
Emotional Intelligence And The Tendency To Behave Aggressively In Junior High School Students

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ABSTRACT: This study aims to determine the relationship between emotional intelligence and the tendency to behave aggressively in senior high school students. The research method used in this study is the quantitative correlational method. The sample of this study consists of 190 8th grade junior high school students in Blitar, West Java. The data collection process is carried out by providing a Google Form containing an emotional intelligence scale and a tendency scale to behave aggressively. The analysis technique used to analyze the data is the product-moment Pearson correlation test. The result of this study shows a significant negative correlation between emotional intelligence and the tendency to behave aggressively among junior high school students ($r = -0.373$; $p < 0.05$). The hypothesis proposed is accepted, meaning that there is a significant negative relationship between emotional intelligence and the tendency to behave aggressively in junior high school students in Blitar, West Java. This means that the higher the emotional intelligence, the lower the tendency to behave aggressively in students.

Keywords: Emotional Intelligence, Tendency to Behave Aggressively



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INTRODUCTION

Adolescence is a transitional period in human life that connects childhood with adulthood (Salianito, 2020). At the stage where individuals are aged 10–19 years, there are various kinds of changes in the individual, both physical and psychological, that require adolescents to adjust (Mafiroh, 2014). Adolescence is a time full of emotions; sometimes emotions explode because of the conflict in him (Fajar Kurniasih et al., 2022). Adolescence is a time when emotions are unstable and behavior is influenced by emotions. As expressed by Santrock, adolescence is a time when the soul is full of pressure and emotional turmoil (Natalia & Lestari, 2015).

When researchers made observations at a senior high school in Blitar, they found some aggressive behavior carried out by some students. The form of aggressive behavior found by researchers when observing verbal aggressive behavior and non-verbal aggressive behavior, including

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insulting, shouting, and saying rudely when angry, also included non-verbal aggressive behavior carried out by students, including hitting, kicking, and throwing. Researchers saw that this behavior appeared when students were gathering, then they were heard shouting at each other with emotion, starting from joking between friends, and then there was a sense of disappointment from the student, which caused emotions.

Aggressive behavior is an emotional outpouring as a reaction to individual failures shown in damage to humans or objects with intentional elements expressed in verbal words and nonverbal behavior (Islamarida et al., 2022). The ability of individuals to manage their emotions well is very closely related to their emotional intelligence. Emotional intelligence is a key skill that can profoundly affect all abilities in an individual (Iman & Rahayu, 2022). Adolescents who carry out aggressive behavior are said to be teenagers who are unable to manage emotions well, so that when their emotions peak and are unable to be contained anymore, these emotions will overflow and adolescents will take actions that they are not aware of (Swadnyana & Tobing, 2019).

Emotional intelligence is an individual's skills in self-control, enthusiasm, perseverance, and self-motivation (Aisya & Setyawan, 2022). Individuals who have emotional intelligence can be seen by the characteristics shown in their behavior. The characteristics of emotional intelligence in oneself can be seen in five main areas: a) recognizing one's own emotions, knowing oneself, and having the ability to control feelings from time to time; b) managing emotions, the ability to balance emotions, even to restrain emotions; c) motivating oneself, how individuals are able to continuously improve their abilities over time; d) recognizing the emotions of others. e) Fostering relationships: being able to handle the emotions of others is a good way to establish relationships with others (Illahi et al., 2018). The ability to motivate themselves, be able to survive when experiencing frustration, and maintain their emotions by means of self-control, impulse control, empathy, and social skills. The emotional intelligence of each individual is different; individuals who have high intelligence tend to be able to manage emotions well, while individuals who have low emotional intelligence tend to exhibit aggressive behavior and the possibility of becoming depressed (Swadnyana & Tobing, 2019).

Studies related to aggressiveness in adolescents are not new; many studies have been done before. Based on research conducted by A'yunnisa & Indriana (2018) and Swadnyana & Tobing (2019), there is a negative relationship between emotional intelligence and aggressive behavior; the higher the emotional intelligence, the lower the level of aggressiveness, and vice versa, the lower the level of emotional intelligence, the higher the aggressive behavior. In line with that, research conducted by Istiqomah (2017) found a relationship between emotional intelligence and the tendency to behave aggressively in street children at the Indonesian Master School Depok. Another study that discusses emotional intelligence and aggressiveness was conducted (Illahi et al., 2018). The results of the research show that there is a significant negative relationship between emotional intelligence and aggressive behavior in adolescents (Amalia & Arthur, 2023).

Based on the background mentioned, the author is interested in conducting research related to the relationship between emotional intelligence and the tendency to behave aggressively in senior high school Blitar students (Binsaeed et al., 2023). Thus, the purpose of this study is to determine the

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relationship between emotional intelligence and the tendency to behave aggressively in senior high school Blitar students. The hypothesis proposed, namely that there is a negative relationship between emotional intelligence and the tendency to behave aggressively in senior high school Blitar students, The higher the level of emotional intelligence, the lower the tendency to behave aggressively. Conversely, the lower the level of emotional intelligence, the higher the tendency to behave aggressively (Bratianu & Paiuc, 2023).

METHOD

This study used a correlational quantitative approach, which examines the relationship between two variables. The subjects in this study were class XI students at a senior high school in Blitar, totaling 190. The sampling technique in this study, namely simple random sampling, gives equal rights to each member of the population to be selected as a sample. Data collection was carried out online by distributing a Google Form containing emotional intelligence scales and aggressive tendency scales to grade XI students at a senior high school in Blitar, asking for student contacts who could be contacted to help distribute questionnaires that had been made by researchers (Dai et al., 2019).

Emotional intelligence is measured using a scale compiled by the researchers themselves based on the aspects proposed by Goleman (2015), namely recognizing self-emotions, managing emotions, motivating oneself, recognizing the emotions of others, and fostering relationships. The tendency to behave aggressively in this study was measured using a scale adapted by researchers based on aspects that have been proposed by Buss & Perry (1992), namely physical aggression, verbal aggression, anger, and hostility. Favorable items are given a score range of 1 for appropriate statements and a score of 5 for highly inappropriate statements. For unfavorable items, a score range of 5 is appropriate, and a score of 1 is inappropriate.

Researchers tested the emotional intelligence research instrument with professional judgment using Aiken's V formula and obtained a validity value ranging from 0.62 to 0.93. The discrimination power of an item was obtained from the results of a trial of 30 subjects who had the same criteria as the research subjects. Of the 40 items, 11 were declared void, so the remaining 29 items had a correlation coefficient moving from 0.304 to 0.761. Reliability in this study was obtained from Cronbach's alpha of 0.900. instrument tendency to behave aggressively measured using a scale that has been adapted from Buss & Perry (1992), namely physical aggression, verbal aggression, anger, and hostility. The discrimination power of an item was obtained from the results of the trial of 30 subjects who had the same criteria as the research subjects. Of the 29 items, 7 were declared void, so the remaining 22 items had a correlation coefficient of 0.309 to 0.708. Reliability in this study was obtained from a Cronbach's alpha of 0.885.

The hypothesis test used to test the correlation between emotional intelligence variables and students' aggressive tendency variables was the Spearman's Rho correlation test using IBM SPSS Statistics program version 29.

RESULT AND DISCUSSION

In this study, the subjects were male and female students of class XI at a senior high school in Blitar who were in the age range of 16–18 years, totaling 190 students. In this study, demographic data of respondents were obtained, which are described in Table 1 in the number of percentages containing research data in the form of gender and age. Based on table 1 respondent data, it can be seen that respondents to this study were dominated by women (86%), and more respondents were at the age of 17 (75%).

Table 1.
Research Demographic Data

Demographics	Category	Frequency	Presented
Gender	Man	27	14%
	Woman	163	86%
	Total	190	100%
Age	16	8	4%
	17	143	75%
	18	39	21%
	Total	190	100%

Based on the descriptive analysis of research variables in table 2, it can be seen that the empirical mean score of emotional intelligence variables is 109.15 and the hypothetical mean is 87. So when compared between the empirical mean and the hypothetical mean, this indicates that the level of emotional intelligence of respondents is included in the high category. In the variable tendency to behave aggressively, an empirical mean score of 60.66 and a hypothetical mean of 66 were obtained, indicating that the level of tendency to behave aggressively respondents in this study was included in the low category.

Table 2.
Descriptive Results of Research Variables

Variable	N	Hypothetical Mean	Hypothetical Elementary School	Empirical Mean	Empirical Elementary School
Emotional intelligence	109	87	19.33	109.15	12.87
Tendency to behave aggressively	109	66	14.67	60.66	14.23

The results of the study of 190 students in grade XI senior high school in Blitar on emotional intelligence variables were 13 students (7%) in the very low category, 54 students (28%) in the low category, 77 students (41%) in the medium category, 29 students (15%) in the high category, and 17 students (9%) in the very high category. The results of the study of 190 students in grade XI senior high school in Blitar on the variable tendency to behave aggressively were 14 students (7%)

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in the very low category, 54 students (28%) in the low category, 71 students (37%) in the medium category, 39 students (21%) in the high category, and 12 students (6%) in the very high category.

Table 3.
Frequency Distribution of Respondent Score Categorization

Emotional Intelligence			
Category	Criterion	Frequency	Presentase
Very low	≤ 90	13	7%
Low	90-103	54	28%
Keep	103-116	77	41%
high	116-128	29	15%
Very high	≥ 128	17	9%
Total		190	100%

Tendency To Behave Aggressively			
Very low	≤ 39	14	7%
Low	39-54	54	28%
Keep	54-68	71	37%
high	68-82	39	21%
Very high	≥ 82	12	6%
Total		190	100%

Based on the results of the prerequisite test in this study, The data normality test uses the Kolmogorov-Smirnov Test one-sample test using the IBM Statistics SPSS version 29 program with a significance level of 0.05. The calculation results in Table 4 show that the emotional intelligence normality test value is 0.076 and the normality test value of the tendency to behave aggressively is 0.053, so it can be said that the values of the two variables in this study are normally distributed.

Table 4.
Normality Test Results

One-Sample Kolmogorov Smirnov Test			
Variable	Sig	Rules of normality	Information
Emotional intelligence	0.076	$p > 0.05$	Normal
Tendency to behave aggressively	0.053	$p > 0.05$	Normal

Based on the results of the normality test and linearity test, it was concluded that this research data was classified as a parametric type of data so as to test whether or not there was a relationship between emotional intelligence and the tendency to behave aggressively in a senior high school in Blitar students using Pearson Product Moment correlation analysis technique(Sherry & Perrett, 2023).

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Table 5.

Test the Correlation Coefficient Hypothesis

Variable Relationships	<i>Pearson Product Moment</i>		Sig	Information
	N	Pearson Correlation		
Emotional intelligence-tendency to behave aggressively	190	-0.373	< 0.001	There is a negative relationship

Table 6.

Test coefficient of determination

Variable	Model Summary		Adjusted R Square	Std. Error of the Estimate
	R	R Square		
Emotional intelligence and tendency to behave aggressively	0.373	0.139	0.134	13.235

Based on the results of the correlation test of the coefficient with product moment from Pearson in the table above, it is known that the correlation coefficient between emotional intelligence and the tendency to behave aggressively is -0.373 with a significance value of <0.001 ($p < 0.05$). The results of the hypothesis test indicated that there was a negative and significant relationship between emotional intelligence and the tendency to behave aggressively in a senior high school in Blitar students. A correlation value of -0.373 indicates that the direction of the correlation is negative or opposite. Based on the categorization by Cohen (1970), in this study, the large correlation coefficient between emotional intelligence and the tendency to behave aggressively is included in the medium category (Randall, 2014).

Based on the results of the hypothesis test, the hypothesis in this study is accepted, or, in other words, shows that there is a significant negative relationship between emotional intelligence and the tendency to behave aggressively in a senior high school in Blitar students. The higher the emotional intelligence, the lower the tendency to behave aggressively, and vice versa, the lower the emotional intelligence, the higher the tendency to behave aggressively (Molero Jurado et al., 2022a).

The effective contribution of emotional intelligence variables to the tendency to behave aggressively in this study was 13.9%, while the rest, or 86.1%, was determined by other variables not studied in this study. The results of this study are also in accordance with research conducted by Swadnyana and Tobing (2019) showing a significant negative relationship between emotional intelligence and aggressiveness in intermediate adolescents at Dwijendra Senior High School in Denpasar. In addition, A'yunnisa & Indriana (2018) stated that there is a negative relationship between emotional intelligence and aggressiveness. The results of this study are in accordance also with previous research conducted by Rizqi and Syafitri (2023), revealing that there is a significant negative relationship between emotional intelligence and aggressiveness and an effective contribution of 6.6%. Similar research has also been carried out. Dhuha (2022) stated that emotional intelligence has a negative and significant relationship with aggressiveness in students

of SMK Negeri 4 Semarang, with effective contribution results of 8.5%. Emotional intelligence is negatively correlated with aggressive behavior (Molero Jurado et al., 2022b).

Emotional intelligence is one of the factors that can influence aggressive behavior in a person. This shows that someone who has good emotional intelligence can think well, can think objectively, and is not impulsive because they can regulate their emotions and express their emotions well (A'yunnisa & Indriana, 2018). Someone who has good emotional intelligence can also express their emotions in the right way, especially when facing pressures that come from outside themselves (A'yunnisa & Indriana, 2018; Swadnyana & Tobing, 2019). Thus, someone who has good emotional intelligence tends to be superior at regulating negative emotions than someone who has a low level of emotional intelligence (Salovey & John, 1996).

Emotional intelligence is a person's skills in controlling and recognizing one's own emotions, being sensitive to the feelings of others, having motivation for oneself to be better, and being able to socialize with others around him. Aggressive behavior arises due to emotions that cannot be controlled by the individual and is a reflection of an increasing emotional imbalance. Aggression is a reaction to one's emotions; one form of the reaction is when anger is formed in someone, and then someone will vent it into aggressive behavior (Illahi & Akmal, 2018). Aggressive tendencies are negative behaviors that can hurt or injure others with intentional intent.

CONCLUSION

Based on the results of the research analysis that has been described, an $r = -0.373$ value was obtained with a significance value of < 0.001 ($p < 0.05$). From the results of this study, it can be said that there is a moderate and significant negative relationship between emotional intelligence and the tendency to behave aggressively in students. In the sense that the higher the emotional intelligence of students, the lower the tendency to behave aggressively, and vice versa, the lower the emotional intelligence with the tendency to behave aggressively in students. Thus, the hypothesis of the study is accepted. with an effective contribution of 13.9% (Bitar et al., 2023; Zulkarnain et al., 2020).

For future research, it is advisable to examine other factors that can influence the tendency to behave aggressively that have not been revealed in this study and develop this research in order to obtain better results.

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