

## Emotional intelligence on student's aggressive behavior with early childhood education background

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(Received: 25-01-2024; Reviewed: 26-06-2024; Accepted: 01-06-2024; Published: 22-06-2024)

**Abstract:** *This study investigates the impact of emotional intelligence on aggressive behavior among high school students in Depok who have previously experienced early childhood education (PAUD). Employing a quantitative approach with a simple linear regression design, a sample of 446 high school students in Depok was selected through purposive sampling. Emotional intelligence was assessed using a Likert scale questionnaire consisting of 22 items, demonstrating a reliability coefficient of 0.833, while aggressive behavior was evaluated with a reliability coefficient of 0.833 across 25 items. Descriptive analysis revealed that the mean score for emotional intelligence (65.74) surpassed that of aggressive behavior (56.39), suggesting that higher levels of emotional intelligence may serve as a mitigating factor against aggressive tendencies. Regression analysis further illustrated a significant impact, yielding an R-square value of 0.984 and a p-value of 0.000 ( $< 0.05$ ), indicating that 98,4% of emotional intelligence contributes to aggressive behavior.*

**Keywords:** *emotional intelligence; aggressive behavior; high school students; childhood education.*

**Abstrak:** Penelitian ini bertujuan untuk mengukur pengaruh kecerdasan emosi terhadap perilaku agresi pada siswa SMA/SMK yang menjalani Pendidikan anak usia dini (PAUD) di kota Depok. Metode penelitian ini adalah kuantitatif dengan jenis regresi linier sederhana. Sebanyak 446 siswa SMA/SMK di kota Depok dipilih dengan menggunakan teknik *purposive sampling*. Kecerdasan emosional diukur dengan kuesioner skala Likert dengan koefisien reliabilitas 0,833 pada 22 item, sementara perilaku agresif diukur dengan koefisien reliabilitas 0,833 pada 25 item. Analisis deskriptif menunjukkan bahwa skor rata-rata kecerdasan emosional (65,74) lebih tinggi dibandingkan dengan perilaku agresif (56,39), yang menunjukkan bahwa kecerdasan emosional yang lebih tinggi membantu siswa mengendalikan dan mengatasi kecenderungan perilaku agresi. Analisis regresi menunjukkan pengaruh signifikan, dengan nilai R Square 0,984 dan nilai p 0,000 ( $< 0,05$ ), yang berarti bahwa 98,4% kecerdasan emosional berkontribusi terhadap perilaku agresi.

**Kata kunci:** kecerdasan emosi; perilaku agresi; siswa SMA/SMK; PAUD.

## INTRODUCTION

Adolescence is a transition period from childhood to adulthood. There is a phase of change in this process, especially regarding the independence in which children make their own decisions and assume their responsibilities. Early Childhood Education has a prominent impact in shaping a successful adolescence and preventing future problems. Problems faced by adolescents can often be traced back to their childhood, primarily to the possible gaps between early childhood education and caregiving. Policy support for the development of early education has shown positive outcomes on students' progress and success through the secondary school level (Bai et al., 2020). According to Ariyanti (2016), early education aims to develop diverse children's potential early on as a life skill preparation to adjust to their environment. Good education at an early age will create a healthy adolescence because it helps children develop good habits, emotional stability, rationality, intelligence, kindness, and the ability to love others as well as prevent negative impacts in dealing with their ego and sexual issues. It is in line with what is stated by Ando, Mori, & Yamaguchi (2023) that early education reduces delinquent behavior in adulthood and the risks of criminal behavior and teenage pregnancy.

Changes that occur in adolescents may cause the emergence of aggressive behavior due to an individual inability to survive against negative influences from the environment. Emotional issues may affect a person's self-esteem and how they regulate these emotions (Sana, Hilman, Hafina, & Edu, 2023). Emotional intelligence such as the ability to recognize self-emotion, regulate self-emotion, understand others, and foster a good relationship with the environment is closely associated with aggressive behaviors (Swadnyana & Tobing, 2019). Peer groups that adopt positive attitudes tend to influence adolescents to exhibit a good personality, otherwise, if the peer group adopts negative attitudes, then there is a possibility that the adolescent will show a bad personality or may behave aggressively (Saputro, 2022).

For individuals with high emotional intelligence, their verbal aggressiveness will be low, on the other hand, when individuals have low emotional intelligence, their aggressiveness will be high. Other factors that may have a relationship with verbal aggressiveness besides emotional intelligence are a family's

disharmonious environment and an unsupportive social environment. Wulandary (2020) Family well-being also contributes to the occurrence of aggressive behavior in students (Ika Mariyati & Firdausi, 2021). Caruso and Salovey Wijaya, Sitasari, & Safitri (2021) state that people with high emotional intelligence differ from those with low emotional intelligence in their daily practice of building positive interpersonal relationships.

The involvement of adolescents, especially students, in aggressive behaviors has reached an alarming level. The mass media often presents news about aggressive behaviors committed by students. Adolescent in a comfortable and harmonious life in the school environment are expected to control their behavior. The success of the adolescents in their school is not only marked by their academic achievements but also by their ability to control their attitude in the school environment. In this context, emotional intelligence is crucial because it determines whether or not the person can control their attitudes, especially aggression (Taradiba, Masada, & Mulyadi, 2023).

Garcia-Mera (Angulo, Morales, & Berger, 2024), emotional intelligence is a prominent skill for transforming aggression into prosocial ways of relating to others as the basis of socio-emotional development. Emotional intelligence, as described by Goleman (2007) and corroborated by (Wijaya et al., 2021), comprises self-regulation, resilience in adversity, impulse management, self-motivation, mood regulation, empathy, and the cultivation of interpersonal connections. Goleman suggests that a person's success is determined by 80% of emotional intelligence and 20% of general intelligence (Savira, Sari, & Harahap, 2022). High emotional intelligence supports students' readiness to learn independently (Nurismail et al., 2021). The same thing was stated Basaria (2019) emotional intelligence is very prominent for self-awareness, managing emotions, motivating oneself, recognizing the emotions of others, and managing relationships.

Buss and Perry (Wijaya et al., 2021) define aggressive behavior as an act that aims to hurt, harm, or endanger the targeted individual or object, either physically or verbally, as well as directly or indirectly. Buss and Perry (Hardoni1, Neherta, & Sarfika, 2019) claimed that aggressive behavior is categorized into four dimensions; aggressiveness (physical aggression), verbal aggression, anger, and

hostility. Adolescents who have a high understanding and high emotional regulation will reduce the possibility of their participation in any role of cyberbullying aggressive behaviors (Monteagudo et al., 2019). Zamata, Saavedra, & López (2023) conducted research purposely to give a picture of bullying acts in a sample of 416 students from the fifth grade of primary school to the first grade of high school. They also studied the relationship between projects aiming to improve social skills to prevent bullying-related conflicts. The results showed a difference of 12% to 47% and 9% to 18,5% in cyberbullying cases. Social skills are part of the emotional intelligence dimension.

Previous research shows that emotional intelligence significantly influences aggressive behavior. Ayunnisa & Indriana (2019) found a significant inverse relationship between emotional intelligence and aggression in the ninth grade of vocational school students in Tegal. It is in line with the research Saputro (2022) which states that emotional intelligence and self-regulation significantly influence aggression of the technical school students in Jakarta, and the research Fuentes et al., (2019) has found an inverse relationship between aggressive behaviors and emotional intelligence, positive values and family functioning. These studies show that emotional intelligence drives positive social outcomes such as social support, prosocial behavior, and subjective well-being. However, a growing body of research also shows that emotional intelligence can sometimes lead to antisocial behavior such as indirect aggression and support for retaliation from others. This is the dark side of ignoring emotional intelligence. Emotional intelligence without empathy can cause manipulative or aggressive behaviors (Akamatsu & Gherghel, 2021). The study conducted by Dalbudak & Çelik (2019) in Turkey, showed a positive relationship between emotional intelligence and students' aggressive behaviors. Based on the gap in the previous research, the researcher is interested in measuring the effect of having a high emotional intelligence on the ability to control aggressive behavior.

Therefore, this study aims to measure the effect of emotional intelligence on students' aggressive behavior, especially in vocational schools in Depok that previously attended early childhood education.

## METHOD

This study uses quantitative methods with simple linear regression analysis using SPSS 24 to measure the effect of emotional intelligence on aggressive behaviors of high school or vocational school students in Depok who previously attended early childhood education. In simple linear regression, several preliminary steps are taken including testing for normality, heteroscedasticity, and linearity. In the study, the subjects were selected based on purposive sampling for 446 students of high schools or vocational schools who previously attended early childhood education.

The instrument used to measure emotional intelligence refers to (Goleman, 2007; Adeyemo & Chukwudi, 2014) which contains dimensions of self-awareness, motivation, empathy, and social skills. Meanwhile, the instrument used to measure aggressive behaviors refers to the theory of Buss and Perry (Hardoni et al., 2019) which contains dimensions of physical aggression, verbal aggression, anger, and hostility.

The questionnaire distributed online through Google Forms was designed using a Likert scale. The validity of the instrument items was tested using product-moment correlation while their reliability was tested using the alpha Cronbach function through SPSS 24. Validity testing of each questionnaire item showed a significance of  $<0.05$ , meaning the data was valid and reliable. The reliable value for the emotional intelligence scale was 0.833 for 22 items, while the aggressiveness scale had a reliability value of 0.833 for 25 items. Both reliability values were considered high indicating that the questionnaire items were reliable because they exceeded the minimum value of 0.7 (Sugiyono, 2016).

## RESULTS AND DISCUSSIONS

Table 1. Descriptive Analysis of Emotional Intelligence

Variable	Minimum	Maximum	Mean	Standard Deviation	Percentage (%)	Category
Emotional Intelligence	42	125	70.49	12.684	65.74	Medium

Table 1 illustrates the results of descriptive analysis from the emotional intelligence variable (X) on 446 high

school/vocational school students in Depok. The percentage of emotional intelligence is 65.74%, which is in the medium category.

Table 2. Descriptive Analysis of Emotional Intelligence Dimension

Dimensions	Minimum	Maximum	Mean	Standard Deviation	Percentage (%)	Category
Self-awareness	6	25	17.01	3.325	85.03	High
Self-regulation	4	20	16,30	2.884	81.50	High
Motivation	8	25	20.16	3.212	80.65	High
Empathy	6	20	16.52	2.439	82.62	High
Social Skills	4	19	15.82	2.599	63.29	Medium

Table 2 illustrates that these specific dimensions are contained in emotional intelligence. Self-awareness of 85% highly contributes to producing emotional intelligence.

Although the emotional intelligence of high or vocational school students is in the moderate category of 63.29, the dimensions are considered in the high category.

Table 3. Descriptive Analysis of Aggressive Behaviors

Variable	Minimum	Maximum	Mean	Standard Deviation	Percentage (%)	Category
Aggressive Behavior	42	125	79.547	15.058	56.39	Low

Table 3 illustrates an analysis of aggressive behavior in the low category of

56.39%. This proves that the respondents have low aggressive behavior.

Table 4. Descriptive Analysis of Aggressive Behavior

Dimensions	Min.	Max.	Mean	Standard Deviation	Percentage (%)	Category
Physical Aggression	16	37	23.37	3.850	58.44	Low
Verbal Aggression	4	18	7.96	3.177	31.85	Low
Anger	8	39	23.90	5.176	59.75	Low
Hostility	5	25	15.25	3.816	76.27	Medium

The data above shows that 3 of the 4 dimensions of aggressive behavior are in the low category. Meanwhile, the hostility dimension of 76.27% is in the medium category. It indicates that the hostility dimension occurs more than the other dimensions.

The effect of emotional intelligence on the aggressive behavior of high school or vocational school students in Depok who previously attended early childhood education is analyzed using simple linear regression. Some preliminary steps were taken including the test of normality, heteroscedasticity, and linearity.

**The Effect of Emotional Intelligence on Aggressive Behaviors**

Table 5. Normality Test

N	446
Normal Parameters a, b	Mean 79.5471
	Std. Deviation 15.05843
	Absolute 0.052
	Positive 0.052
	Negative -0.024
Test Statistic	0.052
Exact. Sig. (2 tailed)	0.177

Kolmogorov-Smirnov normality test with the exact test on emotional intelligence (X) and aggressive behavior (Y) variables. The p-

value >0.05 is 0.177. It means that the data is distributed normally.

Table 6. The Results of Heteroscedasticity Testing

Variable	Significance	Note
Emotional Intelligence	1.000	<i>Heteroskedasticity</i> is absent

The ideal regression model is characterized by the absence of heteroscedasticity. According to (Sugiyono, 2016), it is conducted to test whether there is variability in the residuals from one observation

to another. If the significant value is >0.05, the heteroscedasticity is absent. On the other hand, if the value is <0.05, the heteroscedasticity is presented on the regression.

Figure 1. Histogram of Emotional Intelligence on Aggressive Behavior

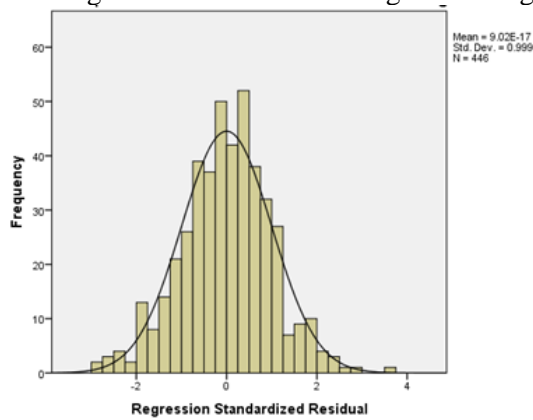
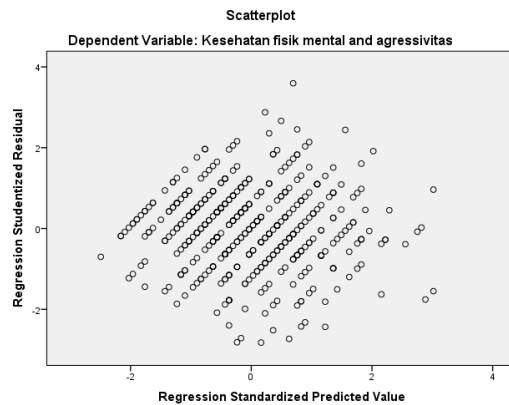


Figure 2. Scatterplot of Emotional Intelligence on Aggressive Behavior



Figures 1 and 2 above show no clear pattern of the dots or the dots are scattered above

and below zero on the y-axis. As a result, there is no evidence of heteroscedasticity.

Table 7. The result of the ANOVA value

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3633.483	1	726.697	4.705	.000 <sup>b</sup>
Residual	67961.981	445	154.459		
Total		446			

Based on the result of the ANOVA value, it is illustrated that the F value is 4.705, and the sig value is 0.000 ( $p < 0.05$ ). It shows that the hypothesis is accepted by proving that

emotional intelligence affects the aggressive behaviors of high school or vocational students who previously attended early childhood education.

Table 8. Coefficient of Determination Results *Model Summary*

Model	R	R Square	Adjusted R square	Std. Error of Estimate
1	.992 <sup>a</sup>	.984	.984	1.609

The result of the summary model shows an R-value of 0.992 and an R-square value of 0.984. It means that the contribution of the emotional intelligence variable of high school or vocational school students who previously attended early

childhood education (PAUD) in Depok to aggressive behavior is 98.4% while the remaining 1.6% is influenced by other variables or other factors.

### The Categorization Results of Emotional Intelligence Level and Aggressive Behavior

Table 9. Emotional Intelligence Categorization

Category	Number of Students	Percentage
Medium	126	28,3%
High	320	71,7%

Table 10. Aggressive Behavior Categorization

Category	Number of Students	Percentage
Low	120	26,9%
Medium	283	63,5%
High	43	9,6%

Based on Tables 9 and 10, the data shows that 320 of 446 students high/vocational school students in Depok who had undergone early childhood education (PAUD) have a high emotional intelligence of 71.7%. The medium and low categories of aggressive behaviors which reach 90.4% mean that aggressive behaviors faced and controlled by 403 students. The influence of high emotional intelligence is illustrated through the number of high-category aggressive behaviors of 9.6 by 43 students.

Based on the linear regression test, a significance value of 0.000 or  $p < 0.05$  indicates an influence of emotional intelligence on aggressive behaviors of the high/vocational school students who have undergone early childhood education in Depok by 98.4% of the Rsquare value obtained. In addition, ANOVA results show that F value by 4.705 and sig 0.000 ( $p < 0.05$ ) which indicates a positive effect of emotional intelligence on the aggressive behaviors of the students of high/vocational schools who have attended early childhood education (PAUD). It implies that the higher a

person's emotional intelligence, the greater the aggressive behaviors that can be overcome and controlled.

Previous research explained that aggressive behavior can be influenced by internal and external factors. Internal factors include frustration, inability to think, and inability to control emotions. Meanwhile, external factors can be influenced by peer relationships, mass media, and environmental factors (Ika Mariyati & Firdausi, 2021). Aggressive behaviors tend to arise as an attempt to control anger when provoked and subjected to unpleasant treatment from others. It is in line with Downey et al.

Dhuha (2022), the ability to manage emotions may reduce the potential for acts of aggression and rules violation. From the quantitative descriptions, aggressive behavior can be measured from some dimensions; verbal aggressiveness, physical aggressiveness, anger, and hostility. From all four dimensions, the hatred dimension took the highest position among others at 76.27%. In other words, from all

the dimensions of aggressive behavior variables, the hostility dimension is the highest category among the respondents. It implies that controlling emotions is significantly required to deal with aggressive behavior and hostility. Previous research involving 275 respondents from grades ten and eleven of SMK Negeri 4 Semarang found that the hostility dimension got a higher score than other dimensions (Dhuha, 2022).

Camargo Zamata et al., (2023; Dalbudak & Çelik (2019) stated that emotional intelligence will generate social skills and empathy to counteract aggressive behavior. In this study, the level of emotional intelligence of the high/vocational school students in Depok who attended early childhood education elaborates further on dimensions of emotional intelligence including self-awareness, self-control, self-motivation, recognition of others' emotions, and social skills. From the analysis of the quantitative description conducted, the answer to the research gap of previous research results is gathered that there is a positive influence from the dimensions of emotional intelligence of high/vocational school students in Depok who attended early childhood education. The details are self-awareness by 85.03% and the dimension of recognition of others' emotions or empathy by 82.62%. According to (Adeyemo & Chukwudi, 2014), self-awareness is the ability to recognize oneself feelings. In addition to the social skill dimension and self-motivation, high and vocational school students who attended early childhood education demonstrated high levels of self-awareness and empathy, enabling them to control and overcome aggressive behavior. According to (Tamayo Martinez et al., 2021), behavior and emotional problems tend to consistently occur in the childhood stage. This study's hypothesis underscores the significance of attending early childhood education as a foundational method for training individuals to control their emotions from an early age. Learning at the early stage optimally develops curiosity activities toward real and meaningful experiences (Ariyanti, 2016).

The categorization levels of emotional intelligence can offer insight into the ability to manage aggression. The categorization is divided into low, medium, and high levels following the differentiation process based on mean and standard deviation groupings, as well as the assessment of data normality distribution. From the categorization process, it is evident that

there exists no low category of emotional intelligence. In this instance, 320 students were classified in the high category, while 126 students were placed in the medium category. This classification is further substantiated by the elevated incidence of aggressive behavior observed in 43 students, constituting approximately 9.6% of the sample. The remaining respondents are at medium and low levels, indicating their capacity to exercise behavioral control. This data proves that emotional intelligence training during early childhood education has a positive impact on students' ability to manage aggressive behavior.

## CONCLUSIONS AND SUGGESTIONS

The results of this study on the effect of emotional intelligence on aggressive behaviors of high/vocational school students who previously attended early childhood education in Depok are obtained that linear regression test with sig p 0.000 (<0.05) illustrating significant effects of emotional intelligence on aggressive behavior. With an R-squared value of 0.984 and an ANOVA F-value of 4.705 with a significance of less than 0.05, it shows that the emotional intelligence variable has influenced aggressive behavior by 98.4%, while the remaining 1.6% is influenced by other factors.

Students from high and vocational schools in Depok who previously attended early childhood education exhibit medium to high levels of emotional intelligence, enabling them to manage and control aggressive behavior effectively. Data shows that 9.6% of aggressive behaviors have occurred and 71.7% of the students of high/vocational school who have attended early childhood education have a high level of emotional intelligence. Self-awareness and empathy, categorized as high in the dimensions of emotional intelligence, are prominent factors in overcoming the hostility dimension of aggression commonly encountered by adolescents.

This study is expected to give solutions to the parents, society, teachers, schools, and next researchers to consider the experience of early childhood education that influences the development of emotional intelligence, which are self-awareness, self-regulation, self-motivation, empathy, and social skills, to the ability to control actions and aggressive behaviors found and faced in the school environment and society.

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