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Research Article

Psychoeducation on Emotion Regulation as an Effort to Prevent Aggressiveness in Adolescents at State Junior High School "X"

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About Article

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ABSTRACT

Adolescence is a critical period characterized by emotional and social changes that can lead to positive and negative behaviors, including aggression. This study aimed to explore the effectiveness of emotion regulation psychoeducation in reducing aggressive behavior in junior high school students. Using a pre-experimental design with a one-group pretest-posttest approach, 25 participants aged 12-13 years were assessed using the Aggression Questionnaire (AQ) before and after the intervention. The psychoeducation program focused on building awareness and skills to manage emotions, which involved adapting individual and group sessions. Results showed a significant reduction in aggression scores, as evidenced by the Wilcoxon Signed Ranks Test, with all participants showing lower post-test scores ($Z = -4.376$, $p = 0.000 < 0.05$). Qualitative observations indicated increased self-control in physical and verbal aggression, although minor verbal incidents still occurred. These findings highlight the critical role of targeted interventions in addressing adolescent aggression, emphasizing collaboration between schools, families, and students. This study concludes that psychoeducation on emotion regulation is an effective strategy to promote the development of positive behavior and reduce aggressive tendencies. Further research involving larger samples and diverse settings is recommended to increase generalisability.

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1. INTRODUCTION

Adolescence is a crucial transitional period in human development, where individuals are between childhood and adulthood. The age range of adolescence, according to Saputro (2018), begins at age 12 or 13 and ends in the late teens or early 20s. WHO in Ragita and Fardana (2021) Divides adolescence into three stages, namely early adolescence (10-13 years), middle adolescence (14-17 years), and late adolescence (18-21 years). Adolescents experience significant physical, cognitive, emotional, and psychological changes during this period. In addition, relationships with parents, social interests, and ideals also undergo drastic changes in Saputro (2018). In addition, during adolescence, there are various striking changes, including physical, cognitive, emotional, and psychological changes, as well as changes in social relationships and interests (Yusuf, 2011). In addition, during adolescence, positive behaviors emerge, as do negative behaviors, such as actions that violate the law or social norms in society (Dashieva *et al.*, 2021). This phenomenon can be seen in the increase in criminal cases involving adolescents, such as bullying, gang fights, and aggressiveness between friends, which can even lead to death (Griffith *et al.*, 2021). 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 has reached 1,993 cases. This figure has the potential to continue to increase when compared to 2023. According to the National Commission on Child Protection (Komnas PA), throughout 2023, there were 3,547 reports of violence against children. Meanwhile, data from the Indonesian Child Protection Commission (KPAI) recorded 2,355 cases of violations against child protection from January to August 2023, of which 861 cases occurred in the education environment. Of this number, 487 cases were sexual violence, 236 cases of physical and/or psychological violence, 87 cases of bullying, 27 cases related to educational facilities, and 24 cases related to policies. In addition, the Ministry of Women's Empowerment and Child Protection (Ministry of PPPA) reported 2,325 cases of physical violence against children throughout 2023 (Fahham, 2024). Based on data from the Sidoarjo District Women and Child Protection Unit, the rate of violence against children in the region has shown a higher increase compared to the last three years. There was a significant increase in 2023, especially in January, with 21 reported cases of aggressiveness. Most cases were recorded at the junior secondary school level (Taufik, 2023).

This phenomenon cannot be separated from various triggering factors such as family environment, socialization, and increasingly complex social pressures. (Hilda & Astrella, 2023). According to research conducted by Ibabe (2019), Adolescents who grow up in a less harmonious family environment or who often experience violence tend to show aggressive behavior. In addition, the influence of social media and exposure to harmful content also increases the tendency of aggressiveness in adolescents (Tahir *et al.*, 2022). This phenomenon is increasingly worrying because aggressiveness that is not managed correctly can develop into criminal acts and law violations (Ureche & Siserman, 2022; Ureche & Siserman, 2022).

Based on existing data and phenomena, it is important to

provide psychoeducation in order to prevent and provide an understanding of aggressive behavior among adolescents, as research conducted by Tika *et al.* (2023) The results of the article show that providing psychoeducation on violence prevention to adolescents in Banjar Kekeran, Penatahan Village, Tabanan, Bali, significantly increases adolescents' understanding of violence. Based on the pre-test and post-test results, there was an average increase from 47.50 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 effect on adolescents' understanding of violence.

2. LITERATURE REVIEW

2.1. Aggressiveness

Aggressiveness is one of the behaviors of concern in the study of social and educational psychology. Based on Buss & Perry's (1992) theory, aggressiveness is intentional behavior to injure or harm another party physically or verbally. Some researchers, such as Roberts (2005) and Myers (2010), also agree that aggressiveness includes physical and verbal actions that aim to harm others. In addition, Strickland (2001) added that aggressiveness can also take psychological forms, such as ignoring communication to cause a negative emotional impact. Aggressiveness has various dimensions, including physical aggression, verbal aggression, anger, and hostility. (Buss & Perry, 1992). Factors that influence aggressiveness include frustration, environment, influence of certain substances, and anger. In an educational context, aggressiveness is often found in students who face academic pressure or interpersonal conflicts, thus requiring special attention to prevent long-term negative impacts.

2.2. Emotion regulation

Emotion regulation is an important ability in managing emotions that aims to adjust individual responses to certain situations. Gross (2014) defines emotion regulation as a process that allows individuals to influence the type, intensity, and timing of emotions experienced. This ability is flexible and essential for mental well-being and social adaptation (Kashdan & Rottenberg, 2010). It also highlighted the importance of flexibility in emotion regulation as a strategy to cope with life stresses and challenges.

The main aspects of emotion regulation include the regulation of positive and negative emotions, conscious and automatic control of emotions, and the ability to deal with pressure in stressful situations (Gross, 2014). Factors influencing emotion regulation include family environment, life experiences, parenting, traumatic experiences, age, gender, and physical changes (Ratnasari & Suleeman, 2017). Good emotion regulation can help students adapt to stress and social interactions in educational settings.

2.3. Psychoeducation

Psychoeducation is a therapeutic approach that integrates elements of psychology and education to help individuals understand and manage behavioral and emotional problems. Anderson in Iftikhar and Malik (2014) First, the term was introduced, which includes education about illness,



communication training, problem-solving, and assertive skills. According to Guerra and Bradshaw (2008), Psychoeducation aims to increase understanding of the causes of problems and teach adaptive skills to cope with them.

The stages of psychoeducation include assessment, program design, implementation, monitoring, and evaluation (Himpsi, 2010). Research conducted by Bungaran and Cahyanti (2020) Showed that the anti-aggression psychoeducation program significantly increased students' anti-aggression knowledge at SMPN Surabaya. Another study by Suprihatin *et al.* (2021) At SMK Banyumanik, Semarang, showed that psychoeducation reduced aggressiveness and increased students' understanding of their potential and positive peer interactions.

2.4. Hypothesis developed

Based on the theoretical review and previous research, emotion regulation psychoeducational intervention is expected to reduce students' aggressiveness effectively. By understanding the contribution of various factors, such as environment, life experiences, and parenting, the program can be designed to have a positive impact on students' behavior and help them manage their emotions better.

This literature review provides a strong theoretical foundation for developing the research hypothesis: Emotion regulation psychoeducation can reduce aggressiveness in students through a holistic and structured approach.

3. METHODOLOGY

3.1. Research design

This study uses a quantitative method with a pre-experiment design and a one-group pre-test and post-test design approach. This design involves one group of subjects as the main focus of analysis, where measurements are taken before and after the provision of intervention or treatment. Changes that occur between the results before and after the intervention are considered as the effect of the treatment (Sugiyono, 2017). In addition, researchers conducted assessments in the form of personal observations and interviews and in groups such as FGD (Focus Group Discussion).

3.2. Analysis of the intervention provided

This research in determining an intervention requires a level of analysis with Bronfenbrenner's Ecological Model, which explains the influence of various environmental systems on individual development (Bronfenbrenner, 1979). The analysis is as follows:

i. Micro System: At the micro level, the behavior of 12-13-year-old students is heavily influenced by their emotional and social development. They explore, seek identity, and form social groups at this age. Lack of supervision can lead to impulsive behavior, such as excessive joking, bullying, and physical actions, such as fighting. Incidents such as bottle-throwing and verbal bullying highlight the importance of discipline and coaching to help students manage their emotions and behavior. Therefore, establishing positive behaviors through consistent supervision is a priority in the learning environment.

ii. Meso system: At the meso level, a collaboration between homeroom teachers, counseling teachers, and parents is needed to address student behavior problems. The homeroom teacher oversees the daily dynamics of the class, while the counseling teacher deals with more in-depth behavioral issues, such as aggressiveness and bullying. However, the lack of counseling teacher personnel poses a challenge. Parents often show passivity in monitoring their children at home, so school supervision does not continue effectively at home. For this reason, educational efforts are needed from the school so that parents play a more active role. A strong synergy between school and family is essential to support the development of positive behavior in students.

iii. Ekso System: At the exo-level, the principal is responsible for formulating strategic policies to create a conducive learning environment. The principal aligns the vision and strategy through meetings and assessments from counseling teachers to understand students' behavioral challenges, such as aggressiveness. This data-driven policy demonstrates the principal's role as a key driver in managing student behavior while ensuring all staff works in a coordinated manner to support student development.

iv. System Macro: At the macro level, national regulations guide schools in addressing violence and creating safe learning environments. These regulations encourage schools to develop internal guidelines that align with government regulations, allowing for measured action in managing student behavior. It supports proactive supervision, coaching, and intervention programs, ensuring discipline is applied consistently. National regulation is important in maintaining school discipline and building student character.

The results of the analysis are based on the conclusion of the SWOT analysis as follows:

Table 1. SWOT Analysis

Analysis	Analysis Conclusion
Strengths	<ul style="list-style-type: none"> The principal is firmly committed to building effective communication and collaboration with all teaching staff and involving parents. The counseling teacher has conducted an assessment to identify problems in students, such as the first problem, namely the aggressiveness problem.



Weaknesses	<ul style="list-style-type: none"> • The limited number of counseling teachers (only three for more than a thousand students), • BK has not run a unique program for handling cases of aggressiveness and is also less assertive in punishing students or students who are problematic. • Students do not know that physical and verbal aggressive behavior is terrible; they consider it a joke, and students cannot overcome or prevent aggressive behavior that they consider a joke. • Parents do not understand their children's relationships or behavior at school. • The existing regulations are not implemented optimally to discipline students, and the sanctions have not been optimized.
Opportunities	<ul style="list-style-type: none"> • Opportunities for collaboration between school parties (principals, counseling teachers, homeroom teachers, and students) to formulate joint strategies in creating a conducive learning environment. • The school has provided opportunities for mapping students who have aggressive behavior. • Parents can supervise their children's behavior both at school and at home.
Threats	<ul style="list-style-type: none"> • Complex social dynamics between students, such as aggressive behavior, can affect students' mental health and learning environment. • The risk to teachers' mental and physical health from the stress of dealing with student behavioral problems can potentially reduce their performance and motivation. • Being brave and fighting back to parents. • The existence of students who show aggressive behavior gives the community an opposing view, which will threaten new student admissions to the school.

4. RESULTS AND DISCUSSION

4.1. Quantitative hypothesis results and discussion

The results of the intervention in the form of training based on

the use of the aggression questionnaire (AQ) scale conducted through a complex file by each student before and after the intervention are as follows:

Table 2. Pretest and posttest results

No.	Name	Gender	Pretest		Posttest		Description
			Score	Category	Score	Category	
1	AFS	Male	100	High	61	Low	Declining
2	NNP	Male	98	High	59	Low	Declining
3	ZS	Male	99	High	72	Low	Declining
4	GFW	Male	93	Medium	57	Very Low	Declining
5	F	Male	98	High	69	Low	Declining
6	RF	Male	81	Medium	58	Very Low	Declining
7	FAF	Male	99	High	77	Low	Declining
8	MH	Female	89	Medium	65	Low	Declining
9	MZ	Women	85	Medium	55	Very Low	Declining
10	MKS	Women	86	Medium	70	Low	Declining
11	RDS	Male	99	High	63	Low	Declining
12	ADA	Female	94	Medium	67	Low	Declining
13	MKD	Male	102	High	51	Very Low	Declining
14	SF	Women	89	Medium	56	Very Low	Declining
15	FA	Male	99	High	58	Very Low	Declining
16	FRP	Female	87	Medium	53	Very Low	Declining
17	KMK	Male	99	High	62	Low	Declining
18	APA	Female	92	Medium	68	Low	Declining
19	TW	Male	84	Medium	62	Low	Declining
20	K	Male	101	High	67	Low	Declining



21	LBW	Women	98	High	66	Low	Declining
22	NEW	Women	88	Medium	70	Low	Declining
23	WDW	Male	98	High	66	Low	Declining
24	READ	Male	93	Medium	66	Low	Declining
25	KWM	Male	98	High	71	Low	Declining

Category:

$X \leq 58$: Very Low

$58 < X \leq 77$: Low

$77 < X \leq 97$: Medium

$97 < X \leq 116$: High

$116 > X$: Very High

Based on the table of psychoeducation pre-test and post-test results, it can be seen that most students experienced a decrease

in scores after participating in the psychoeducation program. Of the 25 participants, 7 students experienced a decrease in scores that fell into the very low category, while the other 18 students showed scores in the low category. These results indicate that the psychoeducation program on aggressiveness was effective in increasing participants' understanding of aggressive behavior, both physical and verbal, and ways to overcome it.

Table 3. Results of pretest and posttest differences

		N	Mean Rank	Sum of Ranks
Aggressiveness (Posttest)	Negative Ranks	25	13,00	325,000
Aggressiveness (Pretest)	Positive Ranks	0	0,00	0,00

Table 4. Wilcoxon test results

Aggressiveness (Pretest-Posttest)	Z	Asymp. Sig. (2-tailed)
	-4,376	0,000

The analysis using the Wilcoxon Signed Ranks Test showed a significant difference between the pretest and posttest scores of the aggressiveness scale on 25 respondents. Based on the ranks table, all respondents (25 people) showed that the posttest score was lower than the pretest score, which was indicated by a Negative Ranks value of 25, a Mean Rank of 13.00, and a Sum of Ranks of 325.00. No respondents had post-test scores higher than the pretest (Positive Ranks = 0) or the same pretest and post-test scores (Ties = 0). The statistical value of the Wilcoxon test shows $Z = -4.376$ with a significance value (Asymp. Sig. 2-tailed) of 0.000, which is much smaller than the significance level $\alpha = 0.05$. This shows a significant difference between the pretest and posttest scores, where the aggressiveness score decreased significantly after the intervention. Thus, it can be concluded that the intervention provided in emotion regulation psychoeducation effectively reduces students' aggressiveness levels.

4.2. Hypothesis results and qualitative discussion

In addition, qualitatively, the results of the interventions that have been given to students have differences before and after the intervention will be explained as follows:

- i. T intervention targets: Reduce physical aggression (Successful)
 - Behavior before Intervention
 - Committing acts of physical violence against others, including fighting, pulling hair, hitting and throwing objects.
 - Behavior after intervention
 - There was a significant decrease in the frequency and intensity of physically violent behavior. Students who previously engaged in fights or exhibited physical aggression, such as

hair pulling, hitting, and throwing objects, now exhibit more controlled responses when faced with potentially conflictive situations. The past week saw no reported incidents of physical violence, and some students even avoided provocation by choosing to leave tense situations.

ii. Intervention target: Decrease verbal aggressive behavior (Successful)

- Behavior before Intervention
- Engaging in verbally aggressive behavior, using harsh words, yelling, and mocking and insulting parents.
- Behavior after intervention
- Verbally aggressive behavior has also decreased, although it has not entirely disappeared. Students who previously often used harsh words, yelled, or mocked parents' names now seem more aware of the negative impact of such behavior. Most students reportedly began to choose their words more carefully in communication and tended to restrain themselves when angry. However, some minor verbal incidents still indicated that students' control over verbal aggression still needed further strengthening.

5. CONCLUSIONS

This study shows that emotion regulation psychoeducation effectively reduces aggressive behavior in junior high school students. Quantitative analysis using the Wilcoxon Signed Ranks Test indicated a significant reduction in aggressiveness scores after the intervention, with all participants showing lower posttest scores than pretest. Qualitatively, there was an improvement in students' ability to manage emotions, marked by a reduction in the frequency of both physically and verbally aggressive behavior. However, some mild verbal aggressiveness was still present, indicating the need for further reinforcement. This study confirms the important role of psychoeducation in helping students understand and manage emotions adaptively, especially in adolescents prone to impulsive behavior. In



addition, the success of this program also highlights the need for collaboration between the school, counseling teachers, homeroom teachers, and parents in creating an environment that supports the development of positive behavior in students. As a recommendation, this psychoeducation program could be further developed to involve more comprehensive approaches, such as integration with school policies and ongoing mentoring programs. Future research should involve larger samples and various educational backgrounds to increase the validity and generalisability of the findings. Thus, similar interventions can have a broader impact in preventing adolescent aggressiveness.

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