

The influence of school counselors' roles, emotional maturity, and self-control on aggressive behavior among high school students

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ABSTRACT

This study aims to examine the influence of the role of school counselors (Bimbingan dan Konseling/BK), emotional maturity, and self-control on aggressive behavior among high school students. Employing a quantitative explanatory approach and utilizing Structural Equation Modeling based on Partial Least Squares (SEM-PLS), the research involved high school students selected through purposive sampling techniques. The findings reveal that all three independent variables, namely, the role of school counselors, emotional maturity, and self-control have a significant negative effect on students' aggressive behavior. This indicates that the more effective the counselor's role, the higher the students' emotional maturity, and the better their self-control, the lower the tendency to exhibit aggressive behavior. Therefore, it can be concluded that the active role of school counselors, along with the reinforcement of students' psychological aspects: particularly emotional maturity and self-regulation plays a crucial role as both a preventive and curative strategy in reducing aggressive behavior in the school environment.

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Introduction

Adolescence represents a complex transitional phase marked by significant biological, psychological, and social changes, which can trigger aggressive behaviors in the high school environment, including bullying, confrontation, and acts of violence directed at teachers and school facilities (Morales-Vives et al., 2014). Identity shifts and emotional pressure during this period contribute to heightened aggression, where the interaction between internal factors—such as psychological maturity—and external factors—such as parenting styles and the social environment—plays a pivotal role (Morales-Vives et al., 2014; Fauzi et al., 2023). Furthermore, harsh discipline during childhood has been shown to increase the likelihood of aggressive behavior during adolescence, especially in the transition to secondary school settings; however, the development of empathy can mitigate these negative effects (Yang et al., 2023). Family and school involvement as support systems also play a protective role in reducing aggression, thus emphasizing the necessity for holistic interventions that strengthen social connectedness (Duggins et al., 2016; Dou et al., 2015).

The phenomenon of increasing aggressive behavior among students is becoming increasingly evident, as highlighted by empirical reports from educational institutions and media

coverage, which identify aggression as a pressing concern (Misno & Lubis, 2023). Research findings indicate that adolescent aggression is closely associated with emotional distress, unsupportive parenting, unfavorable social environments, and a lack of adaptive conflict management skills (Misno & Lubis, 2023). Studies on school bullying further suggest that negative peer interactions and stress from school dynamics exacerbate adolescents' tendency toward aggression (Hayati et al., 2023). Therefore, integrated interventions that actively involve teachers, families, and educational institutions are crucial in addressing and preventing aggressive behavior, while simultaneously fostering a safe and supportive learning environment for students' psychosocial development (Misno & Lubis, 2023; Hayati et al., 2023).

Uncontrolled aggressive behavior in adolescents has detrimental effects both at the individual and institutional levels. Individually, it may result in academic underachievement, poor social adjustment, and hindered moral development. Institutionally, it disrupts the overall school climate, making it less conducive to learning (Vuoksima et al., 2021; Fauzi et al., 2023). Various studies have identified emotional pressure, dysfunctional parenting, and unsupportive family and school environments as key determinants of aggression, all contributing to the failure in managing conflict adaptively (Li et al., 2021; Tran et al., 2024). In terms of intervention, approaches such as group anger management and problem-solving training have demonstrated effectiveness in reducing adolescent aggression (Ivonika & Verauli, 2020). In addition, school-based strategies involving guidance and counseling services can mitigate the negative impact of aggression by enhancing self-control skills and fostering emotionally stable and adaptive character development (SY et al., 2023).

Dalam konteks pendidikan formal, guru bimbingan dan konseling (BK) memiliki peran strategis dalam membantu pesWithin the formal education context, school counselors (Guidance and Counseling teachers) play a strategic role in assisting students with personal, social, academic, and career-related challenges (Rahmi et al., 2024). The main functions of guidance and counseling services are not only curative but also preventive and developmental, aiming to help students realize their potential and adapt positively to their environment. In relation to aggressive behavior, school counselors are at the forefront of conducting psychological assessments, providing individual and group counseling, and designing student-centered intervention programs (Saleh et al., 2025).

The effectiveness of a school counselor's role depends heavily on active engagement in building supportive relationships with students, the appropriate use of counseling techniques, and collaboration with homeroom teachers, parents, and other school stakeholders (Supriyanto & Eka Saputra, 2023). Through structured and continuous services, school counselors can identify early signs of student aggression and provide appropriate intervention strategies, including social value reinforcement, emotional regulation training, and conflict resolution skill development. Hence, optimizing the role of school counselors is an essential component in preventive efforts against school-based aggression (Malek, 2024).

Beyond environmental influences, individual psychological characteristics significantly contribute to aggressive behavior. One key psychological factor is emotional maturity, defined as an individual's capacity to recognize, understand, and manage emotions appropriately. Students with higher emotional maturity are more likely to respond to social situations wisely, avoid impulsive reactions, and build healthy interpersonal relationships. Conversely, emotional immaturity often results in explosive behavior, uncontrolled expressions of anger, and increased tendencies toward aggression.

Another equally important factor is self-control, referring to an individual's ability to regulate impulses, manage urges, and make rational decisions. Adolescents with strong self-control

are better equipped to avoid aggressive actions even in emotionally charged situations. Conversely, low self-control has been empirically linked to deviant behaviors, including verbal and physical aggression. Therefore, understanding students' levels of emotional maturity and self-control is crucial in explaining variations in adolescent aggressive behavior (Romero-López et al., 2021; Handasah, 2022).

Aggressive behavior among high school students constitutes a multidimensional issue that demands a comprehensive, data-driven approach (Romero-López et al., 2021; Handasah, 2022). Despite various efforts by schools to address such deviant behaviors—particularly through guidance and counseling services—aggressive conduct remains prevalent and shows a tendency to escalate. This indicates a mismatch between current intervention efforts and the actual needs of students on the ground (Romero-López et al., 2021).

Previous studies have tended to examine the triggers of aggression in isolation, which underscores the urgency of integrating the roles of school counselors, emotional maturity, and self-control in this research. This integrative approach is expected to provide a comprehensive understanding of the determinants of student aggression and to inform the design of effective prevention strategies in school environments (Wangsa & Tobing, 2024). School counselors, through psychological assessment and intervention, hold a strategic position in identifying and managing aggressive tendencies while simultaneously promoting students' social skills and self-regulation (Wangsa & Tobing, 2024). Emotional maturity, encompassing the ability to recognize and regulate emotions, is negatively correlated with aggression (Vega et al., 2022), whereas strong self-control helps prevent impulsive reactions in challenging situations (Vega et al., 2022; Plessen et al., 2023). Accordingly, this study seeks to integrate these three aspects to develop a more comprehensive understanding of the mechanisms underlying adolescent aggression.

The primary objective of this study is to empirically examine the influence of school counselors' roles, emotional maturity, and self-control on aggressive behavior among high school students. Specifically, the research aims to investigate the extent to which the involvement of guidance and counseling teachers can affect students' aggressive tendencies through effective counseling interventions. Additionally, this study seeks to explore the contribution of students' internal psychological attributes—namely emotional maturity and self-control—in managing aggressive reactions within the school's social environment. By evaluating these three variables simultaneously, this research aspires to offer both theoretical contributions to the field of guidance and counseling and practical implications for the design of comprehensive, evidence-based strategies to mitigate student aggression.

Method

Research Approach

This study employs a quantitative approach with an explanatory research design. This approach is utilized to examine causal relationships among variables as established in the conceptual framework. Data analysis is conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method, which is suitable for research aiming to test complex relationships between latent variables, especially when dealing with relatively small sample sizes and data that do not fully meet the assumptions of normal distribution.

Population and Sample

The population of this study consists of all senior high school students in [name of region/city] who have received guidance and counseling services. The sampling technique used is

purposive sampling, with the following inclusion criteria: students in Grade X and XI, actively participating in school activities, and having had direct interactions with a school counselor.

The minimum sample size is determined based on the SEM-PLS model requirements, which recommend a minimum of 10 respondents per indicator of the variable with the highest number of indicators. With a total of 16 indicators, the minimum required sample size for this study is 160 respondents.

Data Collection Technique

Data were collected through a closed-ended questionnaire using a 5-point Likert scale, with the following categories:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

The questionnaire was developed based on the dimensions and indicators of each variable as identified through theoretical review.

Operational Definition of Variables

Table 1.1: Operational Definition

Variable	Operational Definition	Indicator
Role of Counseling Teacher	Kemampuan guru BK dalam memberikan layanan bimbingan, konseling, dan pengembangan pribadi siswa	Konselor, fasilitator, mediator, motivator
Emotional Maturity	Tingkat kestabilan dan pengendalian emosi siswa dalam menghadapi situasi sosial	Pengendalian emosi, stabilitas, kesadaran diri emosional, ekspresi tepat
Self-Control	Kemampuan siswa dalam mengatur impuls, perilaku, dan fokus terhadap tujuan jangka panjang	Pengendalian impuls, pengaturan perilaku, fokus, kesadaran konsekuensi
Aggression Behavior	Tindakan agresif siswa secara verbal, fisik, atau relasional terhadap lingkungan sosial	Agresi fisik, verbal, relasional, reaktif

Data Analysis Technique

Data were analyzed using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method with the aid of SmartPLS software. This technique was chosen because SEM-PLS does not require the assumption of multivariate normality, is suitable for analyzing models with high complexity, and is appropriate for both exploratory and predictive research purposes.

The data analysis procedure involved the following steps:

Measurement Model Evaluation (Outer Model):

Indicator Validity Test (loading factor > 0.70)

Construct Validity Test (Average Variance Extracted / AVE > 0.50)

Construct Reliability Test (Composite Reliability > 0.70 and Cronbach's Alpha > 0.60)

Structural Model Evaluation (Inner Model):

R-Square Test (to assess the influence of exogenous variables on endogenous variables)

f^2 Effect Size Test

Q^2 Predictive Relevance Test

Significance Testing (Bootstrapping):

Relationships between variables were assessed based on t-statistics values ($t > 1.96$ at $\alpha = 0.05$)

Result

Measurement Model Evaluation (Outer Model)

Four criteria were used to evaluate the outer model: Convergent Validity, Discriminant Validity, Composite Reliability, and Cronbach's Alpha. The figure below illustrates the research model.

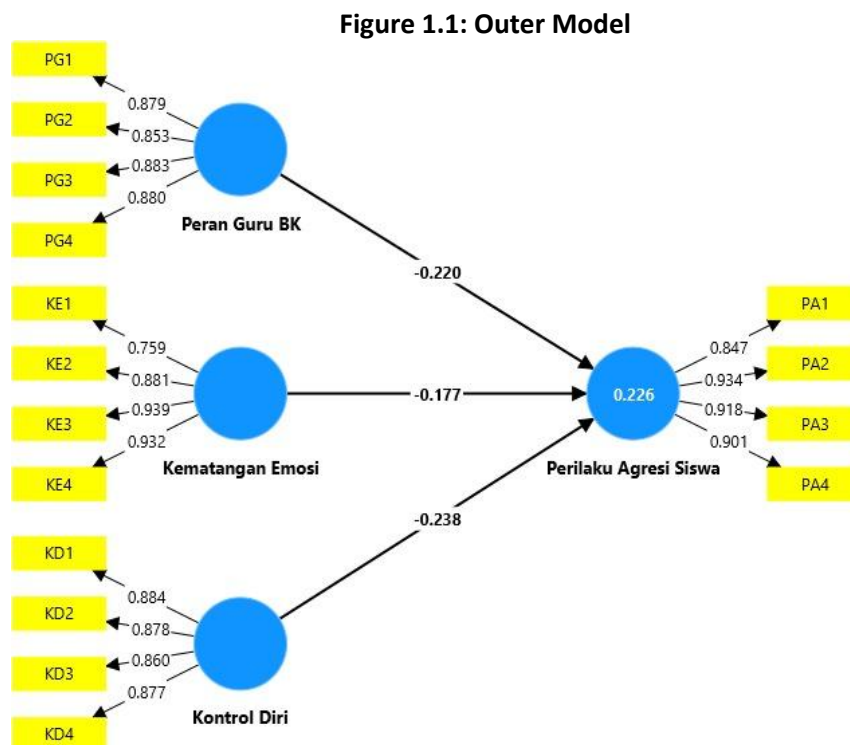


Figure 1 illustrates the outer loading values of the variables used in this study. All outer loading values depicted in the figure meet the criteria for validity, as they exceed the threshold of 0.70.

Validity Test

The validity test is used to determine whether a questionnaire is valid and accurately measures the constructs of interest. In this study, validity was assessed using convergent validity and Average Variance Extracted (AVE). Convergent validity is evaluated through reflective

measurement models, based on the correlation between item scores and component scores, calculated using the PLS algorithm. An item is considered to have high individual reflective validity if it correlates above 0.70 with the construct it measures. However, according to Dahri (2017), for early-stage research involving scale development, loading values between 0.50 and 0.60 are considered acceptable.

Table 1.2: Validity Test Results

Variable		Outer Loading	AVE	Description
Emotional Maturity	KD1	0,759	0,776	Valid
	KD2	0,881		Valid
	KD3	0,939		Valid
	KD4	0,932		Valid
Self-Control	KE1	0,884	0,766	Valid
	KE2	0,878		Valid
	KE3	0,860		Valid
	KE4	0,877		Valid
Role of Counseling Teacher	PA1	0,879	0,763	Valid
	PA2	0,853		Valid
	PA3	0,883		Valid
	PA4	0,880		Valid
Student Aggression Behavior	PG1	0,847	0,811	Valid
	PG2	0,934		Valid
	PG3	0,918		Valid
	PG4	0,901		Valid

Based on the validity test results, all 16 indicators in this study were found to be valid.

Reliability Test

This study employed two types of reliability tests: Cronbach's Alpha and Composite Reliability. Cronbach's Alpha measures the lower bound of reliability, with a value above 0.70 indicating acceptable internal consistency. Composite Reliability provides a more accurate estimate of the true reliability of a construct. A construct is considered to have high reliability if the Composite Reliability score exceeds 0.70.

Table 1.3: Reliability Test Results

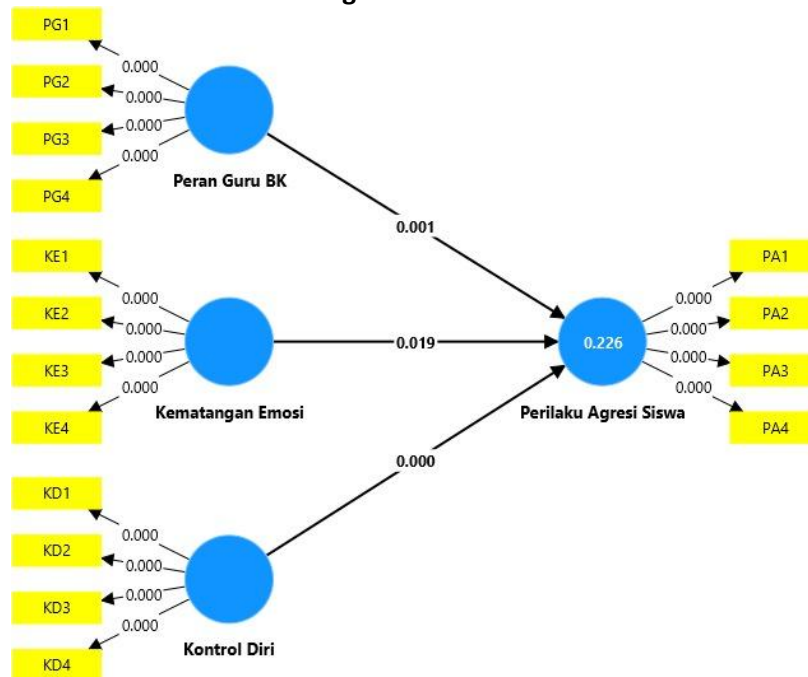
	Cronbach's Alpha	rho_A	Composite Reliability
Kematangan Emosi	0,903	0,927	0,932
Self-Control	0,898	0,906	0,929
Role of Counseling Teacher	0,897	0,904	0,928
Student Aggression Behavior	0,922	0,923	0,945

The results of the reliability tests indicate that all instruments used in this study are reliable, with both Cronbach's Alpha and Composite Reliability values exceeding 0.70. The good composite reliability value is caused by the high internal consistency between the construct and its indicators, the validity of relevant indicators, and the stable and consistent measurement reliability, which allows for accurate and dependable measurements.

Structural Model Evaluation (Inner Model)

Evaluating the hypothesized relationships among latent constructs is the core of inner model assessment. The evaluation of the inner model includes the following procedures:

Figure 1.2: Inner Model



R-Square Test

R-Square Coefficient determination (R-Square) test is used to measure how much endogenous variables are influenced by other variables. Based on data analysis conducted through the use of the smartPLS program, the R-Square value is obtained as shown in the following table:

Table 1.4: R-Square Test

	R-square	R-square adjusted
Student Aggression Behavior	0,226	0,211

Based on the test results, the R-Square score for student aggression behavior is 0.226, which means that student aggression behavior is influenced by Emotional Maturity, Self-Control, the Role of the Counseling Teacher, by 22.6% and another 77.4% is influenced by variables that have not been explained in this study.

Hypothesis Testing

The hypothesis testing results are used to determine whether the proposed hypotheses are supported by the data. The T-statistics and P-values are examined for each path in the model. A

hypothesis is considered accepted if the P-value is less than 0.05. The following table presents the findings from the hypothesis testing based on the structural (inner) model analysis:

Table 1.5: Hypothesis Testing

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Emotional Maturity -> Student Aggression Behavior	-0,177	2,344	0,019
Self-Control -> Student Aggression Behavior	-0,238	3,917	0,000
Role of Counseling Teacher -> Student Aggression Behavior	-0,220	3,292	0,001

Discussion

The Influence of Emotional Maturity on Students' Aggressive Behavior

The results of the first hypothesis testing, which examined the effect of emotional maturity on students' aggressive behavior, revealed a negative beta score (-0.177) with a t-statistic of 2.344 ($t > 1.96$) and a p-value of 0.019 ($p < 0.05$), indicating a statistically significant negative effect. This suggests that emotional maturity significantly influences students' aggressive behavior.

The findings demonstrate that the higher the level of emotional maturity a student possesses, the lower the likelihood of exhibiting aggressive behavior. This result is consistent with previous studies. For example, Denissa & Dasalinda (2023) reported a negative correlation between emotional maturity and student aggressiveness, with a correlation coefficient of -0.456 and a significance level of 0.004. Similarly, Annisavitry & Budiani (2017) found a significant negative correlation between emotional maturity and adolescent aggressiveness, with a coefficient of -0.599 and p-value of 0.000. Furthermore, Handasah (2022), in a study conducted at a public high school in Malang, concluded that emotional maturity had a direct negative impact on aggressive behavior ($\beta = -0.429$), while self-control, as a mediating variable, had only a marginal indirect effect. Although most research supports these findings, discrepancies may occur due to unaccounted factors such as parenting style, social environment, or psychological conditions. Therefore, this study emphasizes the importance of fostering emotional maturity as a strategy to mitigate aggressive behavior among students.

The Influence of Self-Control on Students' Aggressive Behavior

The results of the second hypothesis testing showed a negative beta score (-0.238) with a t-statistic of 3.917 ($t > 1.96$) and a p-value of 0.000 ($p < 0.05$), indicating a significant negative relationship between self-control and students' aggressive behavior.

These results are consistent with research conducted by Atina et al. (2022), which found that self-control significantly affects physical aggression among junior high school students; those with lower self-control were more prone to emotional outbursts and violence. Similarly, a study by Rahmadani & Fikry (2020) demonstrated a significant negative correlation between self-control and aggression among senior high school students, with a correlation coefficient of -0.523 and a

significance level of 0.00. Additionally, Auliya & Nurwidawati (2012) reported that self-control accounted for 21.9% of the variance in aggressive behavior at SMA Negeri 1 Padangan, indicating that the better the students' ability to control themselves, the lower their likelihood of acting aggressively.

However, not all studies support these findings. Rahayu (2019), in a study of students at SMP Negeri 27 Samarinda, found no significant effect of self-control on aggressive behavior ($p > 0.05$), suggesting that self-control alone does not fully account for students' aggression. Novianti & Suparman (2018) also argued that social environment and academic stress are more dominant factors affecting adolescent aggression than self-control. These mixed findings highlight that while self-control plays an important role in regulating aggression, it is not the sole determinant. Thus, a comprehensive approach is necessary to address student aggression—one that includes strengthening self-control, creating supportive social environments, and effectively managing academic stress.

The Influence of the School Counselor's Role on Students' Aggressive Behavior

The third hypothesis testing showed a negative beta coefficient (-0.220) with a t-statistic of 3.292 ($t > 1.96$) and a p-value of 0.001 ($p < 0.05$), indicating a statistically significant negative effect of the school counselor's role on students' aggressive behavior.

This finding aligns with previous studies, such as Jolita (2019), who reported that school counselors at MTsN 2 Aceh Besar, using a client-centered individual counseling approach, successfully assisted students in managing anger and reducing aggression. Similarly, Wardani & Pribadi (2019), in their study at SMP Negeri 12 Tarakan, found that counselors who provided both individual and group counseling services, conducted home visits, and collaborated with parents and homeroom teachers were effective in addressing aggressive student behavior. At SMA Persada Bandar Lampung, the counselor's role as a trusted advisor, mentor, and facilitator of student potential was found to reduce aggressive tendencies through individual counseling sessions (Beki, 2023). However, some studies indicate that the role of the school counselor is not always effective in reducing aggression. Nadra, in a study at SMP Negeri 2 Wolo, found that despite counseling interventions, some students continued to display aggressive behavior due to unsupportive family environments and lack of collaboration between school and parents. Ramadhani (2022) also reported that at SMKN 1 Batanghari, even with active counselor involvement, factors such as peer conflict and academic pressure required a more holistic intervention strategy. These findings suggest that while school counselors play a crucial role in managing aggressive behavior, external factors must also be considered. Effective intervention should not only involve guidance and counseling services but also efforts to foster a collaborative and supportive ecosystem involving families and school communities.

Conclusion

Based on the findings of this study, it can be concluded that the roles of school counselors, emotional maturity, and self-control significantly influence aggressive behavior among high school students. These three variables contribute to reducing student aggression: the more effective the counseling services, the higher the students' emotional maturity, and the stronger their self-control, the lower their tendency to engage in aggressive behavior. These findings affirm the research objective that internal factors and school environmental support play a critical role in shaping student behavior. Therefore, it is recommended that schools enhance counseling services and develop targeted programs aimed at fostering emotional regulation and self-control as preventive strategies against aggressive behavior in educational settings.

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