

The Relationship between Emotion Regulation and Peer Conformity with Aggressive Behavior in Senior High School Students

Dian Indriani¹, Ghozali Rusyid Affandi²
^{1,2}Muhammadiyah University of Sidoarjo, Indonesia



DOI : <https://doi.org/10.61796/icossh.v2i3.91>

Sections Info

Article history:

Submitted: April 10, 2025
Final Revised: May 15, 2025
Accepted: May 30, 2025
Published: June 7, 2025

Keywords:

Aggressive behavior
Emotion regulation
Peer conformity
Students
Adolescents

ABSTRACT

Objective: Aggressive behavior is an ambition to hurt others by expressing negative feelings. This study aims to determine whether there is a relationship between emotion regulation and peer conformity with aggressive behavior among students at SMK Krian 2 Sidoarjo. **Method:** This research uses a correlational quantitative approach, involving 233 eleventh-grade students as the sample. Then the data analysis was conducted using the JASP version 19.3 for Windows application. **Results:** Based on the research findings, emotion regulation has been proven to have a quite strong relationship with students' aggressive behavior. Moreover, peer conformity in this study also proved to have a fairly strong relationship with aggressive behavior in students. **Novelty:** This research applies a phased approach by interviewing guidance counselors. In addition, the initial distribution of the questionnaire was conducted to determine the classes with a high level of aggressive behavior. Unlike previous studies that used random sampling techniques, this research specifically selected classes based on the initial survey results and distributed the main questionnaire using incidental sampling techniques.

INTRODUCTION

Adolescence is defined as the transition from childhood to adulthood. During this period, adolescents tend to choose to spend time with their peers and interact less with their parents [1]. This period is considered a crucial time for adolescents entering high school or vocational school, where they will be faced with various situations, and will most likely have an impact on aspects of their lives. These aspects are not always positive, especially in behavioral changes that are now more likely to be negative. This happens because of the interaction and the surrounding environment that influences it. One common form of negative behavioral change is aggressive behavior. Behavior in which a person intentionally acts on another person, causing physical and psychological pain [2].

Based on the news reported by liputan6.com (28/07/2023), namely "Kendari STM and SMK Students Brawl, Starting from Tiktok to Take to the Street", revealed that a number of SMKN 1 and STM students in Kendari City were involved in a brawl in Kendari City. Starting from an upload on Tiktok which triggered the anger of STM Kendari students to brawl and was considered challenging, until this conflict continued the next day (27/07/2023), when a number of STM Kendari students crossed the SMKN 1 Kendari schoolyard area using motorbikes. SMKN 1 Kendari students who heard the commotion from inside the school felt disturbed, triggering the action of throwing stones and wood at STM students [3]. The phenomenon that has been reported has reflected aggressive behavior, as defined in Buss and Perry's theory, that aggressive behavior is an ambition to hurt others by showing negative feelings, such as hostility in achieving their desired goals [4]. Aggressive behavior is a form of violence that can harm others and

oneself [5]. In general, aggressive behavior arises as a result of a person's failure to achieve his or her goals, resulting in an outburst of emotions that are expressed negatively [6].

This behavior is often in the public spotlight both in society and education. In general, these behaviors can include violent actions, such as hurting others, making noise, insulting, opposing, lying, bossing others, being selfish, vindictive, and harassment [4]. Buss and Perry have explained in several main aspects, namely a. Physical Aggression, which is physically attacking as an expression of anger; b. Verbal Aggression, which tends to attack others verbally, such as through words; c. Anger, which is an emotional expression that encourages aggressive behavior; d. Hostility, which is a feeling of hurt and injustice as a description of the thinking or cognitive process. Hostility, which is a feeling of hurt and injustice as a description of the thinking process or cognitive [7]. Previous research also found that in 250 high school students in Jember Regency 46,4% of students behaved verbally aggressive, 29,6 % physically, 12,8% based on anger and 11,2% based on hostility [8].

In addition to previous research data as the beginning of this study, researchers also conducted an initial survey at one of the private vocational schools in Sidoarjo, namely SMK Krian 2. Researchers interviewed the counseling teacher to see the initial picture of aggressive behavior in the school. The results of the interview showed that the level of aggressiveness at SMK Krian 2 Sidoarjo was more likely to be verbal aggressiveness, especially among female students. The counseling teacher also explained that approximately several students from two classes had committed cases of bullying, namely verbally insulting physical appearance. Then to support this initial survey, researchers also distributed initial questionnaires to 30 respondents from classes X and XI, each consisting of 15 students. Researchers did not take class XII because they were conducting final exams. From the results of the initial questionnaire, it shows that aggressive behavior in class X is 7% in the low category, 87% in the medium category and 7% in the high category. Whereas in class XI the aggressive behavior shown was 14% in the low category, 73% in the medium category and 14% in the high category. So from these results, the researcher determined class XI as the main population, because the class showed dominance in aggressive behavior.

The different categories in the above findings can be influenced by several factors. According to Linda L. Davidoff, biological factors such as genes, brain systems, and blood chemistry. Then environmental factors, such as poverty, anonymity, anger, wrong forms of discipline, and peer conformity [2]. Meanwhile, according to Imran and Kur'ani, aggressive behavior is divided into two factors. The first factor is internal, namely frustration, thinking disorders and adolescent intelligence, emotional disorders, low self-control, impulsive ways of thinking, anxiety and low emotional intelligence. Second, external factors, namely family, school factors and environmental factors, authoritarian parenting, lack of parental supervision, family violence, the influence of peer group functions, media that display violent events, provocation and anger [9]. These factors can potentially occur as a result of excessive emotional reactions, so that they can influence

individual perceptions to carry out aggressive behavior. Therefore, what needs to be done in minimizing this behavior is to control emotional regulation [10].

According to Gross and John, emotion regulation is a person's ability to be aware or unaware of changes that occur when they control their behavior and thoughts in different emotions [11]. These changes occur after or before emotional reactions occur, and are able to involve approaches related to changes in behavior, cognition and physiological arousal [12]. Gross and John also mentioned that emotion regulation is divided into two aspects. First, the Cognitive reappraisal aspect is a modification of the individual's perspective that can change the emotional impact of the situation. Second, the expressive suppression aspect is a response modulation that causes inhibition or changes in response to the control of expressive emotions [13]. From these two aspects, if individuals have good emotion regulation skills, they will have the opportunity to achieve more stable emotions, so they can behave positively. This is in line with previous findings conducted by Kahar, et al in Yogyakarta High School showing a significant negative relationship between emotion regulation and aggressive behavior, in other words that the higher the regulation, the lower the aggressive behavior in students, and vice versa [12].

In this case, individuals who can control their emotional regulation will be able to be calmer when facing situations and problems that exist in their environment. In addition, aggressive behavior can be caused by peer factors. This factor can influence adolescent behavior and decisions, especially in an effort to conform to group norms or pressures. This can lead to peer conformity, which is a social influence where individuals will adjust their attitudes and behavior to be in line with the norms in their environment [14]. Individuals are likely to be influenced by peers, social media or the content they watch. In the worst case scenario, an individual may mimic, act out the behavior or speech of others and behave aggressively [10]. However, peer conformity does not necessarily result in negative behavior and depends on the attitudes and perceptions that the individual receives.

In Myers' view, peer conformity is a change in the behavior and beliefs of individuals as a result of the influence of their group [15]. From these studies, it has been shown that conformity can play a role as a factor in carrying out aggressive behavior. However, it is different from the research produced by Permatasi, et al that there is a positive relationship between peer conformity and aggressive behavior in SMK X students in Pontianak, where the lower the peer conformity, the lower the aggressive behavior [16].

Peer conformity can influence aggressive behavior, because the individual is afraid to be rejected by the group [1]. In this case, conformity will be more dominant if the individual decides to act in the same way as the group. In line with research conducted by Priwidianti & Arjanggi, it shows that in this study a negative relationship was found between peer conformity and aggressive behavior in students of SMK Negeri 10 Semarang, which shows that if conformity is high, then aggressive behavior will be low, and vice versa [17]. From these studies, it has been shown that conformity can play a role as a factor in carrying out aggressive behavior. However, it is different from the research

produced by Permatasi, et al that there is a positive relationship between peer conformity and aggressive behavior in SMK X students in Pontianak, where the lower the peer conformity, the lower the aggressive behavior [10]. So that the conclusion from the previous research has shown that there are differences in results or research gaps which the researcher will then use as a basis for developing this research, both in terms of methodology, variables studied, and contexts that can produce new things.

Furthermore, in this research framework, researchers use Aggressive Behavior (Y) as the dependent variable with Emotion Regulation (X1) and Peer Conformity (X2) as independent variables. Then this study aims to determine the relationship between emotional regulation and peer conformity with aggressive behavior in students of SMK Krian 2 Sidoarjo.

RESEARCH METHOD

This research was conducted with a correlational quantitative method, which is research to examine the relationship between two or more variables without any changes or additions to existing data [18]. The results of the initial survey that has been conducted by researchers show the results that aggressive behavior is more dominant in class XI. Therefore, the population in this study is class XI students of SMK Krian 2 Sidoarjo, totaling 700 students with a sample size of 233 students with an error rate of 5% using the table from Issac and Michael. The sampling technique used is incidental sampling, which is sampling by chance and is deemed suitable as a data source. The data collection method or measuring instrument used to see the relationship between emotion regulation and peer conformity to aggressive behavior is by interviewing and distributing questionnaires [19].

Measuring instrument or scale used on aggressive behavior using the Buss and Perry scale developed by Manalu consists of 17 items related to 4 aspects of aggressive behavior, Physical Aggression, Verbal Aggression, Anger and Hostility. Then the validity value ranges from 0,358-0,596 and reliability of Cronbach's Alpha 0,836 [20]. The emotion regulation scale uses a scale from Gross and John developed by Mariyanti with 15 items consisting of 2 aspects, namely cognitive reappraisal and expressive suppression. Then the validity value ranges from 0,341-0,594 and reliability of Cronbach's Alpha 0,859 [21]. The peer conformity scale uses Myers' theory with 13 items developed by Dwiputra with aspects of Compliance and Acceptance with validity values ranging from 0,306-0,550 and reliability of Cronbach's Alpha 0,780 [22].

All instruments have a variety of answers, consisting of SS (Very Suitable), S (Suitable), TS (Not Suitable), and STS (Very Inappropriate). The research instruments used in this study can be accessed and downloaded via the following link : https://drive.google.com/file/d/17YKrf9W7f_QNV8Xi5fNzjliJPzlfaxhR/view?usp=sharing. Then analyze the data using normality test, descriptive test and non-parametric test, namely Spearmans' rho correlation test with the help of JASP version 19.3 for Windows application

RESULTS AND DISCUSSION

Results

Table 1. Descriptive test analysis of emotion regulation.

No	Level of Emotion Regulation	Frequency (peoples)	Percentage (%)
1.	Low	9	3,9
2.	Medium	97	41,6
3.	High	127	54,5
	Total	233	100,0

Based on the descriptive test results in the table above, a description of the level of emotional regulation in students of SMK Krian 2 Sidoarjo is obtained, namely low as many as 9 people (3,9%), moderate as many as 97 people (41,6%), and high as many as 127 people (54,5%). Referring to this picture, it can be stated that most of the students of SMK Krian Sidoarjo 2 have a high level of emotional regulation as many as 127 people (54,5%).

Table 2. Descriptive test analysis of peer conformity.

No	Level of Peer Conformity	Frequency (peoples)	Percentage (%)
1.	Low	12	5,2
2.	Medium	200	85,8
3.	High	21	9
	Total	233	100,0

Based on the descriptive test results in the table above, a description of the level of peer conformity in students of SMK Krian 2 Sidoarjo is obtained, namely low as many as 12 people (5,2%), moderate as many as 200 people (85,8%), and high as many as 21 people (9%). Referring to this picture, it can be stated that most of the students of SMK Krian 2 Sidoarjo have a moderate level of peer conformity as many as 200 people (85,8%).

Table 3. Descriptive test analysis of aggressive behavior.

No	Level of Aggression Behavior	Frequency (peoples)	Percentage (%)
1.	Low	73	31,3
2.	Medium	147	63,1
3.	High	13	5,6
	Total	233	100,0

Based on the descriptive test results in the table above, a description of the level of aggressive behavior in students of SMK Krian 2 Sidoarjo is obtained, namely low as many as 73 people (31,3%), moderate as many as 147 people (63,1%), and high as many as 13 people (5,6%). Referring to this description, it can be stated that most of the students of SMK Krian 2 Sidoarjo have a moderate level of aggressive behavior as many as 147 people (63,1%).

Table 4. Normality test analysis.**Descriptive Statistics**

	Emotion Regulation (X1)	Peer Conformity (X2)	Aggressive Behavior (Y)
Valid	233	233	233
Missing	0	0	0
Mean	45,901	32,867	37,459
Std. Deviation	7,152	4,353	7,884
Shapiro-Wilk	0,948	0,947	0,994
P-value of Shapiro-Wilk	< ,001	< ,001	0,478
Minimum	15,000	20,000	17,000
Maximum	60,000	46,000	59,000

The normality test analysis table above shows that in Emotional Regulation the W value obtained is 0,948 with $p < ,001$. Because the p value is less than 0,05 it can be concluded that the data is not normally distributed. In addition, Peer Conformity also obtained a W value of 0,947 with $p < ,001$ which can be concluded that the p value is both less than 0,05 and it is stated that the data is not normally distributed. However, on the contrary, the Aggressive Behavior obtained a W value of 0,994 with $p = 0,478$ which indicates that the p value is greater than 0,05 it is concluded that the data is normally distributed. Based on the results of the normality test, because parametric analysis only requires that the data must be normally distributed, in this study the next analysis used to test the correlation is to use non-parametric analysis [23]. This non-parametric analysis does not require data to be normally distributed, so if the data is not normally distributed or not fulfilled, the correlation test that can be used is the Spearmans' rho correlation test with a significance level of $\alpha = 0,05$ [24].

Table 5. Spearmans' rho correlation test analysis.**Spearman's Correlations**

Variable		Emotion Regulation (X1)	Peer Conformity (X2)	Aggressive Behavior (Y)
1. Emotion Regulation (X1)	Spearman's rho	—		
	p-value	—		
2. Peer Conformity (X2)	Spearman's rho	-0,214	—	
	p-value	< ,001	—	

3. Aggressive Behavior (Y)	Spearman's rho	-0,479	0,344	—
	p-value	< ,001	< ,001	—

The results of the analysis in the Spearmans' rho correlation table above, obtained a correlation coefficient value of $\rho = -0,479$ with $p < 0,001$. Thus, it can be said that there is a moderate negative relationship between Emotion Regulation and Aggressive Behavior in students of SMK Krian 2 Sidoarjo. Because the Spearmans' rho correlation value is in the range of 0,30-0,49 this relationship is included in the medium effect size category, which indicates that the two variables have a fairly strong relationship [25]. Thus, it can be concluded that the higher the student's emotional regulation, the lower the aggressive behavior, and vice versa. Meanwhile, the correlation between Peer Conformity and Aggressive Behavior obtained a correlation coefficient value of $\rho = 0,344$ with $p < 0,001$ which indicates that there is a moderate positive relationship between Peer Conformity and Aggressive Behavior in class XI students of SMK Krian 2 Sidoarjo. In addition, the Spearmans' rho correlation value shown is in the range of 0,30-0,49 so this relationship can also be said to be included in the medium effect size category, which indicates that the two variables have a fairly strong relationship [25]. So it can be concluded that the higher the student's peer conformity, the higher the aggressive behavior, and vice versa.

Discussion

This study proves the results that emotional regulation has a moderate or strong negative relationship to aggressive behavior in vocational students. This can be seen in the results of the Spearmans' rho correlation analysis above, which obtained a correlation coefficient value of $\rho = -0,479$ with $p < 0,001$, indicating that there is a moderate negative relationship between emotional regulation and aggressive behavior in students of SMK Krian 2 Sidoarjo. So it can be concluded that the higher the emotional regulation of students, the lower the aggressive behavior will be. Conversely, if emotional regulation is low, then aggressive behavior will be high, and it can be stated that there is a relationship between emotional regulation and aggressive behavior.

The results of this study are also supported by previous research conducted by Maysaroh, et al 2023 which states that emotional regulation has a negative relationship with the tendency to behave aggressively in students of SMAN 1 Krian Sidoarjo, which means that if emotional regulation is high, then aggressive behavior by adolescents will be low, and vice versa [26]. The research has shown that individuals with better emotion regulation tend to have low levels of aggressive behavior. However, adolescents with unstable emotions often solve problems by displaying aggressive behavior, and consider it as a natural situation that they often see in their surroundings [27]. In this case, negative emotions are more common in students showing aggressive behavior. In contrast to students who have high emotion regulation, who generally feel more positive emotions [7].

Emotion regulation is considered to play a role in restoring emotional balance, although initially individuals experience difficulties in the emotions they feel. Individuals will only feel it for a moment and can neutralize it again due to excessive emotion [28]. So it can be said that emotional regulation can affect aggressive behavior. This is in line with research conducted by Putryani, 2021, namely emotional regulation has an effective contribution of 55,2% to aggressive behavior, where emotional regulation in students shows the influence of high and low aggressive behavior [7].

Then based on the results of the analysis in the Spearmans' rho Correlation table above, in addition to testing the emotion regulation variable on aggressive behavior, a correlation coefficient value of $\rho = 0,344$ with $p < 0,001$ was obtained on peer conformity on aggressive behavior, so it can be concluded that there is a moderate positive relationship between Peer Conformity on Aggressive Behavior in class XI students of SMK Krian 2 Sidoarjo, and it can be concluded that the higher the student's peer conformity, the higher the aggressive behavior. Conversely, if peer conformity is low then student aggressive behavior will be low. So it can be stated that there is a significant relationship between peer conformity and aggressive behavior.

Supported by previous research conducted by Supratman & Ekawati, 2024 shows the results of their research on class XI students of SMK X that there is a very significant positive relationship between peer conformity and aggressiveness. So it can be concluded that the higher the peer conformity, the higher the aggressiveness, and vice versa [29]. Based on this, it can be concluded that individuals will be easily influenced, if they get direct encouragement from their group. Peer conformity has been explained as a social influence where individuals will adjust their attitudes and behavior to be in line with the norms of their environment [14].

Adolescents with high levels of peer conformity tend to participate in everything their group does, even if it is not in accordance with themselves, such as imitating their friends to behave aggressively [1]. Peers are considered to have a strong influence in exerting pressure, so they must conform and be loyal to the agreements that have been made. The agreement is believed to have a good purpose, so when individuals in the group are seen to violate or something that seems different, there will be a fear of being shunned or ostracized [30]. In this case, individuals can show certain behaviors as a result of conformity, which can be positive or negative. A possible form of negative behavior is aggressive behavior. Conformity is considered to have a strong influence on how individuals can behave [10].

Thus, this research has provided insight that emotion regulation and peer conformity can be factors in determining the level of aggressive behavior in vocational students. However, it needs to be explained that this study has several limitations, especially in the different research methods used in measuring the relationship between these variables. Then the limitation is the limited scope of the initial survey sample, which can allow this study to not fully describe the condition. The initial survey conducted by this study was only in classes X and XI, while class XII was not included because it was undergoing exams. So that this researcher only gets an initial picture of aggressive

behavior in grades X and XI. Then focusing the population of this study on class XI, based on the results of the initial survey distribution.

CONCLUSION

Fundamental Finding : Based on the results of the study, emotion regulation is proven to have a fairly strong relationship with student aggressive behavior. Students who have strong emotion regulation skills will have the opportunity to have more stable emotions, so they can behave positively. Those who are not easily carried away by negative emotions are better able to control themselves and avoid aggressive behavior. In addition, peer conformity in this study was shown to have a fairly strong relationship with aggressive behavior in students, where aggressive behavior may be influenced by peer conformity, because the individual is afraid to be rejected by the group. However, if individuals can have awareness of behavior that is considered bad or not in accordance with their personality, it will be possible to minimize aggressive behavior from occurring.

Implication : This research has provided insight that emotion regulation and peer conformity can be factors in determining the level of aggressive behavior in vocational students. These findings can be the basis for designing efforts to reduce aggressive behavior through educational interventions, emotion management programs and peer influence for vocational students. **Limitation :** However, this study is limited to students in one vocational school, which may restrict the generalizability of the findings to a broader student population. The use of incidental sampling may also introduce selection bias, and the correlational design cannot confirm causality between variables. **Future Research :** With this, it is hoped that further research can explore the relationship between emotion regulation and peer conformity on aggressive behavior among vocational high school students more accurately and precisely, and can be applied in educational interventions for emotion management programs for vocational high school students. Furthermore, aggressive behavior can be used as a variable for further research along with other variables that may contribute to the emergence of such behavior among vocational high school students.

REFERENCES

- [1] T. T. Raviyoga and A. Marheni, "Hubungan kematangan emosi dan konformitas teman sebaya terhadap agresivitas remaja di SMAN 3 Denpasar," 2019. doi: <https://doi.org/10.24843/JPU.2019.v06.i01.p05>.
- [2] A. F. Putri, "Konsep Perilaku Agresif Siswa," *SCHOULID: Indonesian Journal of School Counseling*, vol. 4, no. 1, p. 28, 2019, doi: 10.23916/08416011.
- [3] A. Akbar, "Aksi Tawuran Siswa STM dan SMK Kendari, Berawal dari Tiktok hingga Turun ke Jalan," 2023, [Online]. Available: <https://www.liputan6.com/regional/read/5355167/aksi-tawuran-siswa-stm-dan-smk-kendari-berawal-dari-tiktok-hingga-turun-ke-jalan>
- [4] D. Natalia Sabintoe and C. Hari Soetjningsih, "Hubungan Antara Kematangan Emosi Dengan Perilaku Agresif Pada Siswa Smk," 2020. doi: <https://doi.org/10.24114/konseling.v17i2.22073>.
- [5] T. A. Sulistianingsih, R. Amanda, P. Rini, S. Saragih, and F. Psikologi, "Perilaku agresivitas pada remaja: Menguji peranan kematangan emosi dan kohesivitas," *INNER: Journal of*

- Psychological Research*, vol. 2, no. 4, pp. 782–794, 2023.
- [6] M. Husen, A. Bakar Program Studi Bimbingan Konseling, and F. Keguruan Dan Ilmu Pendidikan, "Analisis Faktor Penyebab Perilaku Agresif Pada Siswa," *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling*, vol. 4, no. 1, pp. 77–82, 2019.
- [7] S. Putryani *et al.*, "Perilaku Agresif Siswa Dilihat dari Regulasi Emosi," vol. 19, no. 2, pp. 28–33, 2019, doi: <https://doi.org/10.47007/jpsi.v19i2.138>.
- [8] Z. N. Yuhbaba, M. Elyas, A. Budiman, W. Sholihah, and E. Suswati, "Perilaku Agresif pada Remaja di Lingkungan Sekolah Menengah Atas Wilayah Urban dan Rural Kabupaten Jember," 2023. doi: [10.54832/phj.v4i2.335](https://doi.org/10.54832/phj.v4i2.335).
- [9] Y. Imran and N. Kur'ani, "Pengaruh konseling kelompok dengan media kartu terhadap pencegahan perilaku agresi di sekolah," *Jurnal Konseling dan Pendidikan*, vol. 10, no. 2, p. 372, 2022, doi: [10.29210/171800](https://doi.org/10.29210/171800).
- [10] S. Permatasari, N. Z. Situmorang, and T. Safaria, "Hubungan Regulasi Emosi dan Konformitas Teman Sebaya dengan Perilaku Agresi di Pontianak," *Edukatif: Jurnal Ilmu Pendidikan*, vol. 3, no. 6, pp. 5150–5160, 2021, doi: [10.31004/edukatif.v3i6.1422](https://doi.org/10.31004/edukatif.v3i6.1422).
- [11] B. N. Baiduri and E. Widyorini, "Regulasi Emosi Sebagai Mediator Antara Insecure Attachment Dan Perilaku Agresif Pada Remaja," *Jurnal Psikologi*, vol. 19, no. 1, p. 57, 2023, doi: [10.24014/jp.v19i1.20065](https://doi.org/10.24014/jp.v19i1.20065).
- [12] M. K. S. J. Kahar, N. Z. Situmorang, and S. Urbayatun, "Hubungan antara Regulasi Emosi dengan Perilaku Agresif pada Siswa SMA di Yogyakarta," *Psyche 165 Journal*, vol. 15, no. 1, pp. 7–12, 2022, doi: [10.35134/jpsy165.v15i1.143](https://doi.org/10.35134/jpsy165.v15i1.143).
- [13] F. S. Amira and E. Mastuti, "Hubungan antara Parent Attachment dengan Regulasi Emosi pada Remaja," *Buletin Penelitian Psikologi dan Kesehatan Mental (BRPKM)*, vol. 1, no. 1, pp. 837–843, 2021, doi: <https://doi.org/10.20473/brpkm.v1i1.27037>.
- [14] P. Isnaeni, "Konformitas Terhadap Perilaku Agresif Pada Remaja," *Jurnal Imiah Psikologi*, vol. 9, no. 1, pp. 121–128, 2021, doi: [10.30872/psikoborneo](https://doi.org/10.30872/psikoborneo).
- [15] S. S. Rodlyani and D. Ardiyanti, "Career Decison Making Self Efficacy (CDMSE) Kepada Siswa Sma Ditinjau dari Harga Diri dan Konformitas Teman Sebaya," *Psycho Idea*, vol. 20, no. 1, p. 50, 2022, doi: [10.30595/psychoidea.v20i1.10328](https://doi.org/10.30595/psychoidea.v20i1.10328).
- [16] R. Amalia, "Hubungan Konformitas dengan Motivasi Belajar (Studianalisis Santri Puteri di Pondok Pesantren Nurul Islam Karang Cempaka Bluto Sumenep)," *Al Iman: Jurnal Keislaman dan Kemasyarakatan*, vol. 4, no. 1, pp. 154–174, 2020.
- [17] A. Saras Priwidianti and R. Arjanggi, "Konformitas Teman Sebaya dengan Perilaku Agresif pada Siswa SMK Negeri 10 Semarang," 2019. doi: <https://doi.org/10.30659/psisula.v1i0.7718>.
- [18] R. Zulfikar *et al.*, *Metode Penelitian Kuantitatif Teori, Metode dan Praktik*. Bandung: Widina Media Utama, 2024.
- [19] I. Machali, *Metode Penelitian Kuantitatif Panduan Praktis Merencanakan, Melakukan dan Analisis dalam Penelitian Kuantitatif*. Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, 2021.
- [20] L. O. Manalu, "Hubungan School Well-Being dan Agresivitas Siswa Smk Negeri 2 Pekanbaru," 2022, [Online]. Available: <https://repository.uin-suska.ac.id/58475/>
- [21] S. Mariyanti, *Hubungan Antara Regulasi Emosi Dengan Reliensi Akademik Pada Siswa SMK Abdurrah Pekanbaru*. 2024. [Online]. Available: <https://repository.uin-suska.ac.id/83318/>
- [22] A. F. Dwiputra, "Hubungan Antara Konformitas Teman Sebaya Dengan Perilaku Bullying Pada Siswa Kelas XI Sma Negeri 14 Kota Pekanbaru," 2022, [Online]. Available: <https://repository.uin-suska.ac.id/58475/>
- [23] A. Suciani, D. Ruhiat, and S. D. Rahayu Septiani, "Komparasi hasil analisis beda rata-rata menggunakan metode statistik parametrik dan nonparametrik," *Jurnal Riset Matematika dan Sains Terapan*, vol. 2, no. 2, pp. 76–91, 2022.
- [24] R. Akbar, U. S. Sukmawati, and K. Katsirin, "Analisis Data Penelitian Kuantitatif," *Jurnal Pelita Nusantara*, vol. 1, no. 3, pp. 430–448, 2024, doi: [10.59996/jurnalpelitanusantara.v1i3.350](https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350).

- [25] M. A. Goss-Sampson, *Statistical Analysis In JASP: A Guide For Students*, 6th ed. University of Greenwich, 2024.
- [26] L. Maysaroh, D. S. Sukiatni, and R. Kusumandari, "Kecenderungan Berperilaku Agresi dilihat dari Kepercayaan Diri dan Regulasi Emosi," *INNER: Journal of Psychological Research*, vol. 2, no. 4, pp. 633–645, 2023.
- [27] Yoven, R. A. Mayalianti, A. Chairunnisa, and I. Rochma, "Literature Review: Efektivitas Anger Management Dalam Mengontrol Perilaku," *Jurnal Ilmiah Zona Psikologi*, vol. 6, no. 3, pp. 22–33, 2024, doi: <https://doi.org/10.37776/jizp.v6i3.1449>.
- [28] W. S. Samudra, P. Emiliana, I. Anugraheni, and S. Rahardjo, "Pengaruh Terapi Regulasi Emosi Terhadap Perilaku Agresif Pada Remaja Putra," *Java Health Journal*, vol. 9, no. 1, pp. 1–17, 2022, doi: <https://doi.org/10.1210/jhj.v9i1.451>.
- [29] S. T. A. Supratman and D. Ekawati, "Hubungan Antara Regulasi Emosi Dan Konformitas Teman Sebaya Dengan Agresivitas Pada Siswa Kelas XI Di SMK X," *PSISULA : Prosiding Berkala Psikologi*, vol. 6, pp. 380–389, 2024.
- [30] S. Pratiwi, Nur Eka & Murdiana, "Hubungan Konformitas Teman Sebaya Dengan Perilaku Agresif Pada Siswa SMS X Sungguminasa," vol. 3, no. 2, pp. 396–403, 2024, doi: <https://doi.org/10.56799/peshum.v3i2.3092>.

Dian Indriani

Muhammadiyah University of Sidoarjo, Indonesia

Email: dindriani969@gmail.com

***Ghozali Rusyid Affandi (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: ghozali@umsida.ac.id
