behavior.

Category	Frequency	Percentage
Low	11	12,6%
Currently	69	79,3%
Height	7	8,0%

In table 3, it can be seen that the level of school climate at Bhakti Loa Janan Middle School is in the high category, this can mean that Bhakti Loa Janan Middle School students consider their school climate to be good and positive.

TABLE 3: Level of School Climate.

Category	Frequency	Percentage
Low	0	0
Currently	34	39,1%
Height	53	60,9%

The data analysis process in this research uses simple linear regression to measure the influence of emotional maturity on aggressive behavior, and moderation regression to measure school climate as a moderating variable.

In table 4, it can be seen that the results of a simple linear regression show that the R value for emotional maturity towards aggressive behavior is 0.076. This value shows that there is no correlation between the emotional maturity variable and aggressive behavior. The absence of a correlation between the emotional maturity variable and aggressive behavior means that the emotional maturity variable cannot influence aggressive behavior, therefore hypothesis one in this study is rejected.

TABLE 4: Simple Linear Regression Test Results.

Variabel	Model Summary		
	Sig.	R	Rsquare
Kematangan emosi → Perilaku Agresif	0,484	0,076	0,006

In table 5, it can be seen that the results of the Moderation regression show an R value of 0.437. This value shows that there is sufficient correlation, but the significance value is 0.168. This value can be interpreted as meaning that the school climate is unable to moderate the emotional maturity variable towards aggressive behavior. The failure of the school climate to moderate the emotional maturity variable on aggressive behavior is partly because there is no relationship between emotional maturity and aggressive behavior, therefore hypothesis two in this study was rejected.

TABLE 5: Moderation Regression Test Results.

Variabel	Model Summary		
	Sig.	R	Rsquare
Kematangan emosi, perilaku agresif, iklim sekolah	0,168	0,437	0,191

There are several factors that may influence the results of this study, the first is the existence of social desirability bias is a person's tendency to bias their answers to make them look good or positive, even though the answer is actually different from their real personality. social desirability can arise because the questionnaire distributed in this study is a sensitive questionnaire and this questionnaire also includes demographic data in the form of the real identity of Bhakti Loa Janan Middle School students, in other words it is not anonymous, so this causes Bhakti Loa Janan Middle School students to provide Answers that are good or positive are not given or viewed negatively by researchers. This is in line with what was stated that social desirability is biased carried out by someone to avoid negative social sanctions such as ostracism and efforts to seek social rewards such as higher social status, anonymous responses will eliminate social desirability bias [20]. The next factor is the many interactions between emotional maturity variables and other factors that can produce various kinds of responses and situations that can trigger aggressiveness, for example the family environment, a student who is in a less harmonious family environment will make the student uncomfortable and cause tension. which can trigger aggressiveness. This is in accordance with previous research was conducted and said that emotional maturity can be influenced by other factors that can trigger aggressiveness, such as the social environment and family harmony [21]. In addition, bad experiences in childhood will interfere with managing emotions well. This is in accordance with what was stated in their research which states that if an unpleasant experience is repeated or repeated, it will have a negative influence on the individual himself and on the individual's emotional maturity [22].

School climate as a moderator variable failed to moderate the influence of emotional maturity on aggressive behavior. The school climate at Bhakti Loa Janan Middle School is in the high category, meaning that students feel comfortable and safe when they are in the school environment. Bhakti Loa Janan Middle School is one of the schools that applies discipline. high levels and implementing punishments for students who violate school rules. However, the punishment given is still not consistent, for example, two students who commit acts of aggressiveness, the two students receive different punishments, one is suspended, and one is given a warning, in the end this will trigger the students to repeat the same action., this was also expressed by Mrs. M as a teacher at Bhakti Loa Janan Middle School, "there was one child who was only given a warning and there was one child who was stubborn who was punished by being called by his parents." Inconsistent punishment will weaken the moderating effect of school climate on the influence of emotional maturity on aggressive behavior. This is in line

stated in their research which states that the lack of consistency and ineffectiveness of punishment given to students will increase aggressiveness, and conversely, the more effective and consistent the punishment given will weaken acts of aggressiveness [23]. Another contributing factor is that social service and other extracurricular activities other than scouting are not required for Bhakti Loa Janan Middle School students, this was stated by Mrs. Even though extracurricular activities and social services are an important part of student involvement in school to create a positive school climate, develop emotions, build character, and reduce aggressiveness. This could be one of the causes of high aggressiveness at Bhakti Loa Janan Middle School even though the school climate and students' emotional maturity are high. If every student at Bhakti Loa Janan Middle School is required to take part in extracurricular activities, students who have problems can channel their energy positively and for students who have poor emotional maturity, this activity will be a bridge to help manage their emotions well. This is in line with research which states that students who are active in extracurricular activities show lower levels of aggressive behavior compared to students who are not active in extracurricular activities [24]. These activities will develop physical, social values or attitudes which include developing positive mental emotions. healthy and develop students' social attitudes towards other students. The final factor that causes high aggressiveness even though the school climate and emotional maturity of students is good is problems outside of school, Bhakti Loa Janan Middle School students who have different family backgrounds, environments and different childhood experiences will trigger aggressiveness and be disruptive. students' emotional maturity. When students have bad experiences outside of school, such as family problems, bad experiences in childhood, and feelings of frustration when they cannot do and follow lessons at school, this will trigger aggressiveness. This is in line with what was stated that the family environment and frustration, be it frustration at school, home or in the social environment, can lead a person to be aggressive [18].

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not only physically, but also psychologically, researchers hope that schools can further increase efforts to prevent and handle cases of aggressiveness that occur in the school environment. No matter how small a case of aggressiveness, it needs to be dealt with firmly, so that the entire school community knows and is aware that acts of violence in all its forms are detrimental and cannot be ignored.

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