

THE INFLUENCE OF SELF-CONCEPT AND SELF-CONTROL IN REDUCING AGGRESSIVE BEHAVIOR AMONG STUDENTS OF ISLAMIC BOARDING SCHOOLS IN BEKASI

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Abstract

Aggressiveness is motivated by internal and external factors, one of the internal factors is low self-concept and self-control. Student who have a positive self-concept will carry out positive actions as expected, otherwise a negative self-concept will make teenagers tend to violate the rules or norms of society and eventually get involved in juvenile delinquency. Basically a failure of self-control can contribute to most aggressive actions that involve violence. This study aims to determine how the influence of self-concept and self-control in reducing aggressive behavior in Islamic boarding school students in Bekasi. This research is a descriptive research with the type of correlational research, the sampling technique used is purposive sampling, with a population of 420 students with a total sample of 99 people. The instrument used in this study used a questionnaire in the form of a scale which refers to the self-concept scale measuring instrument, namely the Tennessee self-concept scale (TSCS) compiled by Fitts (1971) a scale adapted from Averill (1973) Aggression Questionnaire Buss and Perry (1992). The results of the study showed that there was no effect between self-concept and self-control in reducing the aggressive behavior of students at the boarding school. It was found that the significance coefficient on the self-concept variable was 0.146 with $\beta = 0.150$ (or 15.0%). Meanwhile, it is also known that the significance coefficient on the self-control variable is 0.708 with $\beta = (-0.067$ or -67%). This shows that the two variables together have no effect on the aggressiveness variable.

Keywords: Self-Concept, Self-Control, Aggressiveness, Islamic Boarding School Students.

INTRODUCTION

Adolescence is often referred to as a period of self-identity exploration. This phase aims to achieve several resolutions to identity crises. In their search for identity, adolescents may engage in various behaviors that can have negative consequences, such as aggressive behavior. Therefore, self-control is seen as necessary to mitigate aggressive tendencies. Self-control is closely linked to self-concept. This research aims to determine the relationship between self-concept and self-control in reducing aggressive behavior. If adolescents do not develop a strong self-concept during this stage, they may experience confusion about who they are.

Many factors contribute to the phenomenon of aggressive behavior in adolescents, such as low self-concept, inability to control themselves, parental upbringing, or simply a desire for recognition. The search for identity among

adolescents is not always easy. Sometimes, they struggle to behave according to the norms of their environment due to their desire to explore new things, their reluctance to be regulated, and the influence of their surroundings.

A positive self-concept can be shaped by instilling strong religious values, self-confidence, and self-acceptance. Conversely, a negative self-concept is formed by a lack of attention, affection, insufficient instillation of religious values, low self-confidence, and an inability to accept oneself. However, the most determining factor is the individual themselves. The more negatively one views themselves, the more frequently negative self-concepts arise. On the other hand, the more positively one views themselves, the more positive their self-concept will become (Riyadi, 2016, p. 24). According to Fatimah (2013), self-concept is a person's perception of themselves, which is shaped through their experiences and interpretations of those experiences.

Self-concept refers to all aspects of a person's existence and experiences that they are aware of (Feist, 2013). Once self-concept is formed, individuals may find it difficult to accept significant changes and learning. Experiences that are inconsistent with one's self-concept are typically denied or accepted only in a distorted or altered form. Although an established self-concept does not entirely prevent change, it does make it more challenging. Change tends to occur more easily when there is acceptance from others, which helps reduce anxiety and threats, allowing individuals to acknowledge and accept previously rejected experiences.

In essence, high self-control is associated with a reduced risk of psychosocial problems such as juvenile delinquency and even aggressiveness. The effects of aggression can result in physical, psychological, or mental harm, posing dangers, whether intentional or not. Acts like kicking, slapping, threatening, insulting, spreading negative stories, or mocking can be considered aggression.

Self-control can be defined as the ability to regulate behavior, which includes the capacity to organize, guide, manage, and direct actions toward positive outcomes (Averill, 1973). Moreover, self-control refers to an individual's ability to regulate their behavior based on certain standards such as morals, values, and societal rules, leading to more advantageous behaviors for the individual (Tangney, Baumeister, & Boone, 2005). Self-control is essentially the power to control oneself, by oneself. It occurs when individuals or organisms attempt to modify their thoughts, feelings, or behaviors. The components of self-control include self-discipline, non-impulsive actions, a healthy lifestyle, work ethic, and reliability (Tangney et al., 2005).

Self-control emerges from differences in emotional regulation, problem-solving strategies, levels of motivation, and the ability to manage potential and develop competencies. This is supported by research from DeWall et al. (2011), which states that failures in self-control can contribute to the most aggressive acts, including violence. When urges toward aggression become active, self-control can help individuals suppress the desire to behave aggressively, enabling them to respond according to

personal or social standards that discourage such behavior. Further explanations suggest that individuals with low self-control are more likely to engage in criminal and deviant behaviors compared to those with higher levels of self-control.

Aggressive behavior is learned, not something individuals are born with (Bandura, 1977). Through cognitive processes, individuals can exercise self-control, allowing them to direct and regulate themselves. By observing others, their environment, and their own behavior, they can manage their interactions based on their ability to engage with others.

Self-control is a process that develops within individuals through psychological intervention, even during adulthood (Baumeister, Vohs, & Tice, 2007). It is the ability to consciously and intentionally modify one's responses, enabling individuals to restrain or eliminate negative reactions and replace them with more appropriate responses. When negative reactions, such as aggressive behavior, occur, individuals with good self-control can deliberately alter their responses to avoid engaging in aggressive actions.

Aggressiveness is a behavioral drive to harm or injure other living beings. The higher an individual's aggressiveness, the greater the intensity and frequency of aggressive behaviors, such as frequent insults, fighting, hostility, and anger. In contrast, individuals with lower levels of aggressiveness will exhibit aggressive behavior less frequently (Buss & Perry, 1992).

A person's ability to navigate daily life tends to be directed toward achieving desired goals (Mundia, 2006). Aggression is a form of behavior used by someone to achieve certain goals by inflicting physical or psychological harm on others. Essentially, adolescence is a developmental stage between childhood and adulthood. During this time, adolescents experience biological changes, face new developmental tasks, undergo shifts in their relationships with parents, and become more intimate with friends or engage in romantic relationships with the opposite sex (Santrock, 2011).

Aggressive behavior is a component of juvenile delinquency that requires significant intervention to mitigate the negative consequences for both the perpetrator and the victim. The type of aggressive behavior most commonly exhibited by adolescents is often direct.

RESEARCH METHOD

This research is a descriptive study with a correlational design. The independent variable in this study is self-concept, while the dependent variable is self-control in relation to aggressive behavior. The accessible population in this study consists of 787 adolescents in the Astambul area, with a sample size of 108 individuals. The sampling technique used is stratified proportional random sampling. Data analysis uses Spearman's Rho to determine the relationship between self-concept and self-control in verbal aggression among adolescents on social media.

Research Method

The study was conducted with a sample size of 99 respondents selected using purposive sampling, a technique based on specific criteria determined by the researcher according to the research objectives (Sugiyono, 2014). Based on gender characteristics, the respondents consisted of 99 male students from grades 8 to 12, including students from both junior high and senior high schools. All respondents in this study were students from an Islamic boarding school.

Data collection was conducted using questionnaires in the form of scales. The scale for measuring self-concept is based on the Tennessee Self Concept Scale (TSCS) developed by Fitts (1971), consisting of 35 items. The scale for measuring self-control was adapted from Averill (1973) and consists of 24 items. The scale for measuring aggressive behavior was adapted from the Aggression Questionnaire by Buss and Perry (1992), comprising 22 items.

Data Analysis Technique

The hypothesis testing in this study uses multiple regression analysis, which aims to examine the influence of self-concept (X_1) and self-control (X_2) on reducing aggressive behavior (Y) among students of Islamic boarding schools in Bekasi. Data analysis was performed using IBM SPSS 22.0 for Windows

RESULT AND DISCUSSION

The results of the study on the influence of self-concept and self-control in reducing aggressive behavior among students of Islamic boarding schools in Bekasi are described as follows:

Table 1. Characteristics of Respondents

Variable	f	%
Class		
8 SMP	20	20 %
9 SMP	23	24%
10 SMA	18	18%
11 SMA	21	21%
12 SMA	17	17%

Table 2. Results of Regression Test on Self-Concept and Self-Control in Reducing Aggressive Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274 ^a	.075	.056	2.201

Based on the descriptive analysis in Table 2, the hypothetical mean for self-concept is 88.61, which is categorized as moderate. Each grade level has the same self-concept category. Self-control has a hypothetical mean of 84.02, also categorized as moderate, with each grade level falling into the moderate self-control category. The hypothetical mean for aggression is 92.17, which is categorized as moderate.

According to the data analysis results in Table 3, it is evident that self-concept and self-control have an impact on reducing aggressive behavior. The multiple regression analysis shows a significance level of 0.26 ($p > 0.05$), an R value of 0.274, and an R squared value of 0.75 (75%). This means that self-concept and self-control account for 75% of the influence, while the remaining 25% is affected by other factors outside the scope of the study. Based on the hypothesis test results, the hypothesis tested in this study can be accepted, indicating that self-concept and self-control have an effect on reducing aggressive behavior.

Adolescents with a positive self-concept will exhibit lower levels of verbal aggression, while those with a negative self-concept will show higher levels of aggression. This is consistent with the research by Auliya and Nurwidawati (2014), which states that higher self-control is associated with lower aggression, and conversely, lower self-control is linked to higher aggression.

In the study by Yohana et al. (2023), the conclusion is that most adolescent aggressive behavior on social media is categorized as high, and the majority of adolescents have a negative self-concept. There is a relationship between self-concept and self-control in relation to verbal aggression among adolescents on social media. When provoked, individuals with low self-control have difficulty managing aggression. Self-control is a factor that can influence verbal aggression, serving as an internal mechanism that hinders the release of aggressive responses. Self-control is closely linked to self-concept.

Another factor that can influence aggressive behavior is genetic factors. During childhood, exposure to stress can trigger the release of cortisol, leading to damage to the nervous system and brain, which may affect brain development and an individual's ability to control aggressive actions. Consequently, individuals may have lower abilities to regulate emotions and self-control, making them more prone to aggressive behavior (Provencal, Booij & Tremblay, 2015).

Further research by Chang, Wang, and Tsai (2016) collected data from various regions in the United States. The study explains that external factors that can exacerbate aggressive behavior include unsafe and violent surroundings, aggressive peers, and family and school environments. The researchers found that a poor

environment has a greater impact on increasing the risk of aggression in individuals compared to peer, family, and school factors. They emphasize the importance of considering environmental factors in understanding individual aggressive behavior.

CONCLUSION

Based on the research results, it can be concluded that the aggressive behavior of students in Islamic boarding schools falls into the moderate category, as do their self-concept and self-control. The analysis shows that self-concept and self-control have an impact on reducing aggressive behavior. Given that student aggression is categorized as moderate, it is recommended that school counselors provide continued attention and offer guidance and counseling services to prevent aggressive behaviors and manage student aggression.

For future researchers interested in studying the same variables or subjects, it is suggested to include additional variables such as self-regulation, peer support, and social control. Additionally, future research could explore self-control in greater depth, examining its benefits and effects on human behavior, among other aspects.

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