



The Influence of Self-Esteem and Emotional Intelligence on Aggressiveness Among Students of SMK N X in Padang

Nadia Salsabila Luthfa¹, Nurisma Sari², Syarifah History Noversya³, Yenni Kurniawati⁴

^{1,2,3,4} Master's Program in Psychology, Universitas Negeri Padang

nadialsalsa@student.unp.ac.id, yennikurniawati@fmipa.unp.ac.id

Abstract

This study aims to analyze the relationship between self-esteem, emotional intelligence, and aggression among students at SMKN X in Padang. This study uses a quantitative approach with a correlational design, where the research population consists of 1,109 students spread across seven majors and three grade levels (X, XI, XII). The sample consisted of 164 students from grades XI and XII, selected using cluster sampling technique. Data were collected using three standardized instruments, namely the aggression scale from Buss & Perry (1992), the self-esteem scale adapted by Sari (2009) from Feeler, and the emotional intelligence scale based on the theory of Lovey and Golem-an (2015). The results of multiple regression analysis showed that self-esteem and emotional intelligence had a significant effect on student aggression, with self-esteem being the more dominant factor. Together, these two variables can explain 86.1% of the variation in student aggression. These findings indicate that increasing healthy self-esteem and emotional intelligence can reduce aggressive behavior among students

Keywords: Aggression; Self-esteem; Emotional Intelligence; Student

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1. Introduction

Individuals are social beings who constantly interact and communicate with each other. These relationships are created so that individuals remain secure and connected to their surroundings. Social interaction is very important for humans, who essentially cannot live without the help of other humans. It is these relationships that can trigger problems in a person's life, whether the problems arise from within or from outside [1].

Adolescence is a crucial stage of development as a transitional period between childhood and adulthood, during which individuals experience significant changes and actively seek to discover and define their identity [2]. Biologically, adolescents experience accelerated physical growth, hormonal changes, and sexual development [3]. Psychologically, this period is characterized by the search for identity, increased abstract thinking abilities, and more complex emotional development [4]. In addition, socially,

adolescents begin to build more independent relationships with peers, family, and the surrounding environment, as well as face challenges in adjusting to evolving social norms and expectations [5]. The combination of these various changes makes adolescence an important stage that forms the foundation for adulthood.

Late adolescence, which spans from 17 to 20 years of age, is an important stage in an individual's development, where the main focus is on identity formation [6]. At this stage, individuals begin to be more independent in making decisions, planning for the future, and determining the values they will uphold. Psycho-socially, late adolescents face challenges in reconciling personal expectations with social demands, such as choosing an educational or career path and building more mature relationships with others [7]. This process plays an important role in helping individuals find their true selves and determine the direction of their adult lives.

According to [8], during adolescence, individuals face a psycho-social crisis of "identity versus role confusion." This stage marks individuals' efforts to understand who they really are, including the values, goals, and beliefs that will form the basis of their identity. In this process, adolescents also try to find appropriate roles in society, whether in social relationships, education, or careers. If adolescents successfully overcome this crisis, they will build a strong and clear identity. However, if they fail, they will experience role confusion, which is uncertainty about their identity and their place in the social world. This stage is key to healthy personal development towards adulthood.

Vocational high school students, who are generally in the late adolescent age range (17–20 years old), face dual challenges in their development [9]. On the one hand, they are in the process of building their personal identity, such as determining their values, life goals, and views of the world. On the other hand, they must also focus on mastering specific vocational skills to prepare themselves for entering the workforce. This combination of demands means that SMK students not only need to understand their identity, but also adapt their abilities to the needs of the industry or field of work they choose [10]. These challenges require them to learn to manage their time, build self-confidence, and develop a high level of adaptability in order to be ready for the transition to adult and professional life.

In the context of vocational education, students often face various pressures, both academic and social, which can trigger certain emotional responses, including aggression [11]. These pressures can stem from the demands for academic achievement, competition between students, or complex social dynamics. This phenomenon is evident in the findings of [12] research, which revealed a brawl between students of SMK N X

and SMK N Y in Semarang City. The incident occurred at around 2:30 p.m., when dozens of SMK N X students, unhappy with a previous incident, took revenge by throwing stones at the SMK N Y area during school dismissal time. This attack was then supported by students from SMK N Z, making the stone-throwing unavoidable. This incident reflects the real form of aggression among students.

Another phenomenon is described in a study conducted by [13] to identify the level of aggressive behavior among students at two Muhammad vocational schools in Jogjakarta, which shows the following distribution of aggressive behavior categories: 5% very high, 26% high, 40% moderate, 21% low, and 8% very low. These findings indicate that most students fall into the moderate to high categories in terms of aggressive behavior. This suggests that aggression is quite common among vocational high school students, with the percentage of students exhibiting high and very high levels of aggression reaching more than a quarter of the population studied.

Aggression is defined as behavior intended to harm others, whether physically, verbally, or psychologically [14]. According to [15], aggression can be categorized into four main dimensions: physical aggression (involving direct actions that cause physical harm, such as fighting), verbal aggression (involving hurtful words or language), anger (intense emotions that trigger aggressive behavior), and hostility (negative attitudes or malicious intentions towards others). This phenomenon shows that the pressure experienced by vocational school students, both academically and socially, requires serious attention to prevent the escalation of aggression.

The importance of highlighting aggressive behavior in vocational school students is based on the widespread impact it has on their social environment and future character development. According to [16],

aggressive behavior can create conflict in the school environment, which leads to an unfavorable learning climate. This discomfort and insecurity can hinder students' academic achievement, as their attention is diverted from the learning process to the conflicts they face [17]. In addition, aggressive behavior damages students' interpersonal relationships, both with peers, teachers, and the surrounding environment, which are actually very important for their social development [18].

One factor that influences aggression is self-esteem, which is an individual's subjective evaluation of their own value and competence [19]. According to Rosenberg's theory (1965), individuals with high self-esteem have a positive view of themselves (in [20]. They feel confident in facing challenges and conflicts, making them less likely to exhibit aggressive behavior [21]. This emphasizes the importance of healthy self-esteem as a protective factor against aggressive behavior. High self-esteem acts as a protective mechanism, where individuals tend to have strong self-confidence and are able to face difficult situations without displaying aggression [21]. Conversely, individuals with low self-esteem are more prone to aggressive behavior [19]. They often feel insecure and doubt their abilities, which encourages the use of aggression as a defense mechanism. In situations that they perceive as threatening, aggression becomes a tool to overcome feelings of inferiority and attempt to gain control over the situation [22].

Another factor that plays a role in aggressive behavior is emotional intelligence, which is defined by [23] as an individual's ability to recognize, understand, and manage their own emotions as well as understand the emotions of others. Emotional intelligence enables individuals to respond to stressful situations in a more adaptive and constructive manner, thereby reducing the likelihood of aggressive behavior. Research by [24]

shows a significant negative relationship between emotional intelligence and aggressive behavior in vocational high school students. The results of research at SMK Islamism Bernadine show a correlation of $r = -0.700$ with $p = 0.000$, which means that the higher the level of students' emotional intelligence, the lower their level of aggression. Conversely, students with low emotional intelligence are more prone to exhibiting higher levels of aggressive behavior. In addition, another study by [25] found that emotional intelligence contributes 32.9% to students' aggressive behavior, indicating that emotional intelligence is one of the important factors that influence aggressiveness.

In vocational high school students, low emotional intelligence can be one of the main factors that trigger aggressive behavior [14]. Individuals who have difficulty recognizing or managing their emotions are more prone to frustration and anger, which in turn increases the risk of aggressive behavior. The inability to understand and control emotions makes them more easily triggered in stressful situations. In addition, a lack of empathy towards others makes individuals more likely to commit aggressive acts without feeling guilty, because they do not understand the emotional impact of their actions on others.

Based on the explanation in the introduction, this study aims to explore the influence of self-esteem and emotional intelligence on aggression in vocational high school students. This study will examine the extent to which these two psychological factors, self-esteem as an individual's evaluation of themselves and emotional intelligence as the ability to manage emotions, play a role in influencing students' aggressive behavior. By understanding the relationship between self-esteem, emotional intelligence, and aggressiveness, this study is expected to provide deeper insights into the factors that influence aggressive behavior. The results can be used as a basis for designing effective interventions in future

studies to support students' emotional development and create a more positive school environment.

2. Methods

This study used a quantitative approach with a correlational design to analyze the relationship between self-esteem, emotional intelligence, and aggressiveness in students at SMK N X in Padang. The population in this study was all 1,109 students at SMKN X Padang, consisting of seven majors and three grade levels (X, XI, XII). The research sample consisted of 164 students from grades XI and XII using *cluster sampling* technique. This technique was chosen to ensure proportional representation of the sub-population based on grade level.

The research instruments included three standardized scales. Aggressive behavior was measured using the aggression scale from [15], which included four dimensions: physical aggression, verbal aggression, anger, and hostility. Self-esteem was measured using the self-esteem scale developed by Feeler, as adapted by [26], which was designed to evaluate the positive and negative dimensions of self-evaluation. Meanwhile, emotional intelligence was measured using a scale based on Salome's theory, as integrated into [27] framework, which includes the dimensions of emotion recognition, emotion management, empathy, and social skills.

The research data were analyzed using *Statistical Package for the Social Sciences* (SPSS) version 27 software. The research hypothesis was tested using multiple regression analysis to identify the simultaneous and partial effects of self-esteem and emotional intelligence on aggressiveness. This approach is expected to provide a comprehensive understanding of the relative contributions of self-esteem and emotional intelligence to aggressive behavior in vocational high school students. The results of this study are expected to serve as a reference in

designing interventions to reduce aggression in the school environment.

3. Results and Discussions

Results

This study involved 164 students from SMKN X Padang as research subjects. The subjects consisted of 11th and 12th grade students selected using cluster sampling techniques. Data analysis was conducted to determine the influence of self-esteem and emotional intelligence on aggressiveness in students participating in the study.

Table 1. *Demographic Data of Research Respondents*

Gender	N	Percentage
Age		
17	14	8.54
18	67	40.85%
19	78	47.56%
20	5	3.05%
Gender		
Male	103	62.8
Female	61	37.2
Department		
XI TKRO 2	29	17.7
XI TBSM 1	28	17.1
XI TBSM 2	27	16.5
XII TKRO 2	25	15.2
XII TBSM 1	29	17.7
XII TBSM 2	26	15.8

The subjects of this study consisted of 164 students from SMKN X Padang who varied in age, gender, and major. Based on age distribution, most respondents were 19 years old, accounting for 47.56% of the total sample. The 18-year-old age group accounted for 40.85%, while the 17-year-old age group only accounted for 8.54%. A small number of respondents were 20 years old, namely

3.05%. In terms of gender, the majority of students involved in this study were male, amounting to 62.8%, while females accounted for 37.2% of the total sample. This reflects a significant gender proportion among students at SMKN X Padang.

In terms of department distribution, the data shows a fairly even spread among the available departments. The XI TBSM 1 and XII TKRO 2 departments each contributed 17.7% of the total respondents, indicating a fairly balanced number of participants between departments. Other majors, such as XI TKRO 2, XI TBSM 2, XII TBSM 1, and XII TBSM 2, also have similar percentages, ranging from 15.2% to 16.5%. Overall, the distribution of respondents based on age, gender, and department shows fairly representative variations, providing a broad picture of the characteristics of SMKN X Padang students who are the subjects of this study.

Table 2. *Descriptive Statistics of Research Variables*

Variable	Hypothesis Score			Empirical Score				
		Max	Mean	SD	Min	Max	Mean	SD
Aggressiveness	0	76	38	12.66	4	59	24.55	11.433
Self-esteem	0	64	32	10.66	6	48	22.55	8.387
Emotional Intelligence	0	96	48	16	8	59	27.95	9.471

The table above shows the results of a comparison between hypothetical scores and empirical scores on the three variables studied: aggressiveness, self-esteem, and emotional intelligence. For the aggressiveness variable, the hypothetical scores ranged from 0 to 76 with a mean of 38 and a standard deviation (SD) of 12.66. Meanwhile, the empirical aggression scores ranged from 4 to 59, with a mean of 24.55 and a standard deviation of 11.433. The lower mean aggression score compared to the hypothetical score indicates that most students have lower levels of aggression than predicted by the hypothetical scale.

For the self-esteem variable, the hypothetical scores ranged from 0 to 64, with a mean of 32 and a standard deviation of 10.66. On the other hand, the empirical self-esteem scores ranged from 6 to 48, with a mean of 22.55 and a standard deviation of 8.387. The empirical self-esteem scores were lower than the hypothetical scores, indicating that most students tended to have lower self-esteem than the expected hypothetical scores.

For the emotional intelligence variable, the hypothetical scores ranged from 0 to 96, with a mean of 48 and a standard deviation of 16. Empirical emotional intelligence scores, on the other hand, ranged from 8 to 59, with a mean of 27.95 and a standard deviation of 9.471. As with the self-esteem variable, empirical emotional intelligence scores that were lower than the hypothetical scores indicate that students tend to have lower levels of emotional intelligence than expected according to the previously constructed scale.

Overall, the comparison between hypothetical and empirical scores shows significant differences in terms of students' aggressiveness, self-esteem, and emotional intelligence. This may indicate that students at SMKN X Padang have more complex and diverse emotional and social characteristics than those estimated using the hypothetical scale used in this study. The next step is to categorize the subjects into three categories: low, medium, and high.

Table 3. *Categorization of Subjects Based on Scale*

Guidelines	Score	Category	F
Aggressiveness			
$X < (\mu - 1\sigma)$	$X < 25.34$	Low	91
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$25.34 \leq X < 50.66$	Moderate	70
$X \geq (\mu + 1\sigma)$	$X \geq 50.66$	High	3
Self-esteem			
$X < (\mu - 1\sigma)$	$X < 21.34$	Low	74
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$21.34 \leq X < 42.66$	Medium	88
$X \geq (\mu + 1\sigma)$	$X \geq 42.66$	High	2
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$25.34 \leq X < 50.66$	Moderate	70

Emotional Intelligence				
$X < (\mu - 1\sigma)$	$X < 32$	Low	108	65.9
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$32 \leq X < 64$	Medium	56	34.1%
$X \geq (\mu + 1\sigma)$	$X \geq 64$	High	0	0

Based on the categories provided in the table, the distribution of values for each variable shows certain trends among students at SMKN X Padang. For the aggression variable, the majority of students were in the low category, with 91 students (55.5%) showing a low level of aggression. A total of 70 students (42.7%) are in the moderate category, while only 3 students (1.8%) have high levels of aggressiveness. This shows that most students have relatively low levels of aggressiveness, with only a few students exhibiting significant aggressive behavior.

For the self-esteem variable, most students were also in the moderate category, namely 88 students (53.7%). Meanwhile, 74 students (45.1%) had low self-esteem, and only 2 students (1.2%) were in the high category. This indicates that the majority of students have moderate self-esteem, with few students having very low or very high self-esteem. For the emotional intelligence variable, most students, namely 108 students (65.9%), have low emotional intelligence. Only 56 students (34.1%) were in the moderate category, and no students were classified in the high category. This shows that the majority of students have relatively low emotional intelligence, with almost all students not demonstrating high emotional management and understanding abilities.

Overall, the distribution of categories in these three variables shows a tendency for most students at SMKN X Padang to have low levels of aggression, moderate self-esteem, and low emotional intelligence. This provides an overview of the psychological condition of students who are more dominant in the moderate or low categories, which may require more

attention in terms of developing self-esteem and emotional intelligence to improve their psychological well-being.

Table 4. Normality Test Table

Standardized Residuals				
Variable	N	K-SZ	P / Sig.	KET
Aggressiveness				
Self-esteem	164	0.056	0.200	NORMAL
Emotional Intelligence				

The normality test results using Standardize *Residuals* in this research data show a K-Z value of 0.056 with a p / significant. value of 0.200. Based on the p value greater than 0.05 ($0.200 > 0.05$), it can be concluded that the residual data in this study is normally distributed [28]. This indicates that the data used in this study does not violate the normality assumption, which is one of the important assumptions in regression analysis. Therefore, it can be accepted that the residual data does not show a significant deviation from the normal distribution, which strengthens the validity of the regression analysis results.

Table 5. Linearity Test Table

Variable	F	Sig	Ket
Aggressiveness * Self-Esteem	1056.374	<.001	
Aggression * Emotional Intelligence	Linearity 240.047	<.001	LINEAR

The results of the linearity test in this study show a significant relationship between the variables tested. For the Aggressiveness and Self-Esteem pair, the F value is 1056.374 with a significant. value of less than 0.001. Because the p value (< 0.001) is less than 0.05, it can be concluded that there is a significant linear relationship between aggressiveness and self-esteem [29]. This

indicates that changes in self-esteem are linearly related to changes in aggression levels.

Similarly, for the pair of Aggression and Emotional Intelligence, the F value is 240.047 with a significant value of less than 0.001. These results also indicate that the relationship between aggression and emotional intelligence is linear and significant. Thus, changes in emotional intelligence are linearly related to changes in aggression levels in students [29]. Overall, the results of this linearity test indicate that the two pairs of variables tested, namely aggressiveness and self-esteem as well as aggressiveness and emotional intelligence, have a linear and significant relationship. This means that the relationship between these variables can be predicted using a linear regression model [29].

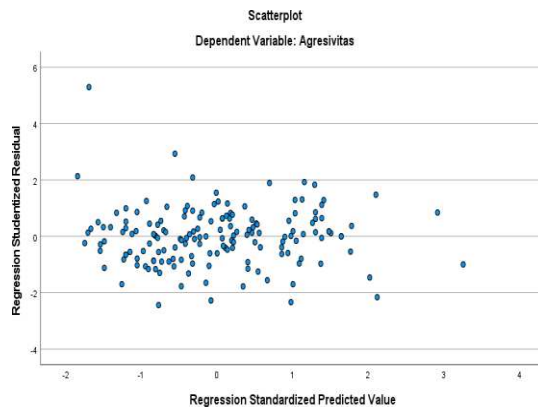
Table 6. Multicollinearity Test

Linearity Statistics		
	Tolerance	VIF
Self-Esteem	0.461	2.171
Emotional Intelligence	0.461	2.171

The results of the multidisciplinary test in the table above show the Tolerance and VIF (*Variance Inflation Factor*) values for the self-esteem and emotional intelligence variables. The Tolerance value for both variables is 0.461, and the VIF value for both variables is 2.171. A Tolerance value greater than 0.1 and a VIF value less than 10 indicate that there is no significant multidisciplinary between these variables [30]. Multidisciplinary refers to a very high correlation between independent variables that can affect the accuracy of the regression model. In this case, a sufficiently high Tolerance value and a low VIF value indicate that the variables of self-esteem and emotional intelligence do not have a very high correlation with each other, so there is no serious multidisciplinary problem. Thus, it can be concluded that these two variables can be

included in the regression model without compromising the validity of the regression analysis, as there is no negative effect due to multidisciplinary.

Figure 1. Heterosexuality Test



The scatter-plot results show that the standardized residuals are randomly scattered around the zero line on the vertical axis. This distribution indicates that the linearity assumption has been met, where the relationship between the independent variables (self-esteem and emotional intelligence) and the dependent variable (aggressiveness) is linear [30]. In addition, there is no particular pattern in the distribution of residuals, which indicates that the homoscedasticity assumption is also satisfied, namely that the residual variance is consistent across the entire range of predicted values. Overall, this regression model shows adequate results without strong indications of violations of basic regression assumptions.

Table 7. Hypothesis Testing

Variable	F	Sig.	R	R ²	Conclusion
Aggressiveness					
Self-esteem	50.667	<.001	0.928	0.861	Sig. < 0.05
Emotional Intelligence					Significant

The results of the multiple regression analysis in this study show an F value of 50.667 with a Significant value of less than 0.001. Because the Significant value is

less than 0.05 ($p < 0.05$), it can be concluded that the multiple regression model used is significant [30].

means that, overall, the independent variables (self-esteem and emotional intelligence) have a significant effect on the dependent variable (aggressiveness). In addition, an R value of 0.928 indicates that there is a very strong relationship between the independent and dependent variables [30]. This figure is close to 1, which means that the predictors (self-esteem and emotional intelligence) have a very strong relationship with the aggressiveness variable.

The R^2 value of 0.861 indicates that approximately 86.1% of the variation in the aggressiveness variable can be explained by the variables of self-esteem and emotional intelligence. This indicates that this multiple regression model has excellent ability in explaining changes in aggressiveness based on the two independent variables. Overall, the results of this multiple regression test show that the tested model is not only statistically significant but also has excellent explanatory power. Thus, it can be concluded that self-esteem and emotional intelligence contribute significantly to influencing the aggressiveness of students at SMKN X Padang.

Tabel 8. *Regression Beta Coefficient Result*

Model	Understandized Coefficient		Standardized Beta Coefficient	t	Sig
	B	Std.Error			
Constant	-6.194	1.076		-5.757	<.001
Self-Esteem	1.009	0.059	0.740	17.125	<.001
Emotional Intelligence	0.286	0.052	0.237	5.483	<.001

The regression beta coefficient table shows the results of the analysis for the model linking self-esteem and emotional intelligence variables with aggressiveness. The results of the multiple regression analysis also

obtained the constant values of the self-esteem (X1) and emotional intelligence (X2) variables, which were able to predict changes in the aggressiveness variable through the regression equation with the formula:

$$Y = -6.194 + 1.009X1 + 0.286X2$$

Based on the regression equation $Y = -6.194 + 1.009X1 + 0.286X2$, the constant (C) of -6.194 indicates that when all independent variables (self-esteem and emotional intelligence) are zero, the predicted value of aggressiveness is -6.194. The standardized coefficient for the self-esteem variable (X1) of 1.009 indicates that every one-unit increase in self-esteem will increase aggressiveness by 1.009 units, assuming emotional intelligence remains constant. This indicates that self-esteem has a positive effect on aggressiveness. The standard beta of 0.740 indicates that the influence of self-esteem on aggression is quite strong, because the higher the self-esteem, the higher the level of aggression among students.

Meanwhile, the standardized coefficient for the emotional intelligence variable (X2) of 0.286 indicates that each one-unit increase in emotional intelligence will increase aggressiveness by 0.286 units, assuming self-esteem remains constant. Similar to self-esteem, emotional intelligence also has a positive effect on aggression, although its effect is relatively smaller than that of self-esteem. From this equation, it can be concluded that both self-esteem and emotional intelligence contribute positively to aggression. The magnitude of the coefficient indicates that self-esteem is a stronger predictor than emotional intelligence in explaining the variability of aggression.

Discussion

The results of this study indicate that self-esteem and emotional intelligence have a significant influence on the aggressiveness of students at SMKN X Padang. Based on the results of multiple regression analysis,

these two independent variables simultaneously contribute significantly to the dependent variable, with a coefficient of determination (R^2) of 0.861. This means that 86.1% of the variation in student aggressiveness can be explained by self-esteem and emotional intelligence, while the rest is influenced by other factors not included in this study.

The results show that self-esteem has a significant positive effect on aggression, with a regression coefficient of 1.009 ($p < 0.001$). This means that the higher the students' self-esteem, the greater the level of aggression they exhibit. This finding is consistent with previous studies, as reported by [31], that individuals with high self-esteem, especially those who are defensive, are more likely to exhibit aggressive behavior when their self-esteem is threatened. In the context of vocational high school students, high self-esteem is often associated with the need to maintain one's image in front of peers, as stated by [14]. This need can trigger aggressive reactions, especially if students feel that their status or self-esteem is being questioned or belittled by others.

This phenomenon shows that not all forms of self-esteem have a positive impact on individual behavior. Defensive self-esteem, which is unstable or based on external recognition, can trigger aggression when individuals feel that their identity or self-image is threatened [14]. This is relevant in the context of vocational high school students, whose social environment is often characterized by competitive dynamics and the need to demonstrate status in front of peers. Furthermore, this aggressive behavior can also be interpreted as a defense mechanism to protect the ego [32]. Students with high defensive self-esteem feel the need to maintain their position through aggressive actions, both verbal and physical, especially if they face situations that are considered threatening to their social status [22]. For example, ridicule, challenges, or feelings

of being underestimated can trigger aggressive reactions as a form of "retaliation" and to show dominance.

Based on this, it is important to distinguish between defensive self-esteem and healthy self-esteem, as these two types of self-esteem have different impacts on individual behavior. Healthy self-esteem refers to stable self-confidence based on self-appreciation without relying on external recognition or validation [32]. Students with healthy self-esteem generally have better emotional stability, which allows them to be calmer and more rational in facing conflicts or challenges. They tend to choose constructive solutions and do not engage in aggressive behavior [33]. Conversely, students with defensive self-esteem are often vulnerable to threats because their self-confidence is unstable and dependent on the opinions or acceptance of those around them [32]. As a result, they are more easily triggered to respond to conflict with aggression as a way to maintain or improve their self-image.

Furthermore, emotional intelligence plays an important role in reducing aggression, although its influence is not as great as self-esteem. With a regression coefficient of 0.286 ($p < 0.001$), it can be concluded that students with better emotional intelligence have greater potential to manage conflicts deceptively and avoid aggressive behavior. Conversely, students with low emotional intelligence tend to have difficulty recognizing and managing their own emotions, as well as being less able to understand the emotions of others. This makes them more prone to react impulsively in conflict situations, which often leads to aggressive actions. These findings support [34] theory, which asserts that emotional intelligence serves as the foundation for effective emotion management, especially in situations that trigger social pressure or tension.

Overall, these findings confirm that aggression in students is the result of an interaction between self-esteem and emotional intelligence. Both factors

significantly influence student behavior, with healthy self-esteem and high emotional intelligence serving as a buffer against aggression. Conversely, a combination of defensive self-esteem and low emotional intelligence can increase the risk of aggressive behavior. The implications of these findings are highly relevant for schools and parents in creating an environment conducive to student development. Schools can integrate emotional intelligence development programs into the curriculum, for example through training in emotion management, conflict management, or empathy development. These programs not only help students recognize and manage their emotions, but also encourage them to interact positively with their peers.

4. Conclusions

Based on the results of this study, it can be concluded that self-esteem and emotional intelligence have a significant influence on aggression in students at SMKN X Padang. The higher the students' self-esteem and emotional intelligence, the lower the level of aggression they exhibit. Self-esteem plays a more dominant role in influencing aggression, followed by emotional intelligence, although its influence is smaller. Together, self-esteem and emotional intelligence can explain 86.1% of the variation in student aggression. These findings indicate the importance of developing healthy self-esteem and emotional intelligence in reducing student aggression, which can be implemented through emotional skills development programs at school and family support.

Based on the findings of this study, it is recommended that future research consider examining differences in types of self-esteem, particularly self-esteem stability, and how it affects student aggression. Healthy self-esteem can help students manage conflicts more constructively, while defensive or unstable self-esteem can exacerbate aggressive behavior. In addition, the low emotional intelligence of most students (65.9%

are in the low category) indicates the need for interventions to improve their ability to manage emotions, such as more intensive emotional intelligence training programs in the school environment to reduce the potential for aggression.

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