

## **Teenagers in Vortex Emotions: Reveal the Secrets of Aggressive Behavior**

Siti Hapsoh

Universitas Muhammadiyah Malang

Corresponding email: [Haf4717@gmail.com](mailto:Haf4717@gmail.com)

### **ARTICLE INFO**

#### **Article History**

Submission: 03-06-2025

Review: 20-06-2025

Revised: 31-07-2025

Accepted: 22-08-2025

Published: 16-10-2025

#### **Keywords**

Aggressive Behavior

Teenagers

Factors Causing Aggressiveness

### **ABSTRACT**

Aggressiveness is a form of intentional harm to others, a tendency to behave in a way that can hurt others, either physically or verbally that can destroy property intentionally, which is manifested in very strong counter behavior, such as saying harsh words, bullying, threatening, fighting, injuring, attacking, damaging facilities, stabbing, and even killing. In general, these behaviors often appear at the adolescent stage of development. This systematic review aims to analyze 16 national and international journals on adolescent aggressiveness behavior. The results of this systematic review found that there are factors of aggressive behavior in adolescents, aggressiveness behavior in adolescents is influenced by internal and external factors. These internal factors include: frustration, impaired thinking and intelligence of adolescents, and emotional disorders in adolescents while external factors include family or peer factors, school factors and environmental factors. Aggressive behavior in adolescents can actually be minimized and even reduced, one of which is through positive activities and controlling negative behaviors.

### **Introduction**

Aggressive behavior is one of the current phenomena that is very concerning and occurs a lot among teenagers, where aggressive behavior often occurs in the school environment or outside of school and peers are the targets of this behavior. Aggressive behavior that often occurs is in the form of verbal aggressive behavior such as saying harsh words, insulting, mocking, threatening and others, then there is also physical aggressive behavior such as hitting, punching, kicking, and even many of them end up in acts of violence or brawls between students and even to the point of taking the lives of others because of this behavior (Nurjanah & Suharso, 2023). This has of course become the center of public attention, where these violent acts are included in aggressive behavior carried out by individuals or groups. (Citra Dewi et al., 2024).

The study was conducted by (Wangsa & Tobing, 2024) shows that adolescent aggression in Indonesia is influenced by a complex interaction of internal and external

factors. Significant internal factors include emotional maturity, emotional intelligence, and self-control. Emotional maturity, for example, plays a significant role in helping adolescents manage their emotional responses to provocation or stress, which, if poorly regulated, can lead to aggressive reactions. External factors that influence aggression include peer conformity and parenting style. Peer influence, especially in negative contexts, can reinforce norms that support aggressive behavior.

Recently, social media has been abuzz with cases of abuse committed by an individual or group of people with perpetrators or victims who are still minors. In the case of child complaints submitted by the Indonesian Child Protection Commission (KPAI) through the official KPAI website in 2020 in Indonesia there were 541 cases of children involved in various types of cases of adolescent aggression, namely brawls, murder, rape and torture.

According to the Central Statistics Agency (BPS) throughout 2021, there were 188 villages or sub-districts throughout Indonesia that became arenas for mass fights between students. The most were in West Java with 37 villages or sub-districts, North Sumatra, and Maluku with 15 villages or sub-districts. In 2022 there were 330 cases of brawls between teenagers. According to KPAI data from January to September 2023, cases of physical or psychological violence against children were 141 cases (7.8%). Emotional development in adolescents is a critical period that occurs in individual development. The development of adolescent emotions causes someone to have a high desire to explore something in the environment that is their interest. This causes teenagers to sometimes find it difficult to distinguish between positive and negative things. The consequences that occur if teenagers find it difficult to distinguish between positive and negative things, one of which is that teenagers can become rebellious or behave aggressively.

Adolescence is a developmental stage marked by the transition from childhood to adulthood. During this period, adolescents experience significant physical, emotional, and social changes. They begin to search for personal identity, develop relationships with peers, and face new pressures and challenges (Robinson et al., 2020). These changes can cause conflict, frustration, and confusion in adolescents. Aggression is often one way they express dissatisfaction, uncertainty, or the need to gain control over their environment. However, high levels of aggression in adolescents can be a serious problem that requires attention and intervention.

Freud in his psychoanalytic theory said that aggressive behavior arises due to the tonatos instinct possessed by humans. Thanatos is a death instinct aimed at destroying and divorcing what is already united. Initially, the death instinct is directed at oneself, but the death instinct in the individual is projected outward through aggression. Aggressive behavior in adolescents can have complex root causes. Some factors that trigger aggressive behavior consist of biological factors, psychological factors, social environmental factors, technological factors and cultural factors. These factors trigger aggressive behavior in adolescents (Anggraini et al., 2023). Aggressive behavior in adolescents is a complex

phenomenon that has attracted the attention of many groups in the fields of psychology, social, and education.

Based on data from the Yogyakarta Special Region Police (in Data Indonesia.id, 2022), The number of klitih cases in Yogyakarta increased by 11.54% in 2021 compared to the previous year. In 2020, there were 52 cases with 91 perpetrators who were successfully arrested, while in 2021 the number of cases increased to 58 with 102 perpetrators arrested. Interestingly, the majority of the perpetrators were high school students who were still teenagers. Even more tragically, in 2022, the klitih action in Yogyakarta claimed lives, where a teenager died as a result of an attack that occurred in the early hours of the morning (in Kompas.com, 2022) (Rachmayanti et al., 2024).

Adolescent aggression refers to verbal or physical behavior that is destructive, disruptive, or offensive to others or the surrounding environment. (Fauzi et al., 2023). This phenomenon can have multiple causes and significant impacts. The approach to addressing adolescent aggression involves a thorough understanding of its causative factors and appropriate prevention and intervention efforts. This includes developing social and emotional skills, therapeutic counseling approaches, and creating a supportive environment for positive adolescent development. Overall, understanding and addressing adolescent aggression is a critical challenge in efforts to promote the psychological and social well-being of young people and build a more peaceful and harmonious society (Saputro, 2022).

## Method

A Systematic Literature Review, abbreviated as SLR, translates into Indonesian as a systematic literature review (Rahmi et al., 2023). SLR is a literature review method that identifies, evaluates, and interprets all findings from a research topic to answer specific research questions (Nursalem et al., 2020). This method is applied systematically according to steps and protocols that help avoid subjective understanding and bias in the literature review process. SLR is used to identify research gaps and identify interesting new research areas. The Systematic Literature Review research method consists of five stages, including (van Dinter et al., 2021):

The first stage, problem formulation, is the process of identifying or discovering the underlying problem(s) behind the research. In this study, the researchers investigated the problem through research journals and previous research findings. The problem addressed in this discussion is aggressive behavior in adolescents. The second stage, literature search, or identification, involves searching for relevant journals and articles through academic databases such as Scopus, Google Scholar, and Research Gate. The third stage involves searching for suitable articles, determining whether the information obtained can be used as research material. This research examines aggressive behavior in adolescents. The research was conducted within a five-year period (2020-2025), with journal types (review articles, scientific articles), and fully accessible journals. The fourth stage, regarding qualification requirements, discusses the quality of the SLR method. Researchers evaluate real journal

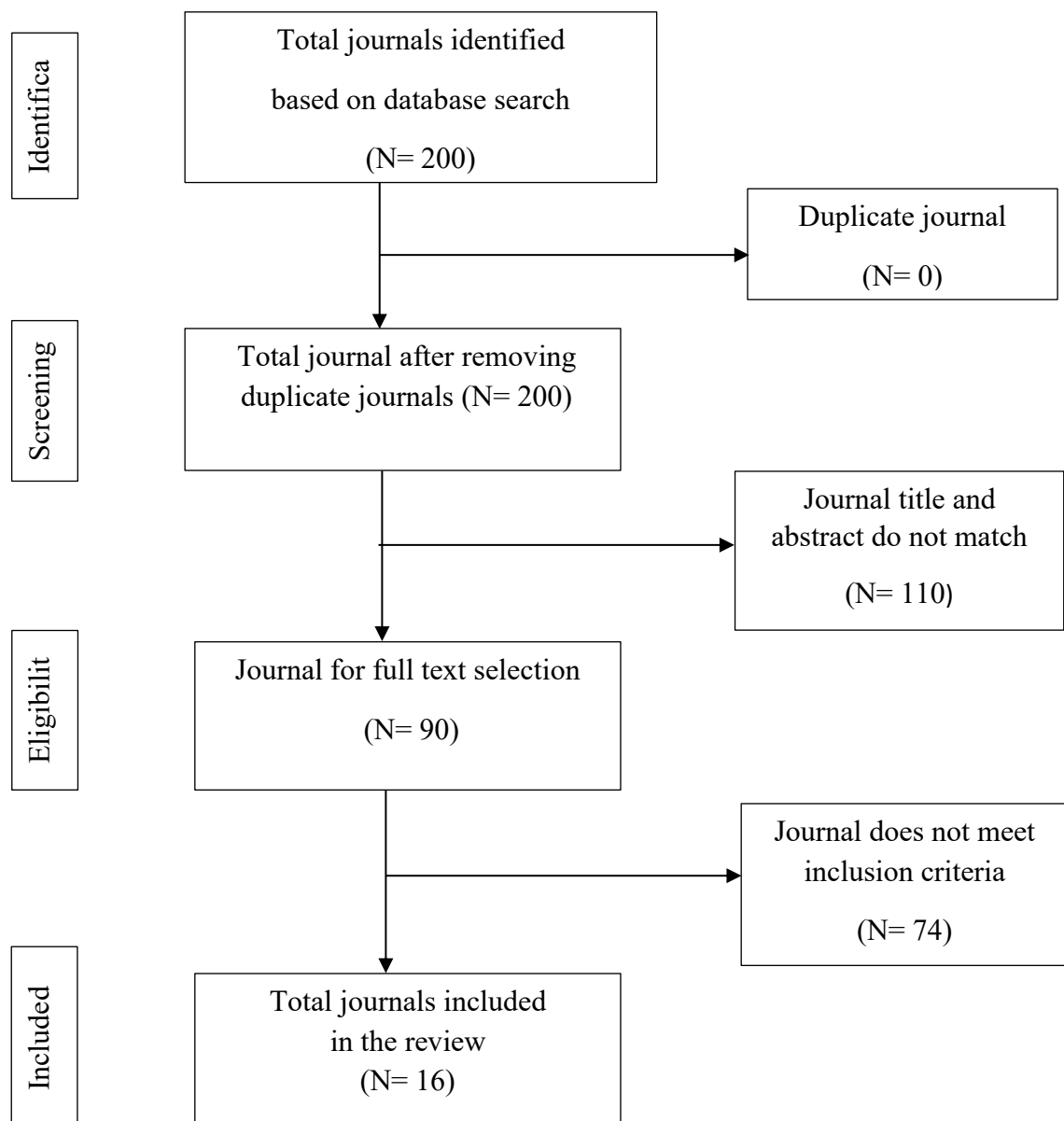
data sources using criteria. The final stage involves drawing conclusions or brief explanations of the research and understanding the summarized literature.

## Results

This research and discussion employed a systematic literature review using the Prisma method (preferred reporting items for systematic reviews and meta-analyses), divided into four steps: identification, screening, eligibility requirements, and results. Inclusion and exclusion criteria were then applied, covering the publication period from 2019 to 2025.

**Figure 1.**

PRISMA Graph of Journal Selection Flow.



Database Selection: The data used in this study were journals and articles obtained through online electronic academic database portals such as Scopus, Google Scholar, and Research Gate. Researchers obtained 16 research results that met the predetermined criteria. Determining Inclusion and Exclusion Criteria: Based on the performance assessment topic to be discussed, there are two criteria: inclusion and exclusion criteria. Inclusion Criteria. According to Nursalam et.al, inclusion criteria are characteristics that must be met by each member of the selected population. Examples of inclusion criteria in this research and discussion include: national and international journals related to performance assessment, with components: decision-making systems, the effectiveness of a performance assessment system, factors and impacts of performance assessment, and methods used in assessing employee performance. And national and international journals related to human performance technology methods. Exclusion Criteria. According to Nursalam et.al, exclusion criteria are the process of eliminating subjects who have met the inclusion criteria from the discussion for various reasons. The exclusion criteria for this study are: Adolescents. After selecting 200 journals, only 16 journals were found that discussed aggressive behavior in adolescents.

**Table 2.**

List of Aggressive Behavior in Adolescents

No	Name	Title	Participants	Results
1.	(Rahmat et al., 2024)	Perilaku Agresif Pada Remaja: Dampak Dan Pencegahannya.	Sebanyak 118 siswa dari total 312 siswa SMA Negeri 18 Pandeglang dijadikan sebagai sampel penelitian.	Perilaku agresif siswa tergolong sedang, dengan agresif fisik sebesar 63% dan agresif verbal 58%, menunjukkan potensi kekerasan fisik dan ucapan yang menyakiti.
2.	(Noya et al., 2024)	Analisis Faktor-Faktor Penyebab Perilaku Bullying Pada Remaja.	Populasi penelitian ini adalah siswa Sekolah Menengah Pertama (SMP) di Kota Ambon yang berjumlah 637 orang.	Berdasarkan hasil penelitian bahwa perilaku bullying dipengaruhi oleh faktor teman sebaya, media sosial dan pola asuh keluarga.
3.	(Nugroho & Afriyenti, 2018)	Hubungan Antara Perilaku Agresi Verbal Dengan	Responden penelitian adalah 400 remaja berusia 13-18	Remaja usia 14 tahun dan yang tinggal di pinggiran kota

- Kontrol Diri Pada tahun. dipilih menunjukkan tingkat Remaja Di Kota menggunakan teknik agresi verbal lebih Bekasi. simple random tinggi. Faktor usia dan lingkungan diduga berpengaruh terhadap munculnya perilaku tersebut.
4. (Sulistianin Perilaku Populasi penelitian Dalam penelitian ini, gsih et al., Agresivitas Pada ini yaitu remaja agresivitas remaja 2023) Remaja: Menguji dengan usia 13 tahun mencakup agresi verbal Peranan Kematangan berdomisili di dan fisik yang Emosi Dan Surabaya. Partisipan berdampak negatif bagi Kohesivitas. penelitian ini diri sendiri dan lingkungan. berjumlah 126 orang.
  5. (Wulantari Gambaran Penelitian dilakukan Remaja perempuan et al., 2024) Perilaku Agresif di SMA Methodist 1 yang tinggal bersama Pada Siswa SMA Medan jumlah orang tua, anak pertama, Di Medan sampel yang serta memiliki orang tua Sumatera Utara. digunakan sebanyak berpendidikan menengah dan bekerja sebagai tenaga terlatih cenderung menunjukkan tingkat agresivitas yang tinggi.
  6. (Muhazir et Kecanduan Game Penelitian di SMP Dapat disimpulkan al., 2023) Online Dan Kota Lhokseumawe bahwa Remaja yang Identitas Diri, ada 373 sampel dari kecanduan game online Interaksi Sosial 12.799 remaja usia cenderung mudah Serta Perilaku 13–15 tahun. Sampel marah, emosinya tidak Agresif Remaja. dipilih untuk stabil, dan meniru populasi remaja perilaku kekerasan dari tengah dalam tokoh dalam game. mengkaji perilaku tertentu.
  7. (Muadi et Faktor Risiko Populasi 115 santri Berdasarkan hasil al., 2023) Perilaku Perundun putri dan sampel Penelitian di Pondok gan Psikologis dan sampel Pesantren Ar-Ridwan

- Pada Remaja Putri sebanyak 73 menunjukkan bahwa Di Pondok responden. risiko perundungan Pesantren Ar- psikologis pada remaja Ridwan putri dipengaruhi oleh Kabupaten faktor internal (usia, Cirebon. emosional) dan eksternal (pendidikan, suku bangsa, lingkungan, pola asuh).
8. (Theodore & Sudarji, 2020) Faktor-Faktor Perilaku Perundungan Pada Pelajar Usia Remaja Di Jakarta. Dalam penelitian ini melibatkan 5 orang sampel yang bersekolah di wilayah Jakarta Utara, Jakarta Timur, Jakarta Barat, dan Jakarta Pusat, sesuai dengan karakteristik yang telah ditentukan. Perilaku perundungan verbal dan fisik pada remaja dipengaruhi oleh pola asuh, lingkungan sekolah, harga diri, dan norma kelompok. Analisis menunjukkan keempat faktor ini berkaitan dengan perilaku tersebut.
9. (Nurjanah & Suharso, 2023) Faktor Penyebab Perilaku Agresi Verbal Siswa SMK Swasta Di Kota Semarang. Populasi penelitian meliputi 7.746 siswa dari 21 sekolah teknik swasta di Semarang. Sampel diambil dengan cluster dan simple random sampling, terdiri dari 334 siswa di 3 sekolah. Penelitian menunjukkan bahwa agresi verbal siswa SMK teknik di Semarang tergolong sedang, dengan faktor pribadi dan sosial sebagai penyebab utama. Faktor media dan penyesuaian diri paling dominan memengaruhi perilaku agresi.
10. (Fitri Malau et al., 2023) Studi Kasus Peserta Didik Yang Bertingkah Laku Agresif Di Salah Satu Sekolah SMA. Penelitian dilakukan di SMA dan warung makan untuk menganalisis perilaku kekerasan atau perilaku agresif. Penelitian menunjukkan dua bentuk agresi: verbal dengan kata-kata kasar, dan fisik berupa gangguan saat belajar. Kedua bentuk ini berdampak negatif pada

- siswa secara kenyamanan dan mendalam. konsentrasi siswa lain.
11. (Lutfianti & Sundari, 2023) Keterkaitan Konsep Diri Dan Konformitas Dengan Perilaku Agresi Verbal Siswa Kelas XII SMAN 4 Bekasi Populasi penelitian ini berjumlah 356 siswa lalu diambil sampel secara acak sebanyak 194 pada siswa XII SMAN 4 Bekasi. Hasil penelitian ini menyatakan semakin tinggi konsep diri negatif seseorang maka semakin tinggi pula perilaku agresi verbal. tolong di ringkas
  12. Nisrina et al., 2023) Hubungan Kecanduan Game Online Dengan Perilaku Agresif Remaja Di SMP Negeri "X" Banjarbaru Penelitian kuantitatif non-eksperimen melibatkan 72 siswa aktif kelas IX SMP Negeri "X" Banjarbaru yang menyukai game online. Hasil penelitian bahwa dari 72 responden, sebagian besar (66,7%) memiliki tingkat perilaku agresif sedang, sementara 27,8% tergolong rendah, dan hanya 5,6% yang memiliki tingkat agresivitas tinggi.
  13. (Salsabila, 2023) Analisis Faktor Penyebab Perilaku Agresif Siswa Man 1 Aceh Tenggara Penelitian ini di laksanakan di MAN 1 Aceh Tenggara. Jenis penelitian ini menggunakan penelitian deskriptif kualitatif. Berdasarkan penelitian di MAN 1 Aceh Tenggara, perilaku agresif yang sering muncul pada siswa meliputi tindakan fisik dan verbal, seperti membully, mengejek, berkata kasar, dan berkelahi.
  14. (Nike Putri Rahayu & Afrizal Sano, 2024) Perbedaan Perilaku Agresif Siswa Ditinjau Dari Keluarga Utuh Dan Keluarga Bercerai Penelitian ini membandingkan perilaku agresif 355 siswa SMK Negeri 9 Padang, terdiri dari 258 siswa dari Penelitian menunjukkan perilaku agresif siswa dari keluarga bercerai lebih tinggi (79,38%) dibanding keluarga utuh (53,49%), meski

- keluarga utuh dan 97 keduanya tergolong dari keluarga rendah. bercerai.
15. Sri Hardinin, Yossy Dwi Erliana, (2023). Pengaruh Pola Komunikasi Orang Tua Terhadap Perilaku Agresif Remaja. Penelitian ini memilih metode kuantitatif deskriptif. dengan sampel sebanyak 84 subjek berdasarkan hasil skrining. Agresi remaja langsung sebesar 21,7%, sisanya 78,3% dipicu faktor lain seperti frustrasi, lingkungan, dan situasi yang memancing agresi.
16. (Aridhona & Setia, 2022) Perilaku agresi verbal remaja pada Subjek digunakan 268 siswa kelas VIII SMP Negeri 2 Palembang, dengan sampel 160 siswa yang dipilih melalui Stratified Random Sampling dan rumus Slovin. Penelitian, menunjukkan terdapat ada pengaruh lingkungan sekolah terhadap perilaku agresif verbal siswa dalam berkomunikasi di SMP Negeri2 Palembang.

---

## Discussion

A systematic review of 16 national journals revealed that aggressive behavior in adolescents is a consistent issue within the context of education and psychological development. Its prevalence varies, but is generally in the moderate to high range. This aggressive behavior occurs not only physically, but also verbally, emotionally, relationally, and even digitally. This phenomenon has a significant impact, not only on victims but also on perpetrators. Aggressive behavior is often associated with decreased academic achievement, social conflict, and an increased risk of future psychological disorders. One key consistent finding across various journals is the predominance of verbal aggression among adolescents. This form often manifests in behaviors such as teasing, cursing, making fun of, or teasing peers. Although often considered "normal" in adolescent social interactions, verbal aggression has the potential to cause psychological wounds, lower self-confidence, and even lead to long-term trauma.

Meanwhile, physical aggression such as pushing, pinching, kicking, or hitting has also been found, although the intensity tends to be lower and is generally spontaneous and driven by emotional impulses. Relational or social forms of aggression, such as ostracism, spreading rumors, or forming exclusive cliques, are also a concern due to their impact on

social cohesion and adolescent psychosocial development. These forms are hidden and difficult to detect, yet they have profound psychological effects on victims. In the digital age, aggression has developed into cyberbullying, where social media is used as a means to publicly insult, intimidate, or humiliate someone. This phenomenon raises new concerns due to the ease of access and anonymity offered by the digital world. In terms of causes, most journals agree that aggression in adolescents is not a behavior that emerges suddenly. It results from an interaction between internal and external factors. The most dominant internal factors include low self-control, an inability to manage emotions, and a negative self-concept. Adolescents who lack good emotional regulation skills tend to be easily provoked and express frustration through aggressive behavior. Furthermore, poor self-perception or feelings of inferiority often lead adolescents to vent their inner discomfort through violence, both verbal and physical.

Aggression can also be interpreted as an attempt to gain social presence and recognition. Several findings indicate that aggressive behavior is used as a defense mechanism or a means to maintain dominance within social groups. In general, adolescent boys are more likely to exhibit physical aggression, while adolescent girls are more likely to exhibit verbal and social aggression. This difference indicates a gender-specific difference in the expression of aggression, which is important to consider when developing intervention strategies. Externally, the family environment has a significant influence. Authoritarian, permissive, or inconsistent parenting styles are often associated with increased aggressive behavior in children. Adolescents who grow up in a family environment lacking affection, poor communication, or frequent conflict between parents are more susceptible to emotional disturbances, which are then expressed through aggression. Conversely, the presence of responsive and attentive parents can significantly reduce the risk of aggression.

The school environment also plays a crucial role. Schools that fail to create a safe, supportive, and fair atmosphere have the potential to trigger increased aggressive behavior. The absence of teachers in building positive relationships, a weak reward and punishment system, and the absence of character-building programs or counseling leave adolescents without healthy outlets for their emotions. Several journals indicate that school-based interventions such as peer counseling, group guidance, and social skills training are effective in reducing levels of aggression. Another frequently cited external factor is the influence of digital media, particularly online games containing violent elements. Several studies indicate that high frequency of violent game play correlates with an increased tendency for aggressive behavior in adolescents. However, other studies have found no direct link between game addiction and aggression, but instead emphasize the importance of playing duration, game type, and parental supervision as more relevant mediating factors. Therefore, the influence of digital media on adolescent aggression cannot be viewed in a holistic manner but must be understood within the psychosocial context of each individual.

Finally, several journals highlight the link between traumatic experiences or exposure to violence in childhood and aggressive behavior in adolescents. Those who have

been victims of physical or verbal violence at home, school, or in their neighborhoods tend to internalize these patterns and imitate them. These findings underscore the importance of a trauma-informed care approach in psychological services, particularly for adolescents who exhibit recurrent aggressive behavior. Teenagers display behavioral characteristics, usually teenagers carry out aggressive actions that can hurt others, because they always feel cool, braver than other individuals. Entering adolescence shows quite high aggressive behavior and tends to persist which can no longer be considered age-normative. In fact, aggressive behavior should continue to decline along with age-normative development patterns and increased self-control and social skills of children (Nitakusminar et al., 2020).

## Conclusion

Aggressive behavior in adolescents is a complex phenomenon involving various forms of expression, ranging from physical, verbal, relational, and digital. A review of 16 national journals shows that verbal aggression dominates, although other forms also have a significant impact on adolescents' psychological well-being. This aggression not only affects the victims but also has long-term consequences for the perpetrators, including decreased academic achievement, increased social conflict, and the risk of future psychological disorders.

Factors causing adolescent aggression stem from the interaction between internal factors (such as low self-control, negative self-concept, and inability to manage emotions) and external factors (such as ineffective family parenting, a less supportive school environment, the influence of digital media, and past traumatic experiences). Differences in the expression of aggression are also seen based on gender, indicating the need for intervention approaches that are more sensitive to each individual's social and psychological context.

Based on these findings, practical recommendations that can be implemented include:

1. School-Based Interventions
  - a. Systematically implementing peer counseling programs, social skills training, and character education.
  - b. Enhancing teacher capacity in building a safe, equitable, and supportive learning environment.
  - c. Enforcing a consistent system of rewards and sanctions to constructively manage aggressive behavior.
2. Family and Parenting Approach
  - a. Educating parents about the importance of responsive and consistent parenting.
  - b. Facilitating family counseling services to help parents manage household dynamics that impact children.
  - c. Improving communication between family members to build healthy emotional bonds.
3. Psychological Support and Trauma-Informed Care

- a. Providing psychological services oriented toward trauma recovery, especially for adolescents with a history of violence or traumatic experiences.
  - b. Developing programs for emotional regulation and self-concept enhancement as part of individual counseling.
4. Digital Media Monitoring
    - a. Digital literacy for adolescents and parents to understand the risks of digital aggression and cyberbullying.
    - b. Restricting the duration and actively monitoring the types of games and content consumed by adolescents by parents or caregivers.

With a comprehensive and collaborative approach between schools, families, and psychological services, efforts to prevent and address aggressive behavior in adolescents can be more effective and sustainable.

## References

- Anggraini, W., Rifani, E., & Prasetyo, A. (2023). Faktor-Faktor Penyebab Perilaku Agresif Pada Remaja : Studi Literatur. *Jambura Guidance and Counseling Journal*, 4(1), 39–44.
- Aridhona, J., & Setia, R. D. (2022). Perilaku Agresi Verbal Pada Remaja. *Psikovidya*, 26(1), 11–15. <https://doi.org/10.37303/psikovidya.v26i1.196>
- Citra Dewi, Wina Lova Riza, & Citra Hati Leometa. (2024). Pengaruh Kecanduan Game Online Terhadap Perilaku Agresif Pada Remaja Di Kabupaten Karawang. *Empowerment Jurnal Mahasiswa Psikologi Universitas Buana Perjuangan Karawang*, 4(1), 18–26. <https://doi.org/10.36805/empowerment.v4i1.1062>
- Fauzi, F. A., Zulkefli, N. A. M., & Baharom, A. (2023). Aggressive behavior in adolescent: The importance of biopsychosocial predictors among secondary school students. *Frontiers in Public Health*, 11(April). <https://doi.org/10.3389/fpubh.2023.992159>
- Fitri Malau, T., Lumiam Sinaga, Y., Silitonga, R. L., Padang, S. A., Gultom, H. S., Widiastuti, M., & Tarutung, I. (2023). Studi Kasus Peserta Didik Yang Bertingkah Laku Agresif Di Salah Satu Sekolah Sma. *Jurnal Inovasi Ilmu Pendidikan*, 1(1). <https://akper-sandikarsa.e-journal.id/JIKSH>.
- Lutfianti, M., & Sundari, A. R. (2023). Keterkaitan Konsep Diri dan Konformitas dengan Perilaku Agresi Verbal Siswa Kelas XII SMAN 4 Bekasi. *Jurnal Edukasi Dan Multimedia*, 1(2), 18–27. <https://doi.org/10.37817/jurnaledukasidanmultimedia.v1i2.2892>
- Muadi, Tinggi, S., Kesehatan, I., & Cirebon, M. (2023). Pada Remaja Putri Di Pondok Pesantren Ar-Ridwan Kabupaten Cirebon. *Blantika Multidicplinary*, 1(3), 274–281.
- Muhazir, R., Tahlil, T., & Syarif, H. (2023). Kecanduan Game Online dan Identitas Diri, Interaksi Sosial serta Perilaku Agresif Remaja. *Jurnal Keperawatan Silampari*, 6(2),

- 1621–1629. <https://doi.org/10.31539/jks.v6i2.4982>
- Nike Putri Rahayu, & Afrizal Sano. (2024). Perbedaan Perilaku Agresif Siswa ditinjau dari Keluarga Utuh dan Keluarga Bercerai. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 4(2), 161–169. <https://doi.org/10.55606/cendikia.v4i2.2896>
- Nitakusminar, M., Kesejahteraan, P., Bandung, S., Susilowati, E., & Koswara, H. (2020). Intervensi Kontrol-Diri Terhadap Perilaku Agresif Anak Jalanan Di Kota Cimahi. *PEKSOS: Jurnal Ilmiah Pekerjaan Sosial*, 19(2).
- Noya, A., Taihuttu, J., Kiriweno, E., & Kiriweno Analisis Faktor-Faktor Penyebab Perilaku Bullying Pada Remaja, E. (2024). Analisis Faktor-Faktor Penyebab Perilaku Bullying Pada Remaja Sitasi. *Humanlight Journal of Psychology*. Juni, 5(1), 1–16. <http://ejournal-iakn-manado.ac.id/index.php/humanlight>
- Nugroho, R. A., & Afriyenti, L. U. (2018). Hubungan Antara Kontrol Diri Dengan Agresi Verbal Pada Remaja di Kota Bekasi. *Jurnal Ilmu Psikologi Dan Kesehatan*, 1(1), 39–48. <https://doi.org/10.54443/sikontan.v1i1.356>
- Nurjanah, A., & Suharso, S. (2023). Faktor Penyebab Perilaku Agresi Verbal Siswa SMK Swasta di Kota Semarang. *KONSELING EDUKASI “Journal of Guidance and Counseling,”* 7(1), 108. <https://doi.org/10.21043/konseling.v7i1.22461>
- Rachmayanti, J. D., Nuryanti, L., & Surakarta, U. M. (2024). *Upaya penanganan perilaku agresif pada remaja pelaku klitih 1,2*. 57–71.
- Rahmat, C. P., Ilahi, F. N., Cahyo, G. N., & Sugara, H. (2024). Perilaku Agresif Pada Remaja: Dampak dan Pencegahannya. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 7(3), 20–26. <https://doi.org/10.26539/teraputik.732700>
- Robinson, R., Diana, L., Zebua, K., Damanik, M. B., Hasibuan, H. G. S., & Hartini, S. (2020). Kesepian ditinjau dari Perilaku Agresi Pada Lingkungan Pembina Khusus Anak Kota Medan. *Psikostudia: Jurnal Psikologi*, 9(3), 205. <https://doi.org/10.30872/psikostudia.v9i3.4619>
- Salsabila, A. (2023). Analisis Faktor Penyebab Perilaku Agresif Siswa Man 1 Aceh Tenggara. *Lokakarya*, 2(1), 1. <https://doi.org/10.30821/lokakarya.v2i1.2750>
- Saputro, A. Y. (2022). Tingkat Kecerdasan Emosional Dan Kontrol Diri Remaja Sekolah Teknik Di Jakarta Terhadap Tingkat Agresivitas. *Psimphoni*, 3(1), 53. <https://doi.org/10.30595/psimphoni.v1i2.13504>
- Sulistianingsih, T. A., Amanda, R., Rini, P., Saragih, S., & Psikologi, F. (2023). Perilaku agresivitas pada remaja: Menguji peranan kematangan emosi dan kohesivitas. *INNER: Journal of Psychological Research*, 2(4), 782–794.
- Theodore, W., & Sudarji, S. (2020). Faktor-Faktor Perilaku Perundungan Pada Pelajar Usia Remaja Di Jakarta. *Psibernetika*, 12(2), 67–79. <https://doi.org/10.30813/psibernetika.v12i2.1745>
- Wangsa, P. R. P., & Tobing, D. H. (2024). Factors Influencing Aggression Among Adolescents in Indonesia: A Literature Review. *Nusantara Journal of Behavioral and Social Sciences*, 3(2), 53–62. <https://doi.org/10.47679/202448>

Wulantari, M. N., Nasution, S. S., & Daulay, W. (2024). Gambaran perilaku agresif pada siswa SMA di Medan Sumatera Utara. *Holistik Jurnal Kesehatan*, 18(7), 881–886. <https://doi.org/10.33024/hjk.v18i7.498>