

Self-Esteem in Students Who Engage in Aggressive Behavior

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Abstract

The phenomenon of Self-Esteem or self-esteem is an important psychological aspect for individuals, including students. Healthy Self-Ssteem can contribute positively to a person's mental and academic health. However, in students who show aggressive behavior, Self-Esteem is often a complex issue and requires special attention. This study aims to investigate the relationship between Self-Esteem and aggressive behavior in students. The observed phenomenon is the existence of a low level of Self-Esteem which contributes to aggressive behavior among students. The problem faced is the need to understand and manage Self-Esteem to reduce the level of detrimental aggressive behavior. The analysis methods used include discrimination power and confirmatory factor analysis (CFA). Of the 15 items compiled, 6 items were found to be irrelevant and excluded from the analysis, while the remaining 9 items showed a significant correlation with the observed phenomenon. The results highlight the importance of Self-Esteem management in overcoming aggressive behavior among students.

Keywords: Self-Esteem, Students, Aggressive Behavior

Introduction

Aggressive behavior in college students is behavior that involves actions or expressions that aim to hurt or harm others physically, verbally, or socially in a college environment. Aggressive behavior in students can have a negative impact on individual well-being, interpersonal relationships, and the social climate in universities. It can also interfere with learning, academic performance, and a positive learning climate for the entire campus community. Students who behave aggressively consistently show deficiencies in interpersonal skills towards aggression planning and management.

According to Mundy, the emergence of aggression behavior can be caused by dealing with unpleasant situations or circumstances in his environment. Students who engage in aggressive behavior are influenced by several factors, one of which is emotional maturity. Students who are not stable and emotionally immature can more easily develop aggressive behavior than those who have matured their emotions (Guswani, 2011).

Aggressive behavior is an action that is done deliberately on another individual so that it results in physical and psychological pain in other individuals. According to Brigham, it defines aggression as behavior aimed at hurting others both physically and psychologically, where the other person does not want to be hurt. Meanwhile, Samuel defines aggressiveness as behavior that causes physical or psychological injury to a person or other creature or results in damage to objects (Khaira, 2020) Aggressive behavior can also be interpreted as a way to resist strongly, to fight, to injure attack, and to kill or punish others. In short, aggressive is an act that aims to hurt others. Aggressive is behavior that aims to harm others, both physically and mentally. If the behavior hurts another person, then medical measures that cause physical harm, carried out without intention, are not considered aggressive actions. However, if the intention is to intentionally hurt others, then it is classified as an aggressive action, even if it fails (Hutomo & Ariati, 2017).

Understanding and learning about aggressive behavior can have several benefits. However, it is important to note that excessive or uncontrolled aggressiveness can negatively impact the individual and his or her environment. Aspects of the situation that trigger or exacerbate aggressive behavior are stimuli that arise in certain situations that direct the individual's attention towards aggression as a potential response. According to Berkowitz & LePage, 1967; Carlson, Marcus-Newhall & Miller, 1990; Brehm & Kassin, 1993, Some of the Situational Influences That Trigger Aggressive Behavior Among them are due to the effects of weapons, the influence of alcohol stimulus and air temperature, crowding, noise, and air

pollution and also because of competition between groups that cause conflicts. Most importantly, learning aggressive behavior can help in the development of better social skills. Individuals can learn how to communicate more effectively, handle conflicts wisely, and cooperate with others (Susantyo, 2011).

Aggression can manifest in any form of behavior, including saying dirty things, hitting, attacking, threatening, destroying objects, snatching objects, or even attacking or fighting each other. This form of behavior can be called aggressive behavior. Aggressive behavior itself refers to behavior that a person does with the aim of attacking, harming, or harming others. This is reinforced by Hanurawan (2010:80) who argues that aggressive behavior is one of the problems in our society. At the group level, for example mass riots related to football, violence, riots due to union protests or among students (Gujarati & Porter, 2010).

Literature Review

Self – Esteem

Self-Esteem has essentially the same concept, although the terms are different. Both refer to an individual's view or assessment of one's own worth. Both self-esteem and Self-Esteem include the feeling of worthiness, courage, and appreciation that an individual gives to himself. While the use of the term may differ in some contexts, in general they reflect an individual's positive or negative evaluation of themselves. (Thomas et al., 1985)

Self-Esteem is the view or judgment that a person has towards his or her own worth. It includes the feeling of worthiness, courage, and value that a person has towards himself. People with high self-esteem tend to have strong self-esteem, while people with low self-esteem tend to feel insecure or self-deprecating. According to Coopersmith, Self-Esteem is the judgment that an individual makes and the habit of looking at himself, especially regarding the attitude of accepting

or rejecting, and an indication of the magnitude of an individual's belief in his or her abilities, meaning, success, and worth. (Afriliana & Fahrudin, 2023)

Coopersmith considers Self-Esteem to be the result of an individual's perception of his or her abilities and worth, as well as an understanding of how others judge them. According to Coopersmith's theory, Self-Esteem can be influenced by social experiences, responses from the environment, and individual interactions with others. Self-Esteem will project an individual's perspective on the situation of his environment and will affect how the individual responds in adjusting to the changes he or she experiences. High Self-Esteem will reflect a positive personal condition, will give rise to a good attitude in interacting with others. A person with high Self-Esteem has the ability to bounce back, by overcoming the pressure experienced (Afriliana & Fahrudin, 2023).

Aspect – aspect Self-Esteem

According to Coopersmith, Self-Esteem in individuals can be understood through four main aspects, each of which has specific abilities. The first aspect, Power, is characterized by the ability to regulate and control the behavior of others, gain recognition and respect from others, and control one's own behavior. The second aspect, Significance (meaning), includes the ability to accept oneself, gain acceptance from parents or family, accept from friends, and self-popularity. The third aspect, Virtue, involves obedience to moral ethics, obedience to religious rules or principles, and concern for others. The last aspect, competence, includes the ability to carry out duties or responsibilities well, deal with social situations, perform well, solve problems on their own, and make their own decisions. These four aspects together form the basis of healthy Self-Esteem and function optimally in an individual's life. (Bernadine & Astuti, 2024)

According to Coopersmith, a psychologist who is famous for his work on Self-Esteem, there are four main characteristics of healthy Self-Esteem. First, significant, where individuals feel that they have value and important in their own

lives as well as in relationships with others. Second, competent, where individuals have confidence in their abilities and skills to achieve goals and face challenges. Third, unique, where the individual accepts and appreciates their own uniqueness and differences without the need to compare themselves excessively with others. Fourth, control, where individuals feel in control and responsibility over their own lives and actions and are able to manage demanding situations. Together, these four characteristics form the basis of healthy and optimally functioning Self-Esteem in an individual's life. The process of forming Self-Esteem begins when the baby feels the first pat that people receive about a person's self-esteem depends on how he or she assesses himself which will affect his behavior in daily life. (Azis, 2016)

According to Coopersmith (1967) in research (Rangkuti, 2015), Self-Esteem in its development is formed from the results of individual interactions with the environment, as well as from a number of awards, acceptances, and understandings received from others. Coopersmith identifies four main factors that contribute to the development of Self-Esteem. First, respectful, which is the acceptance and treatment that individuals receive from significant others, which plays an important role in reducing discomfort and increasing self-esteem. Second, a history of success, in which the status and position that an individual has achieved forms a self-assessment based on the appreciation of others. Third, values and aspirations, in which an individual's experiences are interpreted and modified according to the internalized values of parents and other significant people, influence the assessment of one's abilities and achievements. Fourth, the way individuals respond to the devaluation of themselves, where the ability to cope with failure and degrading treatment reflects the individual's efforts to maintain his or her self-esteem from feelings of inadequacy, powerlessness, meaninglessness, and incompetence bermoral. These four factors together form the basis of healthy Self-Esteem development.

Research Methods

The appropriate research method based on the abstract will involve two main analytical approaches, namely discriminatory power and confirmatory factor analysis (CFA). First, the research will use the power of discrimination to identify relevant items from the instruments compiled to measure Self-Esteem and aggressive behavior in students. Irrelevant items will be eliminated from the analysis. Furthermore, confirmatory factor analysis (CFA) will be used to test the validity of the remaining instrument construction, as well as to confirm the relationship between self-esteem and aggressive behavior. This method will allow researchers to gain a deeper understanding of the relationship between self-esteem and aggressive behavior, as well as identify the most relevant and valid items to be used in this study. This research method uses a questionnaire with a Likert scale based on Coopersmith's Self-Esteem theory. The questionnaire was designed to measure individuals' perception of their Self-Esteem in various aspects of life, such as personal competence, social approval, and self-acceptance with a research sample of 109 respondents. Respondents were asked to rate the statements in the questionnaire on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree". The data collected will be analyzed to identify patterns and correlations between various factors that affect self-esteem based on theoretical models. Coopersmith (1967) revealed that Self-Esteem has 4 aspects, namely power, significance, virtue, and competence.

Table.1 Blue Print Self-Esteem Scale

No	Aspects	Indicator	Aite	
			Favorable	Unfavorable
			m	

1	<i>Power</i>	Able to regulate and control behavior somebody.	3. I can control my own behavior.	9. I can't manage and tell
				behavior my friend who bad.
		Requires recognition and respect from people other.	8. I have a feeling of thirst for recognition from friends	5. I don't need recognition from other people
		Getting self-acceptance from parents (family)	12. I have to get self-acceptance from my parents or family	11. I am someone who doesn't care if my parents or family accept me or not
2	Significance			

Getting self-acceptance2. I always 10. In
 from friends want to be friendship, I
 accepted in a don't care if
 friendship my friend
 accepts me or
 not

Obedient to follow ethics,13. I don't feel 6. I feel happy
 happy when I following
 see friends friends who
 making fun of are making
 other people fun of other
 or fighting people or
 with other fighting with
 people other people

3 *Virtue* moral norms or standards

Have a sense of care 1 . I like helping4. I do not
 to others. friends who arecare with
 in trouble

my surrounding
 environment.

Able to deal with social situations.	7. I am capable adapt with environment social surroundings	14. If I am ridiculed or insulted for my social status, I tend to be silent and accepting.
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4 Competence

Able to make their own decisions.	15. I can make decisions for myself without help of others.
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Results and Discussion

Based on the results of the calculation of the validity test of the Self-Esteem variable with 15 statement items that have been filled in by 109 respondents are as follows:

Table.2 Measurement Fit Indicator

Metric	Value
Root mean square error of approximation (RMSEA)	0.222
RMSEA 90% CI lower bound	0.206
RMSEA 90% CI upper bound	0.239
RMSEA p-value	0.000
Standardized root mean square residual (SRMR)	0.274
Hoelter's critical N ($\alpha = .05$)	22.127
Hoelter's critical N ($\alpha = .01$)	24.039
Goodness of fit index (GFI)	0.863
McDonald fit index (MFI)	0.076
Expected cross validation index (ECVI)	6.665

The table above shows that RMSEA has a number of 0.222 which indicates that there is a rejection. Because the RMSES value should not be less than 0.5 and should not be more than 0.08 if the RMSEA is in between, it can be said that the measurement model is acceptable, and if it is not in between, then the measurement model is unacceptable. As for the table above, the SRMR has a number of 0.274, which indicates that there is a rejection. In addition, the GFI table has a number of 0.863 which means that it is acceptable but not optimal.

Table.3 Variable Measurements

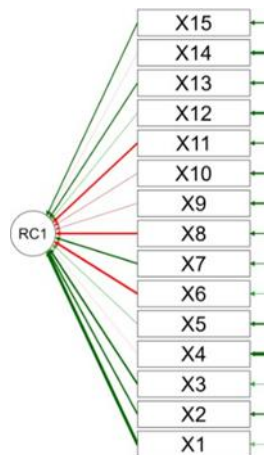
	RC1	Uniqueness
X1	1.012	0.262
X6	-0.773	0.376
X3	0.721	0.364
X11	-0.702	0.601
X8	-0.695	0.508
X2	0.668	0.654
X7	0.668	0.479
X13	0.585	0.692
X15	0.561	0.599
X4		1.156
X5		0.730
X9		0.756
X10		0.717
X12		0.868
X14		0.933

Note. Applied rotation method is promax.

The results of the analysis contained in the table show that there are four items with a variable score ($p < 0.05$) that do not have an ideal level of Uniqueness at X1,

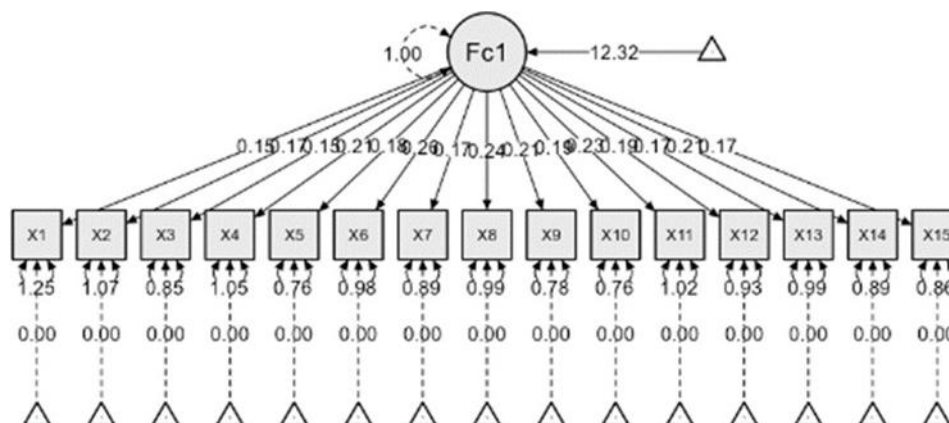
X6, X3, and X7. Meanwhile, 11 variables with a score ($p > 0.05$) stated that they were included in the ideal uniqueness category level, indicating that the factors measured by these items had a uni contribution to the observed construct.

Diagram.1 Path RC1



From the results of the research contained in the table above, the Path RC1 arrow shows a significant relationship by showing 6 measurement items whose strength is not optimal to measure *Self-Esteem* in the phenomenon of aggressive behavior in students which can be interpreted as the strength of each item is not all optimal because it has a value of >0.05 . Meanwhile, in the diagram there are 9 grains that have optimal strength for measurement.

Diagram.2 Model Plot FC1



From the results of the study, the Plot Model shows that the RMSEA range score is in the range between 0.05 to 0.08. Based on the scores obtained, X1 (1.25), X2 (1.7), X4 (1.05), X11 (1.02), and X12 (0.93) showed a tendency to have a more significant influence on the model, while other variables showed scores that were still within the range considered acceptable, but had a lower impact in the model. Based on the results of the evaluation of the self-esteem measurement model in students with aggressive behavior, the main findings show that the model developed is not fully in accordance with the observed data. An RMSEA value of 0.222 and an SRMR of 0.274 indicates a significant mismatch between the model and the data that should be reflected in the accepted model. While the GFI value indicates that the model is acceptable with a score of 0.863, it indicates that there is room for improvement to better adjust the available data. Further analysis revealed that four measurement items (X1, X6, X3, X7) had a less than optimal unique contribution to the self-esteem construct, while the other nine items showed a more adequate contribution.

Path RC1 highlights that the four items have not shown optimal power in measuring self-esteem in the student population with aggressive behavior, while the other nine items produce better measurement power. The plot model confirms that there is an acceptable fit potential between the model and the data,

with some variables such as X1, X2, X4, X11, and X12 showing significant influence in the model. Nonetheless, other variables showed a lower but still acceptable influence in the context of this analysis.

Overall, these findings suggest the need for model adjustments to improve their suitability with the data provided. These steps include improving the fit of the model by optimizing the contribution of each measurement item, as well as making necessary adjustments to improve the fit between the model and the characteristics of the phenomenon of self-esteem in students with aggressive behavior. Thus, it is hoped that this study can produce a more accurate and reliable model in understanding the complexity of self-esteem in the context of the population studied.

Conclusion

Based on the analysis of the self-esteem measurement model in students with aggressive behavior, this study confirms that the developed model requires significant adjustments to achieve better conformity with the observed data. Evaluation using RMSEA, SRMR, and GFI revealed that the current model does not meet the expected standards to be accepted in confirmatory factor analysis. An RMSEA value of 0.222 and an SRMR of 0.274 indicate a significant mismatch between the model and the data, while a GFI of 0.863, although indicating the model is acceptable, also indicates that there is room for improvement in adapting the model to better data. The finding that four measurement items (X1, X6, X3, X7) have a unique contribution that is less than optimal highlights the need for revision in the fit model and re-evaluation of these items. On the other hand, the other nine items showed a more adequate contribution in measuring the construct of self-esteem in this population. Suggestions for this study include making in-depth revisions to the measurement model, taking into account the improvement or replacement of items that do not make an optimal contribution.

Focus should be given on improving the fit of the model by optimizing the contribution of each measurement item and improving the consistency between the theory and the observed data. These steps include further validation using larger data samples and methodological variations to ensure the reliability of the model in the broader context of self-esteem in students with aggressive behavior. Thus, it is hoped that the results of this study can make a meaningful contribution to our understanding of self-esteem in the context of this particular population, as well as provide a strong basis for the development of relevant interventions to improve the psychological well-being of students.

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