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Understanding of Self-Control in Aggressive Behavior: A Cross-Paradigm Study in Elementary School Students

Miranti Widi Andriani¹, M. Ramli², Sa'dun Akbar³, Yuliati Hotifah⁴

Abstract

This study aims to explore students' understanding of self-control in the context of aggressive behavior. Using a qualitative approach with a phenomenological design, this study involves direct experiences from the subjects. The findings of the study indicate that students' self-control, especially in dealing with aggressive behavior, is understood as the inability to manage three main aspects: behavioral control, cognitive control, and decision-making. This lack of self-control is caused by an inappropriate perspective, which makes it difficult for students to avoid aggressive behavior, as well as a lack of empathy for victims of bullying. Another influencing factor is the ecological environment, which plays a role in students' personal and social development. Overall, these two factors reflect a shift from a psychological paradigm to a systemic relational paradigm, which leads to a cross-paradigm approach. Bandura explains that behavioral approaches in therapy now increasingly pay attention to the social aspects of thoughts and actions. Lack of self-control in students is seen in the pattern of reciprocal interactions between behavior, cognition, and environmental factors that influence each other. Based on these findings, it is recommended to conduct further research entitled Exploring the Role of Self-Control in Managing Aggressive Behavior: A Longitudinal Study in Elementary School Students. The study aimed to explore factors that influence the development of self-control in aggressive behavior in elementary school students over a longer period of time, as well as to observe how self-control interventions can influence changes in aggressive behavior over time.

Keywords: Self-Control, Aggressive Behavior, Elementary School Students, Cross-Paradigm Study.

Introduction

At elementary school age, children begin to enter and join the environment around them. Children will explore a wider environment than the family. This environment requires children to interact with peers and also teachers in the school environment. The transition period between the family environment and the social environment often causes children to encounter obstacles. This is considered quite reasonable because children are still in the process of adapting to the environment. However, these obstacles can lead to bad behavior and are not accepted by the environment so that this behavior can harm themselves and others. This behavior can be called negative behavior, namely in the form of naughty behavior in children. This condition in the personal social realm of elementary school students experiences very great turmoil, which can be observed through negative behavior that leads to aggressive behavior.

The phenomenon of bullying is a form of aggressive behavior that can ultimately lead to moral deviation among Indonesian students. The ability of students to control emotional outbursts at

¹ State University of Malang, Indonesia, STKIP PGRI Bangkalan, Indonesia, Email: miranti.widi.2301119@students.um.ac.id, (Corresponding Author)

² State University of Malang, Indonesia, Email: m.ramli.fip@um.ac.id

³ State University of Malang, Indonesia, Email: sadun.akbar.fip@um.ac.id

⁴ State University of Malang, Indonesia, Email: yuliati.hotifah.fip@um.ac.id



the elementary school level who are still in the process of learning and adapting is often the cause of emotional friction with peers. Researchers conducted initial observations at an elementary school in Bangkalan Regency and obtained data that aggressive behavior in students at the school occurred regularly. The results of initial observations found verbal aggressive behavior such as shouting, cheering, insulting, cursing, acting rudely, or showing off power. Based on observation data, physical aggression appears as physical attacks such as pushing, hitting, and fighting with friends or younger siblings. Furthermore, hostile attitudes are shown by being silent and not answering friends' calls, ostracizing friends because of past mistakes, and spreading friends' shame. This is supported by evidence from school records, where cases that are often found are wearing attributes that are not in accordance with school regulations, playing truant, fighting, and bullying.

The field findings are in line with the phenomenon found by (Stošić et al., 2024) that elementary school age is vulnerable to accessing inappropriate content, bullying, and showing impolite attitudes and words. Furthermore, in detail, research by (Bjärehed et al., 2021; Landaeta-Torres et al., 2024) states that Social problems that arise at the elementary school level are unhealthy interactions between students, namely the formation of groups that can trigger problems, bullying, and fights between students. It can be interpreted that the level of aggressive behavior at elementary school age is very concerning, and the root of the problem needs to be immediately sought so that its impact can be minimized in the future. This is because aggressive behavior is a brutal effort that causes psychological and physical harm to others, which includes hostile aggression, physical aggression, and angry aggression.

Social development in late childhood is dominated by relationships with playgroups and requires independence in order to establish mature relationships with peers. Teachers and parents must guide students to be able and independent in establishing friendships with peers and upholding shared norms. According to (Hotifah et al., 2022), teachers who act as facilitators must have the ability to relate to others with openness and full respect, show empathy, and be responsible. Thus, the concern of parents and teachers through their attitudes and roles helps shape character as the first environment (Cai et al., 2024). This social maturity is expected to help students be flexible in being in a social environment with peers in a cohesive manner. This is reinforced by the opinion of (Aditama et al., 2023) who stated that teachers with a deep understanding of the social-emotional development of elementary school students can play an important role in supporting student development.

Relationships with others require self-control so that students do not experience obstacles in their social development. There are three aspects of self-control, namely behavioral control, cognitive control, and decision control (Averill, 1973). Meanwhile, aggressive behavior in childhood increases the risk of psychological problems in adolescence and adulthood (Koelch et al., 2019). The ability of each student to control themselves, especially in aggressive behavior, will certainly vary depending on many influencing factors. Aggressive behavior according to (Buss & Perry, 1992) has four indicators, namely physical aggression, verbal aggression, anger, and hostility. Therefore, researchers are interested in finding out more about self-control in aggressive behavior possessed by elementary school students in Bangkalan Regency. The focus of this study is how elementary school students understand self-control in aggressive behavior.

Research Method

Research Approach

This study uses a qualitative approach with a phenomenological design to explore students' understanding of self-control in aggressive behavior. The phenomenological approach was chosen because it allows researchers to explore each student's subjective experience in managing self-control, especially in the context of aggressive behavior.

Research Subjects

This study involved four subjects selected purposively, namely 5th grade elementary school students who had experiences related to self-control in aggressive behavior. The details of the research subjects are as follows:

Subject 1 (MFA): Male, 11 years old, the first of two siblings, currently in 5th grade. His father works as a fishing boat technician, while his mother is a housewife.

Subject 2 (KA): Male, 11 years old, the second of three siblings, also in 5th grade. Both of his parents work as entrepreneurs.

Subject 3 (DST): Male, 11 years old, the first of two siblings, currently in 5th grade. His father is an entrepreneur and his mother is a housewife.

Subject 4 (VAN): Male, 11 years old, the first of two siblings, in 5th grade of elementary school. Both of his parents work at the Civil Service Police Unit (Satpol PP).

Data Collection Techniques

Data will be collected through the following techniques:

In-depth Interviews: Semi-structured interviews will be conducted with each subject to gain an in-depth understanding of how they view and manage self-control in aggressive behavior situations. Interview questions are designed to explore their experiences in dealing with aggression, how they control themselves, and the factors that influence this behavior, both from their family, school environment, and social environment.

Participatory Observation: The researcher will observe the behavior of the subjects in the school and home environments (with the necessary permission), especially related to social interactions that indicate self-control or aggressive behavior. These observations will record patterns of aggressive behavior, responses to conflict, and how the subjects interact with peers and teachers.

Documentation: The researcher will also collect additional data through school records, teacher reports, and other documents that can provide insight into the behavior and social emotional development of each subject.

Research Procedure

The research procedure consists of several stages as follows:

Preparation Stage: The researcher will ask permission from the school and parents of each subject to participate in this study. The researcher will also provide an explanation of the purpose of the study and the procedures that will be followed by the subjects.

Data Collection Stage: In-depth interviews will be conducted at each subject's school or home with a duration of approximately 30-45 minutes per session. Participatory observation will be conducted in the context of the classroom and extracurricular activities at school. Additional data will be collected from teacher reports and other related documents.

Data Analysis Stage: The collected data will be analyzed using a phenomenological approach, by identifying key themes related to self-control in aggressive behavior. The researcher will code the interviews and observations, and map the behavioral patterns that emerge.

Data Analysis Techniques

Data analysis will use thematic analysis techniques, where data from interviews and observations will be organized and grouped into key themes related to the understanding of self-control and aggressive behavior. The steps of analysis carried out are:

Coding: Identifying and grouping pieces of data that are relevant to the concept of self-control and aggression.

Categorization: Organizing the codes that emerge into larger categories or themes.

Interpretation: Interpreting the meaning of these themes in the context of aggressive behavior and self-control experienced by each subject.

Results and Discussion

Behavior Control

Theoretically, people who have high self-control are able to adaptively navigate environmental distractions from their long-term goals. This successful navigation allows supporting individuals to make informed choices, achieve academic performance, improve health, and form positive interpersonal relationships, ultimately improving the individual's health and well-being. The ability to control behavior is divided into two components, namely regulating implementation and the ability to modify stimuli. The ability to manage this implementation is the individual's ability to determine who controls the situation or circumstances.

Ability to Organize Implementation

The following are the results of the interview with the subject:

“Yes, if my friend hit me first, it will hurt, ma'am, so I have to respond. Sometimes, if I hit first, it's just a joke, ma'am. Usually it's my friends who encourage them to push them until they fall while queuing to do their ablutions” (W/MFA/11th).

“Sometimes I just follow my friends. Usually they invite them to prank their friends, they say, 'Hey, try pulling A's chair, it'll be fun'. They say we're not besties if we don't dare to pull a chair” (W/KA/11th).

“I really like hanging out with my friends, ma'am. Yes, even though sometimes they behave a bit naughty, it's really fun playing with them. We often get together and they usually have lots of ideas for mischief. We often call friends 'dogs' if they don't agree with our opinion” (W/DST/11th).

Based on the results of observations, if DST is together with his close friends, he will cause chaos in class, starting to disturb friends, criticizing friends, making the class less conducive (O/DST/11th).

“Yes, ma'am, they are all my friends. Sometimes we play pranks or prank friends just for fun. They (the victims) are just too excited. If someone gets into a fight with another friend, usually my friend is a bit of a stirrer and sometimes even forces me to take revenge. But I think it's all because they have high solidarity when I have problems with other people” (W/VAN/11th).

From the presentation of the data above, it can be interpreted as relating to the individual's ability to regulate the implementation, especially in verbal aggression, all subjects are not yet capable enough to regulate the implementation within themselves, they form a group that is quite solid so that the influence of peers makes them not yet able to control the situation.

Ability to Manage Stimulus

“I don't stop socializing with friends, whether it's naughty or nice, if it's fun, just have fun, ma'am. I never felt lonely because when I was bored in class, my friends would have ideas to joke around in class. If I feel lonely, I'll look for friends, sometimes we'll go to the toilet if the teacher is boring. "My friends and I once damaged the AC in class by deliberately smashing the remote and throwing paper at the AC” (W/MFA/11th).

“My friends and I, sometimes when we have assignments from the teacher, deliberately disturb our friends so that the class is busy, or we will leave the class for various reasons” (W/KA/11th).

Based on the results of observations, MFA and KA were able to attend lessons only at the beginning of the lesson, but when doing their assignments they started to disturb their friends, invited friends to disturb other friends and did not want to do their assignments (O/MFA/11th) (O/ KA/11th).

“I usually invite my friends to bother my friends. Yes, I'll just go with you, ma'am. Moreover, there's only one person we usually bother, and that's because he once stole Mum. Basically, I also joined my friends in hating him ma'am, I'm really lazy when it comes to him ma'am, I'm too lazy to just write my name next to his name” (W/DST/11th).

Based on observation results, the ability to regulate stimuli is associated with anger indicators which include feelings of irritation, DST deliberately pushes friends by using a mop with a stick to chase friends away because they are blocking their way (O/DST/11th).

“Yes, we are besties, ma'am, so if my best friend starts taking action, I will join in, ma'am. Usually I just go around the class, ma'am, so I don't get bored. Be a little naughty, for example, there is a friend of mine who can't read fluently, wow, that's fun, ma'am, to be teased by my friends” (W/VAN/11th).

Based on observations, when a friend who cannot read VAN verbally says in a mocking tone 'Ihhh, you don't know how to read, you don't know how to read'. Then it was recorded again when the teacher tried to connect the projector verbally, VAN said '*ibuna lok taoh gendheng*' (teacher cant do it, stupid) (O/VAN/11th).

From the data presented above, it can be interpreted that the subjects formed groups that influenced each other so that in terms of their closeness there was no distance which would ultimately give them a negative influence on each other. It can be interpreted based on the interview above regarding the individual's ability to regulate stimulus, all subjects have not been able to regulate stimulus so that they have not been able to understand the actions and consequences of every action they take.

Cognitive Control

Cognitive control refers to how to interpret the occurrence of potentially harmful events. In the interpreting process, individuals must have the ability to process information. This information is then interpreted and assessed and then used as a cognitive framework which has two components, namely obtaining information (information gain) and making an assessment (appraisal).

The Ability to Anticipate an Event by Obtaining Information

“I feel that all friends are the same, if someone says my friend is naughty, as long as he doesn't bother me then I will still be friends with him. If you just call a friend something inappropriate, I think it's just a joke. If you hit each other, that's normal for boys, in my opinion” (W/MFA/11th).

Based on observations, MFA was recorded verbally mocking his friend as 'stupid' because he couldn't do the assignment (O/MFA/11th)

“I disturbed the class just because the class wasn't quiet, ma'am. So I don't need to look for information about the dangers of disturbing friends, it's just a joke” (W/KA/11th).

Based on observations, KA verbally mocked the teacher because of his poor English skills by saying 'you can't do that, ma'am, why go to high school if you can't' (O/KA/11th)

“It's true that many people see me often fighting, but that's because I sometimes defend my rights, ma'am. I don't understand what my opponent feels, ma'am, I don't care” (W/DST/11th).

“I never ask about my behavior and that of my friends. I think it's natural to be friends with a bestie who connects with us, ma'am. If I use swear words, that's normal in my opinion” (W/VAN/11th).

From the presentation of the data above, it can be interpreted as relating to the individual's ability to anticipate events, so all subjects have not been able to anticipate events that occur in their environment. Subjects are less concerned with all the information about the aggressive behavior they carry out so they do not understand the impact and how to avoid it and how to control themselves to avoid this aggressive behavior.

Ability to Interpret or Assess Events/Events

“The aggressive behavior is because I usually go along with it, so it could be because of friends. My parents at home sometimes yell and hit me if I do something wrong. At home, Mom always blames me if anything happens, for example if my sister cries. Actually, I understand that there are some friends who may not like me, ma'am. But what can I do, ma'am, sometimes when I'm angry I feel like I want to take it out on school” (W/MFA/11th).

Based on an interview with the teacher, MFA once hit a class III child in the face, resulting in an argument and fistfight between the class III and class V students.

“I don't understand, ma'am, I just act as I am at home and at school. I was never scolded by my parents, but the teacher only reprimanded me. So, when I'm being mischievous, I just want to and don't think about what will happen later from my attitude” (W/KA/11th).

“Because my friends and I have been close since grade 1, ma'am, so we've always been like this. Yes, sometimes there were warnings from the teacher, my parents were also called to school but

there was nothing else, I was just advised. Yes, ma'am, I'm just being naughty and just having fun" (W/DST/11th).

"I never ask about my behavior and that of my friends. I think it's natural to be friends with a bestie who connects with us, ma'am. If I use swear words, that's normal in my opinion" (W/VAN/11th).

From the presentation of the data above, it can be understood that regarding the individual's ability to interpret events, all subjects have not been able to interpret events that involve aggressive behavior. The ability to interpret events for each individual differs from one to another depending on their experience and knowledge. Parents can be interpreted as one of the factors that can determine a child's aggressive behavior.

Controlling Decisions

Controlling decisions is an individual's ability to choose the outcome of an action based on something he believes or agrees with. Self-control in making choices will function well if there is an opportunity, freedom or possibility for the individual to choose various possible actions.

"Yes, sometimes when my friends invite me not to do my homework, I remember that my parents have paid for it, ma'am. "Sometimes when I see my friend angry, I feel a little guilty, for example I call him a 'dog', which I understand, ma'am, it's actually a sin to hurt other people's feelings" (W/MFA/11th).

"I often hear my mother telling me to behave well. So actually I remember, but when I get together with friends, I sometimes forget my parents' advice" (W/KA/11th).

"There is a cleric at Madrasah, Madam, who always reminds me of my behavior, which makes me sometimes think about how to be filial to my parents. But yes, when you're at school, sometimes you forget to do the fun of pranking your friends again" (W/DST/11th).

"After graduating from elementary school, I will be put in a boarding house, ma'am. Sometimes when I remember that, I feel sad, my parents said that I should be a better child. That's why I just enjoy it while I can still play with my friends" (W/VAN/11th).

Based on the data presented above, it can be interpreted as relating to the ability to choose an outcome or an action based on something that is believed, so all subjects simply understand their responsibilities as children who are obedient to their parents and should be able to be obedient and avoid aggressive behavior, but they are less able to control decisions. what they will take.

Students' Self-Control in Aggressive Behavior

Aggressive behavior has an impact that can affect children's growth and development. Early childhood who behave aggressively have a higher risk of adverse long-term health and psychosocial impacts, such as difficulty concentrating, rule-breaking behavior, depression, anxiety, and sleep problems (Scott et al., 2018). High levels of physical aggression that occur in the early stages are dangerous and can ultimately lead to criminal and violent behavior in adolescence and adulthood (Holmes et al., 2014). In theory, Buss & Perry (1992) explain in detail four aspects of aggressive behavior in terms of physical/motor, affective, and cognitive. The four aspects of aggressive behavior according to Buss and Perry are as follows: (a) physical aggression includes hitting, kicking, pushing; (b) verbal aggression includes shouting, teasing, swearing, criticizing; (c) anger includes anger, irritation, emotion, irritation; and (d) hostility includes jealousy, sadness, sensitivity, and malice.

The results of the study showed that boys tend to use insults and inappropriate sentences to corner their targets, damage school facilities, and fight. This is in line with the opinion of (Fatima & Malik, 2015) that the social environment of playmates can trigger fights or physical fights in boys. This is also supported by (Kaur & Niwa, 2017) who explained that aggressive behavior provides opportunities for students to hurt themselves and those around them.

The impact of aggressive behavior that can affect children's development in adulthood can be given curative services to reduce children's levels of aggressiveness. Cooperation is needed from various parties, both schools and parents, to work synergistically to overcome this problem. This is in line with research by (Meldrum et al., 2016) which shows that parenting patterns can provide children with an overview of their efforts to control themselves. Furthermore, research by (J.-B. Li et al., 2019) also discusses that relatively low levels of self-control can cause children to show low self-control abilities, resulting in various aggressive, criminal, and deviant behaviors.

According to Averill, self-control is an individual's readiness to respond directly to events in the form of behavior. The ability to control behavior is divided into two components, namely regulating implementation (regulated administration) and the ability to modify stimuli (stimulus modifiability). Based on the results of interviews and observations, the subjects were not yet able to control their behavior. In regulating the implementation, they were not yet able to bring themselves to do positive things to avoid aggressive behavior.

Based on these findings, in accordance with the theory of (Ajzen & Fishbein, 1980) which states that behavioral control is a person's feeling about how easy or difficult it is to perform a certain behavior. Perceptions of behavioral control can change depending on the situation and type of behavior to be performed. Furthermore, this theory states that the center of control is related to a person's beliefs that are relatively stable in all situations. The center of control is related to an individual's belief that their success in doing something depends on their own efforts.

This theory is in accordance with the behavior shown by all informants observed by the researcher, namely that they have not been able to control their own behavior towards the situation and their desire to achieve the desired success. The results of the study showed that the subjects were not yet able to anticipate events or obtain the information they needed.

In addition, adolescents are able to interpret events or incidents around them. This is shown by the way adolescents do it, such as collecting the information they need in various ways, for example by reading the news, reading books, or sharing stories with people who have experience. With the information they obtain, they understand the information as an anticipation in doing something, especially in avoiding delinquent behavior. They observe the events or incidents that occur around them and use the information or incidents as a way to avoid delinquent behavior and take positive aspects that are useful for them in living their daily lives.

In accordance with the theory put forward by Averill (1973), cognitive control is the ability of individuals to control themselves to process unwanted information by interpreting, assessing, or connecting an incident in a cognitive framework as a psychological adaptation to reduce the stress they face.

The results of the study indicate that parental factors affect the level of children's self-control. It can be said that parental closeness has a positive and strong effect on self-control. This form of closeness can be in the form of empathy given by parents which can also increase empathy and reduce impulsive attitudes in children.

This finding is in line with the results of research showing that childhood experiences significantly interfere with the development of self-control in boys and girls (Chapple et al., 2021). (Rademacher et al., 2023) stated that there is a significant influence between parental perceptions of parenting patterns on student aggressiveness in elementary schools.

Furthermore, the nature of the impact on students' personal lives is very important to note. Aggressive behavior if not handled will continue to become a habit that can develop into destructive behavior and inhibit the next stage of development. Improvement efforts are needed so that the impacts can be minimized so that they do not harm students.

As stated by (Ceka & Murati, 2016), when parents involve themselves in the process of educating their children, it will produce positive and encouraging output. This is also in line with the results of the study by (Fung et al., 2013) which shows that inappropriate parenting patterns have the potential to trigger aggressive behavior in children. Furthermore, (Li et al., 2024) explained that there are various factors that cause aggressive behavior, including parents having a role as one of the triggers of aggressive behavior, namely when exercising low self-control.

Self-Control in Students' Aggressive Behavior in Cross-Paradigm Studies

Self-control in aggressive behavior from the results of the research that has been presented is caused by an inappropriate perspective and is also influenced by a paternalistic culture or family constellation that has low self-control. So it can be concluded that self-control can be seen from a cross-paradigm perspective, namely the psychology paradigm and the systemic relational paradigm.

Study from Cottone (1992) explained that there is another example of a cross-paradigm theory that emerged from the psychology paradigm and the systemic relational paradigm, namely the theory proposed by Bandura. Research by Bandura (1986) actively developed a theory that crossed the ideas of the psychology paradigm with the systemic-relational idea with his famous theory discussing the behavioral approach to therapy, where his theoretical work began to recognize the social aspects of thought and action.

The concept of triadic reciprocal causality (Bandura, 1976) is one example of a cross-paradigm theoretical construct. This is because triadic reciprocity explains psychosocial functions in terms of behavior, cognition, and environmental factors/events that all interact in two directions. Triadic, reciprocal, and bidirectional factors are concepts that all point to theories that cross the systemic relational realm.

Self-control when viewed from studies across psychological and systemic relational paradigms maintains the position that there is a two-way influence between the individual and the system. Both paradigms view a person's self-control in every socialization transaction as something that requires an intrapersonal system. So, socialization is not only influenced by external factors of the individual but also internal factors.

Personality is formed socially, but the behavior that is formed is the result of the mind because humans work proactively, not just reactively, in influencing the social system. Studies across psychological and systemic relational paradigms that will be used in research findings can help explain the complexity of student self-control.

Peer Influence in Psychological Context and Social Context

The influence of peers in a psychological context causes an inappropriate perspective. Psychologically, students have a motivational need to fulfill their self-esteem needs. The reluctance to be teased as a “fun” child can be interpreted as an effort to be recognized and appreciated by their playmates.

Research by Soral & Kofta (2020) said that the dimensions of self-esteem include feelings of competence, feelings of social acceptance, and feelings of being able to control oneself (feeling of moral self-worth). So it can be interpreted that the motivation of the need to be socially accepted is the basis for behavior in following friends' invitations and leads to an inappropriate perspective in controlling and interpreting aggressive behavior.

The influence of peers and the broader social context on self-control of aggressive behavior in this study was quite significant. Previous studies Obiageli & Nasiru (2021) explained that there is a significant influence between peer group activities on self-control. Elementary school students are often involved in the process of adapting self-control behavior in their aggressive behavior to adjust to the prevailing values adopted by their peer group.

Our research findings show a positive correlation between social pressure and the desire to be accepted by peers. This shows that social factors have a big role in shaping students' behavioral patterns, including how they control themselves against aggressive behavior.

Family Roles and Parental Values

In the Madurese tribe, especially in Bangkalan Regency, the family plays an important role in shaping students' self-control in behaving aggressively. The values instilled by parents provide guidance for the development of students' character and self-control. Good communication can improve self-control in addition to the role model given by parents which is no less important. Apart from school, students spend more time at home. It is not enough to just instill the inheritance of values from parents, but there needs to be examples and role models so that students can hear, see, and observe behavior that contains these values.

This is in accordance with the recommendations of the research results of (Muslihathi et al., 2023) to integrate cultural and religious values into character education. If reviewed further, (Kadafi et al., 2021) showed that education based on religious values increases prosocial behavior, while (Atmoko et al., 2022) emphasized the importance of religiosity in building psychosocial competence. All of these factors can be played by parents as heirs of values in character formation starting from home.

Meanwhile, the role of the family or parents in raising children has not been optimally empowered. There is even a tendency for parental attention to decrease due to work. Parents should have a role in providing education in the household by paying attention to children's development so that students' behavior is far from aggressive. Previous studies Rademacher et al., (2023) stated that there is a significant influence between parents' perceptions of parenting patterns on student aggressiveness in elementary schools. In fact, the results of research by (Indreswari et al., 2022) show that parents need self-efficacy training in order to stimulate children's moral growth.

Furthermore, the nature of its impact on students' personal lives really needs to be considered. Aggressive behavior if not handled will continue to become a habit that can develop into

destructive behavior and inhibit the next stage of development. Improvements need to be made to minimize the detrimental impact on students.

As stated by (Ceka & Murati, 2016), when parents involve themselves in the process of educating their children, it will produce positive and encouraging output. This is also in line with the results of research by (Yosef et al., 2021) which shows that inappropriate parenting patterns have the potential to trigger aggressive behavior in children. Furthermore, (Tehrani & Yamini, 2020) explain that there are various factors that cause aggressive behavior, including parents having a role as one of the triggers of aggressive behavior, namely when they have low self-control.

Self-Control and Emotional Intelligence in the Context of Psychology

Elementary school students' self-control is related to their emotional intelligence. The results of the study revealed that adolescents who are more aware of their emotions and have better emotional regulation abilities tend to be better able to make the right decisions in emotionally charged situations. The relationship between emotional intelligence and self-control emphasizes the importance of holistic character development. Emotional intelligence is related to a person's ability to accept, assess, manage, and control emotions in themselves and others. So, good emotional intelligence can be interpreted as students having better self-control in behaving.

Research explained that aggressive behavior can be minimized with emotional intelligence, because students who manage their emotional intelligence are able to control themselves well so that they do not commit aggressive acts. Students who have high emotional intelligence also tend to be better able to resolve interpersonal conflicts in a more constructive way. They not only avoid aggressive actions but can also reduce tension in social interactions with their peers (Hofstede, 2003; Kourkoutas & Stavrou, 2018).

Previous studies Zhao et al., (2021) also argue that if self-control and emotional intelligence increase, aggressive behavior will decrease. Increasing emotional intelligence can help individuals understand their own feelings and those of others, so they are more likely to show empathy in social relationships. In addition, good emotional intelligence allows a person to have better control over their impulses, which ultimately contributes to reducing aggressive behavior. In the context of Madurese culture, there are research results from (Hidayah & Ramli, 2017) which show that ultimately in the school environment, counselors need a Madurese culture-based Cognitive-Behavioral Counseling model to help students improve their meaning of life. This model can provide an approach that is more in line with local cultural norms and values, so that students can more easily understand and internalize self-control in everyday life. With this culture-based approach, interventions carried out in schools can be more effective in forming more positive and adaptive behavior.

Conclusion

Based on the results and discussion, it can be concluded that the subject's self-control, especially in aggressive behavior, is focused on three aspects, namely behavioral control, cognitive control, and decision control. It can be concluded that students are not yet able to carry out these three aspects because they do not have good self-control to avoid aggressive behavior. Students have not found positive activities and have not been able to refuse friends' invitations, which will lead them to aggressive behavior. They can be said to have not been able to avoid the temptations in their environment to do negative things. Students have not made any efforts to control their behavior, such as not being selective in choosing friends. There have been no activities to

develop oneself by becoming a better person by considering everything that will be done. In the aspect of cognitive control, students do not understand how to use lessons to avoid aggressive behavior, so there is minimal empathy for victims who have been bullied. The ecological environment greatly influences the causes of aggressive behavior in students, especially in personal and social development. This causes an obstruction of information that can be used as a reference to avoid aggressive behavior.

Then from the aspect of decision control, the efforts made by students cannot be optimized to reduce aggressive behavior. The cause of students' self-control is due to an inappropriate perspective, resulting in students not understanding how to avoid aggressive behavior, characterized by a lack of empathy for victims who have been bullied. Another cause is that the ecological environment influences the causes of aggressive behavior in students, especially in personal and social development. It can be concluded that the two causes of student self-control can be seen from the shift from the psychological paradigm to the relational systemic paradigm, which leads to cross-paradigms. As Bandura explains, behavioral approaches to therapy begin to recognize the social aspects of thought and action. The causes of student self-control are said to be seen from the pattern of connectedness and reciprocity of psychosocial functions in terms of behavior, cognition, and environmental factors/events, all of which interact in two directions. The limitations of this study include the limited number of subjects, the subjective qualitative approach, and limitations in the representation of socio-economic background.

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Conflict of Interest

There is no conflict of interest in the article. All author responsible for the content of the article.

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