



THE INFLUENCE OF FATHER INVOLVEMENT IN PARENTING AND EMOTIONAL REGULATION ON THE AGGRESSIVENESS OF AL MAKSUM PRIVATE MIDDLE SCHOOL STUDENTS

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ABSTRACT

The phenomenon of aggressiveness has now developed and become a common problem in adolescents which is usually in the form of juvenile delinquency. Aggressive behavior of adolescents is certainly influenced by many factors. The research sample was 114 students of class VII and VIII of SMP Al Maksu. Data analysis technique using multiple linear regression analysis. The results showed that: (1) there was a negative and significant effect of father involvement in parenting on student aggressiveness ($p = 0.000$); (2) there is a negative and significant effect of emotion regulation on student aggressiveness ($p = 0.000$); (3) there is a significant influence between father's involvement in parenting and emotional regulation simultaneously on the aggressiveness of SMP Al Maksu students..

Keywords : *Father's Involvement in Parenting, Emotion Regulation, Aggressiveness.*

1. INTRODUCTION

Adolescence is a period in which an individual develops from the first time the individual shows secondary sexual signs until the individual reaches sexual maturity. Adolescence is a period when an individual experiences a transition from one stage to the next and experiences changes in both emotions, body, interests, behavior patterns, and is also full of problems. Dervish & Suhaeb (2021), explained that adolescence is known as puberty or the transition period from children to adults. This means that the behavior of a teenager is unstable and emotionally unstable which makes him an easy person to influence so that it tends to make teenagers easily fall into problems such as conflict or social deviation. Talking about teenagers is definitely related to students in schools who continue to grow, development in students is not just physical development, but also moral and emotional development. Teenagers at school age in Indonesia are divided into 2 sections in formal schools, namely Junior High School (SMP)/equivalent and Senior High School (SMA)/equivalent. The existence of various demands on the basis of growth and development makes students as teenagers very vulnerable to any disturbances that can cause problems in their lives, both personally and socially.

One of the problems that often occurs among students as teenagers is aggressive actions. Adolescence is an identical period or tends to experience a lot of conflict, frustration and other social pressures, so it is likely that it will be easy to act aggressively (Handasah, 2018). Adolescence is a time when teenagers experience a lot of pressure both at school, family and also their peers, and these pressures are sometimes very difficult to overcome so that teenagers feel frustrated and sometimes take aggressive actions to express their emotions. (Handasah, 2018). Today the aggressive phenomenon has developed and become a common problem in adolescents which is usually in the form of juvenile delinquency. This can be seen from the rise of news about juvenile delinquency that is displayed by the mass media, especially in big cities. The forms of aggression that are now shown by adolescents are not only in the form of brawls, but also in the form of fights, verbally abusing each other, assault, theft, murder and other forms of aggression that lead to criminal acts that harm other people. (Princess & Students, 2017).

Aggressive behavior is defined as an act intended to injure or injure another person, both physically and psychologically, to cause harm or danger to another person. Aggressive behavior is

divided into two, namely aggressive physical and aggressive verbal. Physical aggression is an act that causes physical pain to another person, while verbal aggression is a form of communication that causes psychological pain to the individual who receives it.(Hasanah et al., 2020). Cases of aggressive behavior also often occur in Indonesia. Reports from the Indonesian Child Protection Commission (KPAI), from 2011-2019 there were 37,381 complaints from the public about violence against children, this aggressive behavior was mostly dominated by bullying cases. This case can also be seen from the world of education and social media where the number reached 2,473 reports and the graph will tend to continue to increase, while the average perpetrator is dominated by junior high school / equivalent children. The Central Bureau of Statistics for North Sumatra Province, recorded crimes committed by children aged 18 and under in 2018 totaling 453 cases, in 2019 there were 218 cases, in 2020 there were 152 cases and in 2021 there were 154 cases and every year the average perpetrator dominated by boys(BPS, 2022).

Phenomena related to the tendency of adolescent aggressiveness can also be seen in students of Al Maksum Private Middle School, Percut Sei Tuan District, Deli Serdang Regency. The results of the initial study through direct observation at Al-Maksum Private Middle School found that there were students who behaved aggressively such as bullying, insulting each other, ridiculing each other, speaking harshly in a high pitched voice, fighting, hitting and yelling at friends (asking forcibly or blackmailing). Aggressiveness is generally influenced by several factors, one of which is the learning factor. Social psychologists argue that by learning individuals can remove aggressive behavior from within themselves. The learning process itself occurs in social interactions carried out by individuals in everyday life, and is also influenced by the surrounding social environment, one of which is the family environment including the father's involvement in parenting.(Princess & Students, 2017). Education is first obtained by children from their families. Good or bad behavior of children must be influenced by the education provided by his family. Children are born with a good nature, not evil so that children deserve love and protection from social and societal influences. Children are a mandate that must be cared for and their right to education is fulfilled. Their physical and psychological needs must also be met so that children grow and develop according to their age(Lubis, 2022).

So far, many studies have broadly discussed the role of mothers in education and childcare. However, in this digital era, not only the role of the mother is demanded in children's affairs, but the role of the father is also highly expected in the process of parenting their child. Ideally father and mother should take complementary roles in family life. Fathers who are always at home and care for their children independently will further increase their confidence in completing childcare tasks(Lubis, 2022). The parenting role of the father is very necessary in the child's developmental range because the father has a different parenting role than the mother. Father's involvement in parenting is the father's positive participation in activities in the form of direct interaction with children, providing warmth, supervising, controlling children's activities, being responsible for the needs and needs of children(Kemala et al., 2018).

Father's involvement in parenting affects things that are crucial for children in the future. If in a family a father has contributed and been involved in childcare, then a child should feel the presence of his father so that the child has a good perception of the father's involvement in parenting and vice versa. Perception of father's involvement in parenting is the child's perspective of feeling the availability of father's time in interaction, the ease of contacting father when needed and the responsibility of the father's own role.(Basuki & Indrawati, 2017). Lamb as quotedKusumawardhani et al (2018), put forward three aspects of father involvement in parenting, including: (1) paternal engagement, (2) accessibility, and (3) responsibility. Paternal engagement, namely how often fathers carry out activities with their children, where fathers have direct contact with their children through positive activities carried out together. Accessibility, namely the presence of a father that can be felt by children as someone who can be found easily and can contact comfortably. Meanwhile, responsibility is a real form of father's attention to his child, such as financial support(Kusumawardhani et al., 2018).



Results of research conducted Princess & Students (2017), concluded that there was a significant negative relationship between perceptions of father involvement in parenting and aggressive tendencies in male students at SMA Negeri 6 Jakarta. The more positive the perception of father involvement in parenting, the lower the aggressive tendencies. Conversely, the more negative the perception of father involvement in parenting, the higher the aggressive tendencies. Research result Silitonga et al. (2014), concluded that there is a strong and significant negative relationship between parenting styles and child aggressiveness. Aggressiveness in adolescents is also influenced by internal and external factors. Internal factors are factors within the individual related to the mental processes of adolescents, one of which is low emotional maturity. Stein and Book (in Raviyoga & Marheni, 2019), argues that individuals with low emotional maturity cannot control emotional stimulation, easily feel frustrated, impulsive, difficult to control anger, act violently, lose self-control, explosive and unpredictable behavior such as aggressive behavior that is out of self-control. If teenagers have good emotional maturity, they can control their aggressiveness (Raviyoga & Marheni, 2019).

Another characteristic that can cause problems in adolescence is emotional stability. All conflicts that arise in the daily life of adolescents (students) will trigger adolescent emotions which can be fatal if they cannot manage their emotions properly. Given the emotional instability in adolescence, one important aspect of emotional development is the adolescent's ability to regulate emotions or is called emotional regulation. Emotion regulation is a person's ability to assess, overcome, manage and express appropriate emotions in order to achieve emotional balance. According to Garvin & Juniarti, (2021), teenagers behave aggressively for several reasons, one of which is the lack of skills to manage emotions. Middle school students are included in the teenage years which are vulnerable to emotional disturbances because at this time the emotional condition of students is still unstable and is seen as a transitional period from childhood to adulthood. (Fitriani & Alsa, 2015). A person with high emotional regulation will be able to behave correctly and benefit himself and others such as cooperating, helping, making friends, sharing and so on. But it is different with someone who has low emotional regulation will bring up the negative impact of the inability to control emotions because they do not understand the emotions felt and understand the events experienced, causing difficulties in modifying emotions in solving problems encountered, besides that emotional regulation can also be used to modulate positive and negative emotional experiences (Yusuf & Kristiana, 2017).

Uncontrollable student (adolescent) emotions, often unavoidable by adolescents. The demand for emotional regulation is very high during adolescence because at that time individuals experience increased freedom, hormonal changes, and changes in the social environment. Understanding the importance of developing emotional regulation in adolescence is very important for every individual, not only for the lives of adolescents but also to prevent dysfunction of emotion regulation when the adolescent is an adult. (Fitriani & Alsa, 2015). Purwadi et al. (2018), explained that aggressive behavior is caused by not being able to control emotions and release negative emotions. The main solution is the individual's ability to be able to control emotions in front of other people. Self-regulated of emotion is a way that can be used so that individuals understand emotions, how to control them, and apply them in life. Self-regulation of emotion is the ability of students to regulate themselves when faced with situations that can potentially encourage adolescents to express their emotions, for example when arguing, joking, or even disputes occur between adolescents. This ability will be in vain if adolescents do not realize and develop the ability to self-regulation of emotions or even there are various aggressive and violent behaviors that are detrimental to many parties. (Purwadi et al., 2018).

Individual ways of carrying out emotional regulation also vary, including situation selection (choosing situations), situation modification (changing situations), attention deployment (giving attention) and cognitive change (changing cognitive). Situation selection is a way of emotional regulation in which individuals approach or avoid people or situations that can cause excessive emotions. Situation modification is a way in which a person changes the environment so as to

reduce the strong influence of emotions that appear. Attention deployment is a way in which a person diverts his attention from an unpleasant situation to avoid causing excessive emotions. (Gross, 2014). Research result Kahar et al. (2022), concluded that there was a significant negative relationship between emotion regulation and aggressive behavior of high school students in Yogyakarta. The greater the emotion regulation, the lower the aggressive behavior and the lower the emotional regulation, the higher the aggressive behavior. Putryani et al. (2021), concluded that there is a significant influence between emotion regulation and aggressive behavior in private vocational students in DIY. The higher the emotional regulation, the lower the aggressive behavior of students, and conversely the lower the emotional regulation, the higher the aggressive behavior of students.

Further results of research conducted Aggraini & Desiningrum (2018), concluded that there is a negative relationship between emotion regulation and the intention of instrumental verbal aggressiveness in the Batak ethnic group in the North Sumatra student union at Diponegoro University. The value of the negative correlation coefficient indicates that the direction of the relationship between the two variables is negative, meaning that the higher the emotional regulation, the lower the intention of instrumental verbal aggressiveness.

2. METHOD

The approach used in this study is a causal associative quantitative approach with the aim of analyzing the effect of father involvement in parenting and emotional regulation both partially and simultaneously on the aggressiveness of students at Al Maksum Private Middle School. The research sample was 114 students of class VII and class VIII of Al Maksum Private Middle School. The research data was collected using a scale method including the father's involvement in parenting, the emotion regulation scale and the aggressiveness scale. For the aggressiveness scale, 22 items were developed on the aspects of physical aggressiveness and verbal aggressiveness that met valid and reliable criteria. For the scale of father involvement in parenting, it was developed on the aspects of paternal engagement, accessibility, and responsibility as many as 29 valid and reliable items. For the emotional regulation scale, it was developed on the aspects of situation selection, situation modification, attention deployment, and cognitive change, with 20 valid and reliable items. The research data were analyzed using statistical software with the help of the SPSS program to produce descriptive statistics, multiple linear regression analysis, classic assumption tests (normality test, multicollinearity test and heteroscedasticity test), and hypothesis testing (t-test, F-test, and coefficient of determination test).

3. RESULTS AND DISCUSSION

3.1. The Influence of Father's Involvement in Parenting on Student Aggressiveness

Aggressiveness is a person's tendency to be aggressive. According to Rahman (2020), "aggression is often interpreted as behavior intended to injure another person either physically or psychologically". The aggression can hurt other people, the difference is if the physical aggression that is hurt is physical and bodily, if verbal aggression hurts someone through words (Hasanah et al., 2020). Aggressive behavior is generally divided into two, namely aggressive physical and aggressive verbal. Physical aggression is an act that causes physical pain to another person, while verbal aggression is a form of communication that causes psychological pain to the individual who receives it. (Hasanah et al., 2020). The results of collecting data on the aggressiveness scale of the 114 students who were the sample of the study obtained that 16 students (14%) had a tendency to be aggressive in the very high category and as many as 98 students (86%) had a tendency to be aggressive in the high category.

Basically there are many factors that can influence aggressive behavior in students as teenagers, both internal and external factors. External factors that can affect the aggressiveness of children or students, one of which is the father's involvement in parenting. Father's involvement in



parenting is the father's positive participation in activities in the form of direct interaction with children, providing warmth, supervising, controlling children's activities, being responsible for the needs and needs of children (Kemala et al., 2018). The results of the collection and analysis of student answers on the scale of father involvement in parenting, of the 114 students who became the sample, 31 students (28.1%) showed a tendency for father involvement in the high category, as many as 70 students (61.4%) showed a tendency father involvement is in the moderate category and as many as 12 students (10.5%) show a tendency for father involvement to be in the low category. Furthermore, based on the results of partial hypothesis testing, it can be concluded that there is a negative and significant effect of father involvement in parenting on the aggressiveness of students at Al Maksu Private Middle School with a tcount of -4.496 and a probability value of $0.000 < 0.05$. The assumption is that the higher the father's involvement in parenting, the lower the student's aggressiveness, and conversely the lower the father's involvement in parenting, the higher the student's aggressiveness.

The conclusions from the results of the research conducted are in accordance with and in line with the results of the research Princess & Students (2017), which concluded that there was a significant negative relationship between perceptions of father involvement in parenting and the aggressive tendencies of male students at SMA Negeri 6 Jakarta. The more positive the perception of father involvement in parenting, the lower the aggressive tendencies. Conversely, the more negative the perception of father involvement in parenting, the higher the aggressive tendencies. The parenting role of the father is very necessary in the child's developmental range because the father has a different parenting role than the mother. Lubis (2022), explained that in today's digital era, not only the role of mothers is demanded in children's affairs but the role of fathers is also highly expected in the process of parenting their children. Ideally father and mother should take complementary roles in family life. Fathers who are always at home and care for their children independently will further increase their confidence in completing childcare tasks (Lubis, 2022).

3.2. The Effect of Emotional Regulation on Student Aggressiveness

One of the internal factors that can influence the aggressive behavior of students or adolescents is emotional regulation. All conflicts that arise in the daily lives of adolescents (students) will trigger adolescent emotions which can be fatal if they are not able to manage their emotions properly. Individuals with low emotional maturity cannot control emotional arousal, easily feel frustrated, impulsive, difficult to control anger, act violently, lose self-control, explosive and unpredictable behavior such as aggressive behavior that is out of self-control. If teenagers have good emotional maturity, they can control their aggressiveness (Raviyoga & Marheni, 2019). The results of collecting data on the emotional regulation scale, from the 114 students who were the sample of the study, obtained as many as 7 students (6.1%) who had a tendency to regulate emotions belonging to the high category, as many as 89 students (78.1%) had a tendency to regulate emotions belonging to the medium category and as many as 18 students (15.8%) who have a tendency to regulate emotions belong to the low category.

Based on the results of partial hypothesis testing, it can be concluded that there is a negative and significant effect of emotion regulation on student aggressiveness at Al Maksu Private Middle School, with a tcount of -4.708 and a probability value of $0.000 < 0.05$. The assumption is that the higher the emotional regulation, the lower the student's aggressiveness and vice versa, the lower the emotional regulation, the higher the student's aggressiveness. The conclusions from the results of the research conducted are in accordance with and in line with the results of the research Kahar et al. (2022), which concluded that there was a significant negative relationship between emotion regulation and aggressive behavior of high school students in Yogyakarta. Research result Putryani et al. (2021), concluded that there was a significant influence between emotion regulation and aggressive behavior in private vocational students in DIY. The higher the emotional regulation, the lower the aggressive behavior of students, and conversely the lower the emotional regulation, the higher the aggressive behavior of students. Research result Aggraini &

Desiningrum (2018), concluded that there is a negative relationship between emotion regulation and the intensity of instrumental verbal aggressiveness in the Batak ethnic group at the North Sumatra Student Association at Diponegoro University. Further according Garvin & Juniarti, (2021), adolescents behave aggressively one of them because of a lack of skills to manage emotions. Purwadi et al (2018), explained that aggressive behavior is caused by not being able to control emotions and release negative emotions. The main solution is the individual's ability to be able to control emotions in front of other people.

3.3. The Influence of Father's Involvement in Parenting and Emotion Regulation on Student Aggressiveness

The results of simultaneous analysis and hypothesis testing concluded that there was a significant influence between father's involvement in parenting and emotional regulation simultaneously on the aggressiveness of Al Maksum Private Middle School students. Furthermore, based on the results of multiple linear regression analysis, the linear regression equation is obtained, namely: $Y = 97.749 - 0.170 X_1 - 0.306 X_2 + e$. The coefficient value of each independent variable is negative, which means that there is an opposite relationship between the independent variable and the dependent variable which simultaneously indicates that the variable father's involvement in parenting (X_1) and emotional regulation (X_2) simultaneously (together) has a negative effect on student aggressiveness (Y). Furthermore, the results of the classical assumption test concluded that the multiple linear regression model met the assumptions of normality, multicollinearity and heteroscedasticity assumptions so that the regression model was suitable for predicting aggressiveness based on the input of the independent variables, namely father involvement in parenting and student emotional regulation. So it can be assumed that the higher the father's involvement in parenting and the higher the emotional regulation, the lower the student's aggressiveness and conversely the lower the father's involvement in parenting and the lower the emotional regulation, the higher the student's aggressiveness.

The test results for the coefficient of determination obtained an adjusted R Square value of 0.275 or 27.5%. The adjusted R Square value is an overview measure that shows how well the sample regression line fits the population data. The adjusted R Square value obtained is close to 0, which means that the influence of all independent variables on the dependent variable is getting smaller. Thus, it can be concluded that the magnitude of the contribution or influence of the two independent variables, namely father's involvement in parenting (X_1) and emotional regulation (X_2) simultaneously or together on the aggressiveness variable (Y) is 27.5% while the remaining 72.5% is explained by other variables outside the regression model or other variables proposed in this study. Father's involvement in parenting affects things that are crucial for children or adolescents in the future. If in a family a father has contributed and is involved in raising children, then a child should feel a presence (Basuki & Indrawati, 2017). Father involvement will develop the child's ability to be empathetic, full of compassion and care, as well as better social relationships. The warmth, guidance and care given by the father can also predict the moral maturity of the child which is associated with prosocial behavior and positive behavior. (Septiani & Nasution, 2017). Aggressive behavior is basically feelings of anger or hostility or actions towards other people, whether they are physical, verbal, or using facial expressions and gestures that threaten or humiliate (Gusniar & Aulia, 2020). The appearance of aggressiveness is caused by anger, which is a psychological component between the behavioral and cognitive components of aggressive behavior. Pinilih & Margowati (2016), stated that adolescents have a greater tendency to behave aggressively when they are in an unstable period.

Middle school students are included in the teenage years which are vulnerable to emotional disturbances because at this time the emotional condition of students is still unstable and is seen as a transitional period from childhood to adulthood. (Fitriani & Alsa, 2015). Uncontrollable student (adolescent) emotions, often unavoidable by adolescents. Understanding the importance of developing emotional regulation in adolescence is very important for every individual, not only for



the lives of adolescents but also to prevent dysfunction of emotion regulation when the adolescent is an adult.(Fitriani & Alsa, 2015). Emotion regulation is the ability of adolescents or students to self-regulate when faced with situations that could potentially encourage adolescents to express their emotions, for example when arguing, joking, or even disputes between adolescents occur. This ability will be in vain if adolescents do not realize and develop the ability to regulate emotions or even there are various aggressive and violent behaviors that are detrimental to many parties.(Purwadi et al., 2018).

4. CONCLUSION

The results of the research findings and hypothesis testing concluded that there was a significant influence between father involvement in parenting and emotional regulation on student aggressiveness both partially and simultaneously (together). The assumption is that the higher the father's involvement in parenting and the higher the emotional regulation, the lower the student's aggressiveness and conversely the lower the father's involvement in parenting and the lower the emotional regulation, the higher the student's aggressiveness. As a follow-up to students as teenagers it is expected to be able to modulate (regulate or change) emotional experiences so that they can avoid problems or aggressive behavior,

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