

The Relationship Between Emotional Intelligence and Verbal Aggressive Behavior of Junior High School Students

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Abstract

Verbal aggression is a form of communication that damages the self-concept of others, frustration, embarrassment, anxiety, and anger, and can also damage relationships so that it can cause physical aggression. This study aimed to determine the relationship between emotional intelligence and verbal aggressive behavior of junior high school students. The research design in this study is quantitative research with observational analysis, a study of the Cross-sectional approach. The sampling technique used a proportionate stratified random sampling of 164 respondents of junior high school students at an Islamic junior high school in Tangerang District, Indonesia. Data analysis using the Spearman Correlation Test. Based on the study's results, most respondents with high emotional intelligence amounted to 83 respondents (50.6%), and the results of low verbal aggressive behavior amounted to 96 (58.5%). The results of the Spearman rho test obtained a significance value of $0.000 < 0.05$, so it can be said that H_0 is rejected, it can be said that there is a relationship between emotional intelligence and verbally aggressive behavior with a correlation of -0.674 coefficient, it is said to be a strong correlation with the direction of negative correlation.

Keywords: Emotional Intelligence, Behavior, Verbal Aggressiveness

INTRODUCTION

Adolescence is called a developmental stage with changes in biology, cognitive, and social-emotional from childhood to adulthood (Suryana *et al.*, 2022). Adolescents in the transition period are vulnerable to acts of violence because they are often a source of conflict and other social pressures. Aggressive behavior appears in many cases of violence (Setiyani) (Isnaeni, 2021). Behaviors that affect adolescents in the environment are the role of peers; currently, the problem is hurtful behavior between friends, for example, behavior using swear words or rude words in interacting; rude words are considered commonly used words due to anger, irritation, and hatred. The harsh words include aggressive behavior (Aridhona & Setia, 2022).

Violent behavior is one of the mental disorders. According to the World Health Organization (WHO, 2018), mental health affects at least one in four people worldwide. According to WHO estimates, mental health problems affect 450 million people worldwide. Of the 120 million people living in Indonesia, 0.2–0.8% suffer from schizophrenia, and 2,400,000 of these children are estimated to have mental health problems.

In Indonesia, in 2016-2020, the Indonesia Child Protection Commission (KPAI) recorded that 480 children were victims of bullying in their schools; in 2016, there were 122 people; in

2017, there were 129 people; in 2018, there were 107 people; in 2019 there were 46 people; and in 2020 there were 76 people (Pahlevi, 2022).

In Tangerang, from January to August 2023, 207 women and children experienced violence. According to the head of the Tangerang City Integrated Service Center Unit for Women and Children's Empowerment, this number has increased Compared to 2022, which only reached 189 from January to August (Simanjorang, 2023).

Verbal aggression has various impacts, namely low self-esteem, disturbed mental health, decreased academic performance, disruption of interpersonal relationships, aggressive behavior, emotional disturbances, and negative self-attitudes (Bulolo, 2023). Perspective and thinking trigger a person to behave aggressively. Grumpy and aggressive adolescents often are wrong in their perception of the social environment. They tend to act angrily, which will make them face unfavorable circumstances or problems (Rolando, 2019).

According to Wijaya *et al.* (2021), emotional intelligence refers to emotional talent, which includes self-discipline, perseverance in facing difficulties, impulse control, self-motivation, mood regulation, and empathy. Goleman stated that emotional intelligence has a more critical role than family and economic strength in determining how resilient a teenager is. Or children to control their emotions. Emotional intelligence is a talent or strength of every person to manage their emotions, be strong against any failure, motivate themselves, and maintain control over their psyche and mood (Savira *et al.*, 2022).

According to data from the 2018 Basic Health Research, 19 million people over the age of fifteen experience mental and emotional disorders, and also more than 12 million people who suffer from depression. In addition, annual suicide data for 1,800 people, or five suicides per day, were collected from a Sample Registration System run by the Agency for Research and Development in 2016. Of these, 47.7% are adolescents between the ages of 10 and 39 and the productive age (Riskesdas, 2018). Every aspect of social life, including homes, classrooms, and the wider community, can benefit from mental health. Psychological concepts are the foundation for applying and advancing mental health in structured social units. That is, the psychological condition and climate of the environment in which a person lives impact the development of his mental health (Wahyuni *et al.*, 2023).

METHOD

This research used a cross-sectional approach. The sampling method in this study was Proportionate Stratified Random Sampling. Data analysis uses the Spearman Rank Test. This research was conducted in June 2024. The sampling technique used a proportionate stratified

random sampling of 164 respondents of junior high school students at an Islamic junior high school in Tangerang District, Indonesia.

RESULTS AND DISCUSSION

Univariate Analysis

One of the study's results is a univariate analysis that displays specific and general data. The age and gender of the respondents are shown in the general data. at the same time, the special data showed the frequency of verbally aggressive behavior and emotional intelligence in adolescents at an Islamic junior high school in Tangerang District, Indonesia.

a. Age

Table 1. Characteristic Frequency Distribution Based on Respondent Age

Age	Frequency	Percentage (%)
13 years	47	28.7
14 years	83	50.6
15 years	34	20.7
Total	164	100.0

Based on the Table 1, the study results showed that the students who answered this study were between 13 and 15 years old. Respondents aged 13 years were 47 people (28.7%), 14 years old was 83 people (50.6%), and 15 years old were 34 people (20.7%).

b. Gender

Table 2. Frequency Distribution Characteristics by Gender

Gender	Frequency	Percentage (%)
Man	75	45.7
Woman	89	54.3
Total	164	100.0

Based on the Table 2, the results of this study consisted of men and women, with 75 male respondents (45.7%) and 89 female respondents (54.3%).

c. Emotional Intelligence

Table 3. Frequency Distribution of Emotional Intelligence

Emotional Intelligence	Frequency	Percentage (%)
Tall	83	50.6
Keep	67	40.9
Low	14	8.5
Total	164	100.0

Based on the Table 3, the results of the study showed that out of 164 respondents, 83 respondents (50.6%) had high emotional intelligence, 67 respondents had medium emotional intelligence (40.9%), and 14 respondents (8.5%) had low emotional intelligence.

d. Verbal Aggressive Behavior

Table 4. Frequency Distribution of Verbal Aggressive Behavior

Aggressive Behavior	Frequency	Percentage (%)
High Aggressive Behavior	68	41.5
Low aggressive behavior	96	58.5
Total	164	100.0

Based on Table 4, the results showed that from 164 respondents, 68 respondents (41.5%) were found to have aggressive behavior with high aggressive behavior, and 96 respondents (58.5%) had low aggressive behavior.

Bivariate Analysis

The bivariate analysis aimed to determine the relationship between verbal aggressive behavior and emotional intelligence in grade VIII adolescents at an Islamic junior high school in Tangerang District, Indonesia.

Table 5. Crosstabulation Results of the Relationship between Emotional Intelligence and Verbal Aggressive Behavior

Emotional Intelligence	Verbal Aggressive Behavior						<i>r</i>	<i>P-Value</i>
	Low aggressive behavior		High Aggressive Behavior		Total			
	F	%	F	%	F	%		
Low	1	0.6	13	7.9	14	8.5	-0.674	0.000
Keep	11	6.7	46	28	57	34.8		
Tall	84	51.2	9	5.5	93	56.7		
Total	96	58.5	68	41.5	164	100.0		

Based on the Table 5, it can be seen that the correlation test using Spearman's Rho has a significant value of 0.000, which is less than 0.05, so H_0 is rejected. This means a relationship exists between emotional intelligence and verbally aggressive behavior, with a correlation value ($r = -0.674$) included in the strong category (Sugiyono, 2019).

The results of the study at an Islamic junior high school in Tangerang District, Indonesia, showed that 47 respondents (28.7%) were 13 years old, 83 respondents (50.6%) were 14 years old, and 34 respondents (20.7%) were 15 years old. Based on research conducted by 147 respondents, 101 respondents (68.7%) were 14 years old. It is said that aggressive behavior often occurs in children who are 12 to 15 years old (Yunalia & Etika, 2020).

Research shows that problematic behaviors are often observed at the age of 14. It is said that at the age of 14 there are often more aggressive behaviors than children and adults because these early adolescents get emotional problems, self-esteem, and the desire to try new things increases (Yahya & Megalia, 2017). Based on research conducted by 14 and 15-year-olds,

namely the middle adolescent category at that age, an increased egocentric nature will make peers pay attention to it and think it is superior if it is with other friends (Kadafi & Wibowo, 2022).

The study results showed that the largest number of respondents was 89 female respondents (54.3%), while the number of male respondents was 75 (45.7%). Research shows that women and men have the same opportunity to behave aggressively. If men are doing it in a direct, aggressive form, such as hitting a friend, pushing, or throwing something. Then, women are aggressive in indirect forms, namely slandering and spreading damaging rumors against others and others (Simanjuntak, 2019).

Based on research, there is no difference between men and women in carrying out aggressive behavior. Men and women who are aggressive are almost the same. Men are physically and verbally aggressive, and women are angry and hateful (Saputra *et al.*, 2024).

Based on the results of the study, it is known that of the 164 respondents in MTS N 1 Kabupaten Tangerang, it is known that the majority have high emotional intelligence, namely 83 people (50.6%), medium as many as 67 people (40.9%), then low as many as 14 people (8.5%). The results of this study are in line with the research carried out; from the results of the research on emotional intelligence, nine students with a percentage of 18% are included in the high category, 29 students with a percentage of 59% are included in the medium category and also 11 students with a percentage of 23% including the low category. It was concluded that emotional intelligence must be developed so that students become better emotionally (Kasmiati *et al.*, 2022).

The results of this study are in line with the research conducted It was concluded that many factors of emotional intelligence, namely age, gender, empathy, and also extracurricular activities. The dimension of emotional intelligence is the perception of emotions, being able to manage emotions within oneself, regulating emotions in others, and using emotions (Putri *et al.*, 2023).

Following the research conducted, 23 respondents (23.8%) had low emotional intelligence, 66 respondents (55%), and 31 respondents (25.8%) had high emotional intelligence. It is concluded that emotional intelligence is when a person can motivate themselves and maintain their mood without causing stress. Emotional intelligence means being able to relate well and understand others, and recognize and manage oneself is needed by adolescents because many aggressive behaviors are carried out spontaneously (Sarnoto & Romli, 2019).

Based on the results of the study, it is known that of the 164 respondents in MTS N 1 Kabupaten Tangerang, it is known that verbal aggressive behavior (high) is 68 respondents (41.5%) and verbal aggressive behavior (low) as many as 96 respondents (58.5%).

The results of this study are in line with the research conducted on verbal aggressive behavior, it was found that 26 respondents (29.2%) had mild verbal aggressive behavior, 17 respondents (19.1%) had moderate verbal aggressive behavior, and one respondent (1.1%) had severe verbal aggressive behavior. It can be concluded that the causes of aggressive behavior are grouped into two, namely, internal and external factors. Internal factors are within oneself, including biological and psychological factors, while external factors are the influence of the individual's environment. These two factors can hinder emotional and social development (Yulianingrum *et al.*, 2024).

The results of this study are following the research conducted, from the research on verbal aggressive behavior, it was found that respondents who had high verbal aggressive behavior were 43 respondents (43%), and low as many as 57 respondents (57%). It can be concluded that the many stress factors do not cause Jakarta students to behave aggressively high. Jakarta students, who comprise the majority of subjects, can control stress so that they can reduce and manage it (Wijaya *et al.*, 2021).

The results of this study are in line with the research conducted on verbal aggressive behavior, it was found that respondents who had low verbal aggressive behavior were 93 respondents (81%) and medium as many as 19 respondents (19%). It is concluded that individuals who cannot control their attitudes will commit negative behavior. And make losses not only to others but to yourself. Examples of negative behavior are insults, reproaches, and ridicule (Asnidar *et al.*, 2022).

The results of this study are in line with the research conducted by respondents who had low verbal aggressive behavior as many as 88 respondents (52.4%) and high as many as 80 respondents (50.6%). It can be concluded that verbal bullying behavior is high, namely saying the name of someone who is not liked, insulting others, speaking in a high tone, slandering others, insulting physical or racial conditions, shouting, talking bad things, gossiping which is done repeatedly or even by receiving treatment at the same time at 1 time (Ujang *et al.*, 2020).

The Relationship Between Emotional Intelligence and Verbal Aggressive Behavior

According to the bivariate analysis using the spearman rank test, the results were obtained statistically: the p-value was 0.000, and the value was $< (0.05)$. It was concluded that H_0 was rejected, which means that there is a relationship between Emotional Intelligence and Verbal Aggressive Behavior in Grade VIII adolescents at an Islamic junior high school in Tangerang

District, Indonesia.. From the statistical results using Spearman Rank Correlation, the result is $r = -0.674$, the result is seen from the close relationship between emotional intelligence and verbal aggressive behavior, showing a strong relationship and negative patterns.

The results of this study align with the research conducted by From the statistical results with a significance level of $p = <0.001$ using (Devina & Pratikto, 2022). Spearman Rank Correlation, the results of $r = -0.544$ show a negative relationship. It is concluded that the higher the emotion, the lower the verbal aggression behavior, and vice versa. Teenagers can manage their emotions well in doing positive things.

The results of this study also follow the statistical results with a significance level of $p = <0.001$ using (Savira *et al.*, 2022) Spearman Rank Correlation. The results $r = -0.314$ show a negative relationship. It is concluded that aggressive behavior can be reduced if emotional intelligence is high. The results of this study also follow the statistical results with a significance level of $p = 0.003$ using (Rizky, 2022) Spearman Rank Correlation. The result of $r = -0.375$ shows a negative patterned relationship. It is concluded that individuals cannot deal with negative emotions within themselves due to low emotional intelligence.

CONCLUSION

Based on the results of a study conducted on adolescents in grade VIII at an Islamic junior high school in Tangerang District, Indonesia, the characteristics of respondents aged 14 years were 83 respondents (50.6%) and 89 respondents (54.3%) were female. There were 83 people with high emotional intelligence (50.6%), 67 people with moderate emotional intelligence (40.9%), and 14 people with low emotional intelligence (8.5%). Verbal Aggressive Behavior at an Islamic junior high school in Tangerang District, Indonesia showed high verbal aggressive behavior in 68 people (41.5%) and low verbal aggressive behavior in 96 people (58.5%). There was a relationship between emotional intelligence and verbally aggressive behavior in grade VIII adolescents at an Islamic junior high school in Tangerang District, Indonesia with a p-value of $0.000 < 0.05$ and a correlation coefficient of -0.674 with a strong correlation strength and negative correlation direction.

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