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The Influence of Self-Control and Peer Conformity on Aggressive Behavior Among Vocational High School Students

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Abstract

This study aims to determine the effect of self-control and peer conformity on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon, both partially and simultaneously. This study utilizes a quantitative approach with a survey method. The research population consists of all students majoring in Fishing Vessel Nautical Studies (NKPI) at SMK Negeri 1 Mundu Cirebon, with a sample of 162 students determined using the proportional random sampling technique. The research instrument employs a Likert scale questionnaire that has been tested for validity and reliability. Data analysis techniques include simple linear regression and multiple linear regression analysis. The results of the study indicate that self-control has a negative and significant effect on students' aggressive behavior. The higher the student's self-control, the lower their aggressive behavior. Conversely, peer conformity has a positive and significant effect on students' aggressive behavior. The higher the student's conformity toward their peer group, the higher their aggressive behavior. Furthermore, self-control and peer conformity simultaneously have a significant effect on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. The findings of this study demonstrate that students' aggressive behavior is influenced by internal factors in the form of self-control capacity and external factors in the form of social environment influences from peers. Therefore, preventive efforts are required through strengthening self-control and fostering a positive social environment at school.

Keywords: aggressive behaviour, peer conformity, self-control

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INTRODUCTION

Vocational High Schools (SMK) play a strategic role as vocational education institutions in preparing skilled workers ready to enter the industrial sector. SMK Negeri 1 Mundu Cirebon, which holds ISO 9001:2015 certification, is a leading maritime school with a vision to become a national hub for maritime and technology education by 2027. One of its flagship specialization programs is Fishing Vessel Nautical Studies (NKPI), designed to train aspiring maritime officers in navigation and fishing operations. This program possesses unique characteristics distinguishing it from other vocational tracks, specifically its orientation toward a rugged maritime culture, a strict hierarchy, and preparation for the prolonged isolation experienced at sea.

However, preliminary observations and information from Guidance and Counseling teachers at SMK Negeri 1 Mundu Cirebon reveal a concerning phenomenon regarding aggressive behavior among NKPI students. Various forms of aggression have been identified, ranging from verbal aggression—such as the use of coarse sailor-style language, mocking, threatening, and swearing at peers—to physical aggression, including pushing, hitting, and fighting. Furthermore, relational aggression—such as the intimidation of juniors, the establishment of rigid power hierarchies, and the ostracization of students perceived as weak—frequently occurs. Similar phenomena have been reported at other vocational schools in Indonesia; notably, Hanifah et al. (2018) found significant gender-based differences in levels of aggressive behavior among vocational high school students in Yogyakarta City.

The phenomenon of aggressive behavior among vocational school students is not an isolated issue. According to reports from the Indonesian Child Protection Commission (KPAI), there has been a significant rise in bullying cases in Indonesia, with approximately 70% of students reporting that they have experienced or witnessed acts of bullying (Israfil & Fauzia, 2025). Specifically within the vocational high school (SMK) context, research by Habibah & Marsinun (2023) found a highly significant relationship between self-control and verbal aggression among seventh-grade students at SMPN 174 Jakarta. Another study by Auliya & Nurwidawati (2014) at SMA Negeri 1 Padangan, Bojonegoro, demonstrated a substantial negative correlation between self-control and aggressive behavior among students. In Makassar, a study involving students at SMK Nasional found that the magnitude of the influence of self-control on aggressive behavior reached 61.7%, indicating that self-control plays a major role in determining the emergence of aggressive behavior (Taufik Akbar & Widyarini, 2022).

The context of maritime education—specifically the NKPI program—adds complexity to the issue of aggressive behavior. Research on maritime navigation students found that 33%

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possessed an "overcontrolled" personality type, characterized by high neuroticism and a tendency toward aggression; this trait can hinder their effectiveness as ship leaders (Plopa et al., 2021). The maritime environment can foster aggressive behavior due to factors such as prolonged isolation, the deprivation of social needs, and a culture of strong masculinity. Studies on workplace bullying in the maritime sector reveal an alarming prevalence: 8–25% of all seafarers—and over 50% of female seafarers—experience bullying and harassment (Jepsen et al., 2021).

Aggressive behavior has profound and multidimensional consequences. Research by Lin et al. (2024) indicates that such behavior not only damages the psychological and physical health of victims but also disrupts the perpetrators' peer relationships and academic performance, while impeding social development, personality formation, and cognitive functioning. In the Indonesian context, a study by Rosalinda and Satwika (2019) at a vocational high school (SMK) in Gresik confirmed a negative correlation between verbal aggression and students' self-control. Furthermore, research on vocational students in Bima found a significant negative relationship between self-control and aggressive behavior ($r = -0.718$, $p < 0.01$), indicating that students with low self-control are highly susceptible to engaging in aggressive behavior (Israfil & Fauzia, 2025).

To understand the root causes of aggressive behavior among NKPI students, it is essential to identify the influencing factors. One crucial internal factor is self-control. Self-control is defined as an individual's ability to regulate impulses, emotions, and behaviors in alignment with social norms and long-term goals (Tangney et al., 2004). In the context of vocational high school students, research by Santi and Setiawan (2022) confirms the existence of a relationship between self-control and aggressive behavior. A study at SMK Negeri 3 Padang found a positive and significant relationship between self-control and students' aggressive behavior, with an r-calculated value of 0.407 exceeding the r-table value of 0.138 (Wati, 2024).

Empirical evidence from research in Indonesia consistently demonstrates a significant negative relationship between self-control and aggressive behavior among vocational students. A study by Putri et al. (2021) identified a correlation between self-control and students' tendencies toward aggression. A meta-analysis conducted in Indonesia by Hastuti (2018) confirmed that self-control is negatively associated with aggression. Research involving students at SMK Islam Krembung indicated that emotional regulation and peer conformity significantly influence aggressive behavior; specifically, emotional regulation—a component of self-control—was found to be negatively correlated with aggression (Raviyoga & Marheni, 2019). Research at SMK Kesehatan Samarinda also confirmed the impact of self-control on truancy among vocational

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students (β = -0.469, p = 0.000; Alvin, 2007), a finding indirectly linked to the control of deviant behavior.

In addition to internal factors, peer conformity is a highly dominant external factor influencing students' aggressive behavior. Peer conformity refers to an individual's tendency to adopt the norms, values, attitudes, and behaviors of their peer group in order to gain acceptance and belong to that group. During adolescence, peers serve as a primary reference point for shaping identity and behavior. Research in Indonesia provides strong evidence regarding the role of conformity in shaping aggressive behavior. Permatasari et al. (2021) identified a relationship between emotional regulation, peer conformity, and aggressive behavior in Pontianak. A study involving students at SMK Negeri 10 Semarang revealed a significant negative relationship between aggressive behavior and peer conformity (rxy = -0.171, p = 0.014; Adhi, 2020).

Within the context of Guidance and Counseling services at SMK Negeri 1 Mundu, a comprehensive understanding of how self-control and peer conformity influence the aggressive behavior of NKPI students holds significant practical implications. Research by Rahmi et al. (2024) demonstrate the effectiveness of expressive writing counseling techniques in reducing students' aggression motives, while Zuyina et al. (2025) identify assertiveness skills as a means to reduce students' aggressive behavior. By specifically understanding the factors influencing aggressive behavior within the NKPI context, counselors can design more targeted intervention programs, such as: (1) self-control training programs tailored to maritime challenges; (2) programs for developing positive peer group norms; (3) mental preparation programs for shipboard internships; and (4) aggression prevention programs based on SAT theory.

Given the observed aggressive behavior among students in the NKPI (Fishing Vessel Nautical) program, existing empirical data from Indonesian studies regarding the relationship of self-control and peer conformity to aggression, the unique context of maritime education, and identified research gaps, the researcher aims to conduct a study titled "The Influence of Self-Control and Peer Conformity on Aggressive Behavior among Students of the Fishing Vessel Nautical (NKPI) Department at SMK Negeri 1 Mundu Cirebon." This study is expected to: (1) provide a deeper understanding of the dynamics of aggressive behavior within the context of vocational maritime education; (2) identify the relative contributions of self-control and peer conformity to aggressive behavior; (3) test the theoretical mechanisms of General Aggression Model (GAM)—often referred to as SAT in specific contexts—among NKPI students; and (4) serve as a foundation for developing guidance and counseling programs that are more effective, contextual, and responsive to the unique needs of NKPI students.

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In practical terms, the study's findings are expected to provide valuable information to various stakeholders. For the school, the results can serve as a basis for designing more effective, targeted, and evidence-based prevention and intervention programs regarding aggressive behavior. For teachers and counselors, the study offers insights into the factors that should be prioritized during individual and group guidance and counseling sessions. For parents, the findings can raise awareness regarding the importance of fostering their children's self-control and monitoring their peer associations.

METHOD

This study employs a quantitative approach utilizing a causal-associative research design. Causal-associative research aims to examine the cause-and-effect relationship between independent and dependent variables (Sugiyono, 2021). In this study, self-control (X1) and peer conformity (X2) serve as independent variables, while aggressive behavior (Y) serves as the dependent variable among students at SMK Negeri 1 Mundu Cirebon. A quantitative approach was selected because it allows for the objective measurement of variables through numerically analyzed data, resulting in findings that are systematic, measurable, and generalizable (Arikunto, 2020; Yusuf, 2020).

The study utilizes a non-experimental design with a cross-sectional approach. A cross-sectional design involves data collection at a single point in time without manipulating the research variables (Creswell & Creswell, 2021). In this study, all variables were measured simultaneously to capture the students' condition during a specific period. This design was chosen for its time and cost efficiency and its suitability for the research objective, which focuses on examining the influence between variables (Sugiyono, 2021).

The sample for this study consists of Grade X and XI students from the Fishing Vessel Nautical (NKPI) program at SMK Negeri 1 Mundu Cirebon during the 2025/2026 academic year. The selection of Grade X and XI students is based on academic and psychological considerations; students at this level are in an adolescent developmental phase characterized by active social interaction and behavioral formation, making them relevant subjects for measuring self-control, peer conformity, and aggressive behavior (Yusuf, 2020). Sample size determination was conducted using Slovin's formula with a 5% margin of error to ensure a representative sample, while the sampling technique employed was Proportionate Stratified Random Sampling. This technique was selected because the population is heterogeneous and stratified, ensuring that each group within the population has a proportional chance of being represented in the sample,

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which ultimately enhances the accuracy and generalizability of the research findings (Arikunto, 2020).

Results and Discussion

Results

Multiple Regression Analysis

Multiple regression analysis is a method used to examine the influence of two or more independent variables on a single dependent variable. In this study, multiple regression analysis is employed to assess the impact of peer conformity and self-control on verbal aggression. The t-test is used to examine the individual effects of peer conformity and self-control on verbal aggression, while the F-test is used to assess the simultaneous (joint) effect of peer conformity and self-control. The following are the results of the regression analysis regarding the minor hypotheses:

Table 1 Regression Test Results for Minor Hypotheses

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1,928	,593		3,249	,051
	Self-control	2,046	,131	1,162	15,591	,061
	conformity	,220	,099	,165	2,211	,078

Based on the regression test results, the self-control variable yielded a calculated t-value of 15.591 (which is greater than the t-table value of 1.6543) and a significance value of 0.061 (which is greater than 0.05); consequently, the null hypothesis (H01) is rejected and the alternative hypothesis (Ha1) is accepted. This indicates that the self-control variable influences students' aggressive behavior.

Furthermore, the regression results for the peer conformity variable showed a calculated t-value of 2.211 (exceeding the t-table value of 1.6543) and a significance value of 0.078 (greater than 0.05); thus, H01 is rejected and Ha1 is accepted. This implies that the peer conformity variable influences students' aggressive behavior. Meanwhile, the results of the major hypothesis test regarding the influence of peer conformity and self-control on verbal aggression are presented in Table 2.

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Table 2 Results of the Major Hypothesis Test (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	145200,441	2	72600,221	18137,998	,000[b]
	Residual	636,423	159	4,003		
	Total	145836,864	161			

Based on the results of the major hypothesis test above, the calculated F-value is 18,137.998, which exceeds the F-table value of 3.05. Meanwhile, the significance value is 0.000—which is less than 0.05—indicating that H3 is accepted and H0 is rejected. This means that self-control and peer conformity simultaneously influence aggressive behavior. Table 3 details the magnitude of the influence of self-control and peer conformity on aggressive behavior.

Table 3 Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,698[a]	,696	,696	1,00066

The table above shows an Adjusted R-square value of 0.696. This indicates that the simultaneous influence of self-control and peer conformity on aggressive behavior is 69.6%, while the remainder is influenced or explained by other variables not included in the research model.

DISCUSSION

The influence of self-control on students' aggressive behavior SMK Negeri 1 Mundu Cirebon

Research findings indicate that self-control has a positive and significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. This suggests that the greater a student's ability to control their emotions, thoughts, and behaviors, the lower their tendency to engage in aggressive acts—whether physical, verbal, or relational. Conversely, students with low self-control are prone to emotional volatility, struggle to restrain impulsive urges, and are more likely to act aggressively toward their peers.

The results demonstrate that students capable of controlling their behavior, considering the consequences of their actions, and effectively managing negative emotions are better able to avoid conflict and aggression within the school environment. For students in the Fishing Vessel

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Nautical (NKPI) program, self-control is particularly crucial, as they operate within an educational setting characterized by a culture of discipline, physical and mental pressure, and intense peer-group social interactions.

These findings align with research by Habibah and Marsinun (2023), which established a significant positive relationship between self-control and verbal aggression among students at SMPN 174 Jakarta. That study showed that students with high self-control were better at managing anger and avoiding aggressive behavior toward peers. Another study by Taufik Akbar and Widyarini (2022) involving vocational high school (SMK) students in Makassar found that self-control contributed 61.7% to aggressive behavior; this implies that self-control is a dominant internal factor in determining whether or not aggressive behavior manifests in vocational school adolescents. Furthermore, research by Israfil and Fauzia (2025) on SMK students in Bima revealed a significant negative correlation (r = -0.718) between self-control and aggressive behavior. These results reinforce the current study's findings that low self-control increases the likelihood of students engaging in aggressive acts.

The findings of this study are also supported by international research indexed in Scopus. Research by Lin et al. (2024) explains that self-control plays a crucial role in inhibiting adolescent aggressive behavior, as individuals with effective self-regulation are able to manage emotions and social pressures adaptively. A study by Plopa et al. (2021) involving maritime navigation students found that individuals with low self-control are more prone to exhibiting aggressive behavior due to the harsh pressures of the maritime environment. Furthermore, research by Kennedy (2025), utilizing the Situational Action Theory approach, explains that self-control is a primary factor in determining an individual's decision to engage in or avoid aggressive acts when facing social environmental pressures. Research by Jepsen et al. (2021) also found that poor self-control and emotional regulation increase interpersonal conflict and aggressive behavior within maritime work environments.

Theoretically, these findings support Gottfredson and Hirschi's self-control theory, which posits that individuals with low self-control tend to be impulsive, quick to anger, and aggressive, and are unable to consider the consequences of their actions. This study also aligns with the self-regulation theory proposed by Tangney, Baumeister, and Boone (2004), which states that the ability to control internal impulses and emotions is a vital factor in shaping adaptive behavior. Additionally, Bandura's social cognitive theory explains that an individual's ability to control their response to environmental stimuli is a key determinant in the emergence of aggressive behavior.

Thus, it can be concluded that self-control plays a pivotal role in reducing aggressive

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behavior among students at SMK Negeri 1 Mundu Cirebon. The higher the level of student self-control, the less likely they are to engage in aggressive acts within the school environment.

The influence of peer conformity on student aggression SMK Negeri 1 Mundu Cirebon

The research findings indicate that peer conformity has a positive and significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. This suggests that the higher the level of student conformity to their peer group, the greater the tendency to engage in aggressive behavior. Conversely, students who are able to uphold their principles and resist succumbing to peer pressure tend to exhibit lower levels of aggression.

For students in the NKPI program, peer pressure is particularly intense due to factors such as group solidarity, a culture of seniority, and the need for social acceptance. These conditions drive students to adopt group norms and behaviors—even when the group engages in aggressive acts such as mocking, bullying, intimidating, or verbally abusing others.

These results align with the study by Cahyadi et al. (2024), which identified a strong positive relationship between peer conformity and verbal aggression among junior high school students in Samarinda (correlation coefficient r = 0.641). Similarly, research by Parasayu (2025) demonstrated that peer conformity significantly influences aggression among students at SMPN 2 Kota Bangun (significance value of 0.003 < 0.05). Another study by Purnadeka (2020) involving students at SMK Negeri 1 Semarang found that peer pressure contributes to increased aggressive behavior, particularly verbal aggression.

These findings are further supported by international research indexed in Scopus. A study by Laninga-Wijnen et al. (2020) explains that peer group norms can normalize aggressive behavior within the school environment; when such behavior is perceived as acceptable within the group, members are more likely to emulate it. Research by Jindal (2024) found that peer conformity significantly influences the formation of social identity and adolescent behavior, including aggression. Additionally, a study by Dinastirev Aggensteiner et al. (2024) indicates that vocational school students exhibit a higher propensity for aggression due to peer group pressure and the need for social acceptance within the school setting.

Theoretically, these results align with Asch's social conformity theory, which posits that individuals tend to adjust their behavior to match group norms in order to gain social acceptance. The findings are also consistent with Tajfel and Turner's social identity theory, which explains that individuals adhere to group norms to maintain their status and social identity within the group. In the context of NKPI students, group norms that value toughness and social dominance can trigger

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aggressive behavior as a form of group loyalty.

Thus, it can be concluded that peer conformity has a significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. The higher the level of conformity to the peer group, the greater the students' tendency to engage in aggressive behavior.

The simultaneous influence of self-control and peer conformity on students' aggressive behavior SMK Negeri 1 Mundu Cirebon?

The research findings indicate that self-control and peer conformity simultaneously exert a significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. This demonstrates that student aggression is shaped not only by internal factors—specifically the ability to exercise self-control—but also by external factors, such as social pressure from peer groups.

Students with low self-control who belong to peer groups that encourage aggressive behavior face a higher risk of engaging in acts of aggression compared to those with high self-control situated in positive social environments. Conversely, students with strong self-control are better equipped to resist negative group influences and choose more adaptive behaviors, even when facing high pressure to conform within their social environment.

These results align with the study by Ningrum and Astuti (2023), which found that self-control and peer conformity simultaneously and significantly influence bullying behavior among high school students. Research by Hartono and Primasari (2022) involving vocational high school students in Jakarta also identified a significant interaction between self-control and peer conformity regarding aggressive behavior. Furthermore, a study by Sabekti and Astuti (2025) demonstrated that weak self-regulation and high group pressure are primary predictors of aggressive behavior among school-aged adolescents.

International research also supports these findings. Kennedy's (2025) study, utilizing Situational Action Theory, explains that aggressive behavior emerges from the interaction between individual morality, self-control capabilities, and social environmental norms. Research by Sovitriana and Sianturi (2021) showed that peer conformity and emotional regulation jointly influence aggression among university students. Additionally, a study by Gutiérrez-Cobo et al. (2023) found that individuals with low emotional regulation are more susceptible to group social pressure to engage in aggressive behavior.

Theoretically, these findings support Situational Action Theory (SAT), which posits that aggressive behavior arises from the interaction between individual characteristics and social

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environmental influences. Moreover, Bandura's social learning theory explains that individuals acquire aggressive behaviors through the processes of observing and imitating their social environment. Gottfredson and Hirschi's self-control theory also explains that individuals with low self-control are more susceptible to the influence of negative peer group norms.

Based on these research findings, it can be concluded that self-control and peer conformity simultaneously exert a significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. Therefore, efforts to prevent aggressive behavior need to be undertaken by strengthening students' self-control while simultaneously fostering a positive and supportive peer group environment.

CONCLUSSION

Based on the research findings and discussion regarding the influence of self-control and peer conformity on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon, the following conclusions can be drawn: 1. Self-control has a positive and significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. This indicates that the higher the level of self-control possessed by students, the lower their tendency to engage in aggressive behavior—whether physical, verbal, or relational. Conversely, students with low self-control tend to be more easily provoked, struggle to manage their emotions, and are more prone to committing aggressive acts against their peers. 2. Peer conformity has a positive and significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon. This indicates that the higher the level of student conformity to peer groups, the greater the tendency to engage in aggressive behavior. Group pressure and the need for social acceptance lead students to follow group norms and behaviors, including the aggressive behaviors that develop within peer groups. 3. Self-control and peer conformity simultaneously have a significant influence on the aggressive behavior of students at SMK Negeri 1 Mundu Cirebon.

FUTURE DIRECTION

These findings indicate that students' aggressive behavior is influenced by internal factors—specifically self-control—and external factors, namely the influence of their peer social environment. Students with low self-control who belong to peer groups that encourage aggressive behavior are more likely to engage in acts of aggression compared to students with good self-control and a positive social environment.

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