

The Role of Parenting Style on Aggressive Behavior of Junior High School Adolescents

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ABSTRACT

Aggressive behaviour among junior high school students is a critical issue that negatively impacts students' social-emotional development and the learning environment at school. This article critically examines the relationship between parenting styles and adolescent aggressive behaviour, highlighting the role of self-control as a mediating variable. Through a qualitative literature review of 35 relevant studies from the fields of psychology, education, and family sociology, this article finds that authoritarian and permissive parenting styles have a positive correlation with aggressive tendencies, while authoritative parenting tends to protect children from deviant behaviour. On the other hand, self-control was found to play a significant role in mitigating the negative influence of parenting on adolescent aggression, especially when supported by the presence of an authoritative figure, a supportive social environment, and appropriate educational interventions. These findings highlight the importance of self-control as a bridge between parenting and aggressive behavioural responses in adolescents. Therefore, strengthening self-control through character development programmes and parenting education that is more sensitive to the emotional needs of adolescents can be an effective step in reducing aggressive behaviour among junior high school students.

Informasi Artikel

Kata Kunci:

Kata Kunci:
Perilaku Agresif;
Gaya
Pengasuhan;
Kontrol Diri;
Remaja SMP;
Literature
Review;
Keluarga;
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ABSTRAK

Perilaku agresif pada remaja usia Sekolah Menengah Pertama (SMP) merupakan persoalan krusial yang berdampak negatif terhadap perkembangan sosial-emosional siswa dan iklim pembelajaran di sekolah. Artikel ini menelaah secara kritis hubungan antara gaya pengasuhan orang tua dan perilaku agresif remaja, dengan menyoroti peran kontrol diri sebagai variabel penghubung. Melalui pendekatan literature review kualitatif terhadap 35 studi relevan dari bidang psikologi, pendidikan, dan sosiologi keluarga, artikel ini menemukan bahwa pola pengasuhan otoriter dan permisif memiliki korelasi positif terhadap kecenderungan agresivitas, sementara gaya otoritatif cenderung melindungi anak dari perilaku menyimpang. Di sisi lain, kontrol diri terbukti berperan signifikan dalam meredam pengaruh negatif pengasuhan terhadap agresivitas remaja, terutama bila didukung oleh kehadiran figur otoritatif, lingkungan sosial yang suportif, dan intervensi edukatif yang tepat. Temuan ini memperlihatkan pentingnya peran kontrol diri sebagai jembatan antara pengasuhan dan respons perilaku agresif pada remaja. Oleh karena itu, penguatan kontrol diri melalui program pengembangan karakter dan edukasi pengasuhan yang lebih sensitif terhadap kebutuhan emosional remaja dapat menjadi langkah yang efektif dalam mengurangi perilaku agresif di kalangan siswa SMP.

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1. PENDAHULUAN

Adolescents in junior high school (SMP) are in a critical and challenging transitional period. This stage is characterized by comprehensive changes, both physically, socially, and cognitively. Hormonal changes that affect mood, the urge to seek self-identity, and the desire to build independence make this period highly dynamic yet vulnerable to the emergence of deviant behaviors (Afriani, 2022; Freska & Kep, 2023; Mashar, 2015; Melani et al., 2024; Sumanto, 2014). At this stage, adolescents start to engage in more intense social interactions, particularly with their peers. In the process, they sometimes experience conflicts that cannot be resolved healthily. One form of expression that often emerges in adolescent dynamics is aggressive behavior.

Aggressive behavior in the school environment often becomes a primary concern for teachers, counselors, and parents. Aggression encompasses not only physical behavior, such as hitting or kicking, but also verbal actions, including teasing, shouting, and intimidating, as well as relational behaviors, including excluding others or spreading rumors that damage peers' reputations (Sartika, 2019; Siti, 2017). This phenomenon not only hurts the victims but also damages the learning environment in the classroom and hinders the development of healthy social relationships among students. The school environment, which should be a safe place for growth, can instead become a source of emotional stress if aggressive behavior is not addressed seriously.

According to the results of the 2021 National Survey of Indonesian Students conducted by the Indonesian Child Protection Commission (KPAI) and the Ministry of Education and Culture, approximately 45% of junior high school students reported having been involved in verbal or physical violence against classmates or their surroundings. This figure indicates that nearly half of the junior high school student population has experienced aggressive behavior, either as perpetrators or victims. Additionally, the 2018 PISA (Programme for International Student Assessment) report shows that Indonesia is among the countries with high levels of student violence in Southeast Asia, particularly among those aged 12–15. This data reflects social conditions that require special attention, especially from an educational and family perspective.

Several factors have been identified as contributing to aggressive behavior in adolescents. Some of these include peer pressure, exposure to uncontrolled social media content, stress from academic demands, living in violent environments, and traumatic childhood experiences. However, the most fundamental and earliest factor shaping a child's behavioral tendencies is the parenting style adopted by their parents (Anggraeni, 2024; Melani et al., 2024; Nathaline & Silaen, 2020; N. H. Putri & Daharnis, 2024). The family environment is the first place where children learn to recognize emotions, understand social values, and imitate behavior (Andhika, 2021; Darmayanti & Sadriani, 2023; Dwistia et al., 2025; Hardiyana et al., 2022; Masriah et al., 2023; Sit et al., 2024). In this context, parenting style becomes the primary instrument shaping children's thought patterns and emotional responses when facing stress or conflict.

Parenting style refers to the way parents educate, guide, and set rules for their children. Based on developmental psychology literature, there are several main parenting styles commonly applied in families: authoritative, authoritarian, permissive, and neglectful (Khasanah, 2024; Lesmana et al., 2025). Authoritative parenting, which strikes a balance between affection and firmness, is often associated with positive child development outcomes, including good emotional regulation, empathy, and healthy social skills.

Conversely, authoritarian parenting, which is repressive, rigid, and punitive, or permissive parenting, which is too lax and does not provide clear boundaries, is often associated with the emergence of problematic behavior, including aggression.

A study conducted by Novitasari et al., (2017) on ninth-grade students showed that authoritarian parenting was the most significant factor contributing to the emergence of aggressive behavior. Another study by Musslifah et al., (2021) found that children raised with authoritarian and permissive parenting styles had higher levels of aggression than those raised with authoritative parenting styles. Even Mil & Ningsih, (2023) noted that authoritarian parenting contributes up to 68% to aggressive behavior in elementary and middle school-aged children. Rahayu, (2018) added that children's self-control serves as a mediating variable influencing the strength or weakness of the impact of parenting styles on aggressive behavior. This means that it is not only the type of parenting style that is important but also the extent to which children are guided in developing emotional control and conflict management skills.

Unfortunately, despite numerous studies in this field, a gap in the literature remains that has not been adequately addressed. Most research is quantitative and emphasizes statistical relationships between variables, thus failing to provide a sufficiently deep understanding of the emotional and social dimensions of parenting styles or aggressive behavior itself (Mil & Ningsih, 2023; Musslifah et al., 2021; Novitasari et al., 2017; Rahayu, 2018). Additionally, studies specifically focused on the junior high school age group are relatively limited despite this being a critical period that significantly shapes the direction of children's personality development and self-control.

This situation highlights the need for a comprehensive and targeted literature review to thoroughly examine empirical and theoretical findings regarding parenting styles and aggressive tendencies among adolescent students in secondary schools. Synthesizing previous studies will help identify consistent and relevant connections while filtering information that can serve as a basis for developing targeted intervention strategies. This mapping will also be highly beneficial for teachers, parents, school counselors, and policymakers seeking to understand the roots of students' aggressive behavior from a family environment perspective.

This literature review is compiled as an effort to collect, examine, and critically re-present various scientific findings related to the role of parenting styles in shaping aggressive behavior in middle school-aged adolescents. This study aims not only to strengthen the conceptual foundation for understanding children's aggressive behavior but also to encourage the development of more reflective and evidence-based educational policies and parenting strategies. It is hoped that this article can make a real contribution to the prevention of student violence in schools and the development of a healthy, inclusive learning environment that supports the optimal emotional development of adolescents.

2. METODE (METHOD)

This study employs a qualitative literature review approach as its primary method to investigate the relationship between parenting styles and aggressive behavior in junior high school students. This method was chosen because it provides a deep understanding of the issue being studied through the synthesis of various previously published studies. In this context, the literature review serves not only as a means of collecting secondary data but also as a tool for constructing thematic mapping, critical analysis, and integrating various findings into a cohesive conceptual narrative.

The literature search was conducted systematically by targeting relevant and credible scientific sources. A total of 35 pieces of literature were used in the preparation of this article, consisting of accredited national journal articles, empirical research results, and other academic publications discussing the themes of parenting styles, adolescent development, and aggressive behavior in educational settings. The literature used was sourced from various disciplines, particularly psychology, education, and family sociology, considering thematic relevance and sociocultural contexts similar to those found in Indonesia. The primary focus of the literature selection process was studies examining the relationship between authoritarian, authoritative, or permissive parenting styles and aggressive tendencies in children aged 12 to 15 years.

The selection of literature also considered the methodological quality and conceptual contributions of each study. Although most studies used a quantitative approach, this article examines and interprets the results from a qualitative perspective, emphasizing the social-emotional context, cultural background, and family interactions that underlie the emergence of aggressive behavior in children. This literature review does not aim to test hypotheses statistically but rather to explore consistent patterns of findings and identify knowledge gaps that have not been extensively addressed in previous studies.

The analysis was conducted using a thematic approach that sought to identify common threads among the various studies. The main themes explored included forms of parenting that contribute to aggression, the role of children's self-control as a mediating factor, the influence of socioeconomic background, and the interaction between parenting styles and the school environment. Although each study has a different context in terms of location, research design, and respondent characteristics, this synthesis seeks to provide a more comprehensive understanding by considering the uniqueness of each study.

Additionally, to enhance the accuracy and validity of the synthesis, this study conducted repeated readings, cross-source comparisons, and critical evaluations of the methods and conclusions of each analyzed study. Thus, the results of this literature review are not only descriptive but also offer conceptual reflections that can be utilized in developing intervention programs for junior high school students and in fostering family support for healthy and effective parenting patterns.

Through this systematic and reflective qualitative literature review approach, the article aims to provide meaningful scientific contributions to the fields of education and child development psychology, particularly in addressing the challenge of increasing aggressive behavior among middle school-aged adolescents.

RESULT AND DISCUSSION

1. Parental Parenting Styles and Aggressive Behavior Among Middle School Students

Aggressive behavior among middle school students has increasingly become a concern in the field of education as cases of verbal and physical violence in school settings continue to rise. This phenomenon does not emerge suddenly but is the result of a prolonged process of social, emotional, and educational interactions within the family. Among various factors, parental parenting styles have been proven to play a central role in shaping children's tendencies toward aggressive behavior (Gainau, 2021; Noya, 2023; Nurbawono, 2024).

In efforts to understand this correlation, Diana Baumrind's parenting style theory serves as a conceptual foundation widely used by researchers and education practitioners.

Baumrind divides parenting styles into three main types: authoritarian, authoritative, and permissive (Baumrind, 1971, 2013; Firdaus & Kelly, 2019; Lestari & Yumra, 2022; Sari, 2024; Sarifudin et al., 2020). Each type is determined by two main dimensions: control (demandingness) and warmth (responsiveness). Authoritarian parenting is characterized by high control and low warmth; authoritative parenting strikes a balance between the two, while permissive parenting has low control but remains emotionally responsive. In this context, authoritarian parenting styles are often associated with the emergence of problematic behaviors, including aggression.

Adolescents raised in an authoritarian environment tend to face obstacles in expressing emotions healthily. When the need for autonomy is not met and emotional expression is suppressed, the resulting psychological pressure can manifest in the form of verbal or physical aggression. Amin et al., (2023) found that junior high school students raised in an authoritarian environment exhibited high levels of aggression, such as teasing, yelling, or even physically harming their peers. This finding is supported by the results of a study Mudaim & Rani (2018) that noted a highly significant correlation between authoritarian parenting styles and aggressive behavior at SMPN 9 Metro, with a correlation coefficient of 0.819.

However, this relationship is not absolute. Some studies indicate that while parenting style contributes to aggressive behavior, it is also influenced by self-control and other environmental factors. For example, Rahayu (2018) notes that adolescents' self-control has a greater influence on aggressive tendencies than parenting style. This underscores that aggression is the result of the interaction of various factors that either reinforce or weaken one another.

Furthermore, the digital age adds a new dimension to parenting patterns. Social media, as part of teenagers' daily lives, provides a new space for the emergence of aggression, especially when parental supervision and guidance are inadequate. Gunadi et al., (2022) Highlight that permissive parenting styles—characterized by a lack of boundaries and control—open up opportunities for adolescents to mimic negative behaviors from social media, which, in the long term, can reinforce aggressive tendencies in the real world.

On the other hand, authoritative parenting styles that strike a balance between control and warmth have been shown to promote healthy emotional development. In a study by Candra & Sofia (2017) it was found that parents with higher educational backgrounds are more likely to adopt an authoritative parenting style. Children raised in this environment tend to exhibit better emotional regulation and empathy, which makes them less likely to be provoked into aggressive behavior. Open communication and consistent positive reinforcement allow adolescents to internalize behavioral boundaries without feeling emotionally pressured.

Significant contributions also come from the education sector. While the family is the initial foundation for behavior formation, schools hold a strategic position to correct or reinforce parenting influences. Fitrianti et al., (2022) shows that group counseling interventions in schools can significantly reduce aggressive behavior, even among students from families with authoritarian parenting styles. As the second social environment after home, schools can serve as a reflective space for students to learn to resolve conflicts, express themselves constructively, and build healthy relationships.

In synthesis, various studies show a fairly consistent pattern: authoritarian and permissive parenting styles are positively correlated with high levels of aggressiveness in adolescents. In contrast, authoritative styles contribute to the formation of prosocial

behavior. However, other variables such as self-control, school support, and social media influence cannot be ignored in explaining the complexity of adolescent aggressive behavior. Therefore, a comprehensive and interdisciplinary approach is necessary to understand this dynamic. Within the framework of Baumrind's theory, the alignment between parental demands and responses is key to the formation of healthy behaviors. When parents can provide firm boundaries without neglecting warmth and communication, children will feel both valued and guided. This pattern creates a safe space for adolescents to develop, recognize their emotions, and learn to channel conflict positively. Conversely, an imbalance between control and affection will lead to frustration and emotional dysfunction that is often expressed in the form of aggression.

Based on the theory and empirical evidence analyzed, it is not enough to prevent aggressive behavior among adolescents partially. A synergy between family and school education based on a strong psychological understanding is needed. Efforts to improve parenting at home, educate parents about the importance of healthy communication, and build a supportive school environment are strategic steps to minimize aggressiveness in junior high school adolescents.

2. Self-Control as a Link between Parenting Style and Aggressive Behavior of Junior High School-aged adolescents

The aggressive behavior of junior high school-aged adolescents cannot be fully understood solely from the perspective of parenting style. One important variable that has emerged from various psychological studies is self-control, which refers to an individual's ability to regulate their impulses, emotions, and behavioral responses in various social situations. In this framework, self-control serves as a psychological mechanism that bridges the gap between parenting style and children's expression of aggressive behavior. That is, even if children are in an authoritarian or permissive parenting environment, good self-control skills can suppress their tendency to behave aggressively.

Research Rahayu (2018) directly examined the contribution of parenting style and self-control to the aggressive behavior of junior high school adolescents. The results show that self-control has a greater influence than parenting itself. Adolescents with high self-control are better able to resist the urge to retaliate or respond to pressure with aggressive actions. This demonstrates that self-control is not only a passive product of parenting but can also develop as an adaptive ability formed through life experiences and social learning.

This finding is corroborated by a study Anggraeni (2024) that investigated the relationship between fatherlessness and self-control in high school students. She found that the absence of a father figure hurts children's ability to control emotions and behavior. Students who experienced fatherlessness showed lower self-control scores, which, in the long run, increased the risk of deviant behavior, including aggressiveness. This confirms the importance of having a father figure or a functional substitute in the process of internalizing values and discipline.

However, self-control is not only influenced by the presence or quality of relationships with parents. Studies Uberty (2022) show that reproductive health education and community-based guidance approaches are also effective in strengthening adolescents' self-control. Here, self-control is understood as the result of structured interventions, not merely a product of family relationships. This opens up the possibility that even if children grow up

in hostile parenting, external interventions can still strengthen their emotional and behavioral regulation power.

The same thing was also found in research S. A. Putri (2020) on the assertiveness of fatherless women. Although the subjects in the study grew up with limited access to a father figure, they still showed quite good emotional control and self-reflection skills. This suggests that supportive social experiences-such as attachment to mothers, teachers, or other adults-can be an important source of emotional learning.

In a broader context, Angelia (2021) highlights the role of teachers and parents in shaping self-control from an early age. According to him, teachers have a strategic role as demonstrators and facilitators of the formation of prosocial behavior. Positive behavior habituation, assertive communication models, and empathic interactions between teachers and students can create conditions that support the formation of healthy self-control, even when parenting at home is less than optimal. A collaborative approach between home and school is proven to be more effective in shaping adolescents' self-control.

From an educational intervention perspective, Husni (2021) found that the use of educational media, such as video scribing, is effective in increasing students' awareness and self-control of bullying. This means that an information-based cognitive approach can also shape self-control by increasing students' reflective awareness of the negative impact of impulsive actions. In other words, self-control is not an innate talent but rather an ability that can be learned and developed through training.

However, a critical perspective also highlights the limitations of self-control as a single mediator. Some adolescents, despite having good self-control capacity, remain at risk of exhibiting aggressiveness if they live in toxic and unsupportive social environments. For example, in exposure to violent social media or in communities that lack strong prosocial norms, adolescents are likely to imitate aggressive behavior patterns despite their psychologically moderate self-control. This underscores the need to understand self-control within the broader psychosocial ecosystem.

Based on the synthesis of these findings, it can be formulated that self-control serves as a crucial link between parenting style and adolescent aggressive behavior but is not the only determining variable. The success of self-control as a protective barrier against aggressiveness is strongly influenced by other supporting factors, such as the presence of positive authoritative figures (parents or teachers), healthy social experiences, and structured educational interventions. Thus, strategies to prevent aggressiveness in adolescents should include comprehensive self-control training as well as strengthening social networks that support children's psychological development.

In adolescent education and counseling practice, these findings provide important implications. Teachers, counselors, and parents should not only focus on discipline or prohibition but also equip adolescents with self-reflection, emotional management, and social skills to develop adequate self-control. Character-building programs in schools should integrate self-control training into various extracurricular and extracurricular activities. Similarly, family-based counseling services should also consider aspects of the absence of a father figure or other family dynamics that can impact the development of adolescent self-control.

To conclude, self-control is a crucial bridge that connects parenting quality with aggressive behavioral tendencies. It is not only a reflection of how children are raised but also a result of how they learn to understand, manage, and respond to their emotions amid

social challenges. Building healthy self-control requires the collaboration of all elements—family, school, and community—so that adolescents can grow as individuals who are not only able to think critically but also act wisely.

3. CONCLUSION

Based on a review of various literatures, it can be concluded that parenting styles, especially authoritarian and permissive patterns, have a significant relationship with aggressive behavior in junior high school adolescents. However, the relationship is not singular, but strongly mediated by adolescents' self-control ability. Adolescents with good self-control tend to be able to respond adaptively to social pressure, even if they come from non-ideal parenting patterns. In addition to parenting, external factors such as the role of teachers, social support, and media-based education also contribute to shaping self-control and preventing aggressiveness. Therefore, intervention efforts should be carried out collaboratively between families and schools, emphasizing strengthening emotional regulation and character building. This study also recommends that future researchers explore more intersectional aspects such as the influence of cultural background, family economic conditions, or the role of non-father figures in shaping self-control, as well as using a qualitative-field approach to explore the dynamics of adolescent emotions contextually and in depth.

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