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Forms and Tendencies of Aggressive Behavior among Adolescents with Broken Home Backgrounds in the School Environment

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ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan kecenderungan dan bentuk perilaku agresif pada remaja dengan latar belakang keluarga broken home di SMA Negeri 1 Juli. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian berjumlah 16 orang yang terdiri atas 5 siswa sebagai subjek utama, 5 teman sebaya, 5 wali kelas, dan 1 guru bimbingan dan konseling. Data dikumpulkan melalui observasi, wawancara semiterstruktur, dan dokumentasi, kemudian dianalisis secara induktif menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perilaku agresif remaja meliputi agresi fisik, agresi verbal, kemarahan, dan permusuhan, dengan agresi verbal sebagai bentuk yang paling dominan. Agresi fisik cenderung bersifat reaktif dan muncul sebagai respons terhadap provokasi atau tekanan emosional. Temuan juga menunjukkan bahwa kondisi keluarga broken home berkontribusi terhadap ketidakstabilan emosi dan rendahnya kontrol diri, sehingga memicu munculnya perilaku agresif. Selain itu, lingkungan sosial sekolah turut memperkuat pola perilaku tersebut. Penelitian ini menegaskan bahwa agresivitas remaja merupakan respons adaptif terhadap tekanan psikososial yang memerlukan penanganan melalui dukungan keluarga dan layanan bimbingan konseling di sekolah.

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1. INTRODUCTION

Adolescence is a transitional phase from childhood to adulthood characterized by complex and multidimensional changes, encompassing physical, cognitive, social, and emotional aspects. During this stage, adolescents not only experience rapid biological growth but also develop more abstract thinking abilities and a broader capacity to understand their social environment (Nurhayati, 2015). These dynamics make adolescence a period that is highly vulnerable to behavioral changes, both adaptive and maladaptive. At this stage, individuals tend to display rebellious attitudes, restlessness, and fluctuating emotional instability. Such conditions are often influenced by a lack of understanding and support from the surrounding environment regarding the characteristics of adolescent development. In line with this, Mudak and Manafe (2023) explain that the age range of 15 to 21 years represents a crucial phase in identity formation, which is strongly influenced by the quality of social interactions within the family, school, and broader community.

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Within the school context, adolescents generally possess the cognitive and social capacity to understand norms, distinguish between acceptable and unacceptable behaviors, and adapt to established rules. Balengka et al. (2021) emphasize that this capacity forms the foundation for adolescents to behave in accordance with expected social values. However, empirical realities indicate that not all adolescents are able to translate this understanding into appropriate behavior. Various forms of problematic behavior are still observed, which can be harmful to both themselves and others. Acts of harm, whether physical or verbal, frequently occur in student interactions and have the potential to trigger prolonged conflicts, damage social relationships, and create an uncondusive learning environment (Zulaiha et al., 2019).

The phenomenon of aggressive behavior among adolescents is increasingly evident in cases reported in the mass media, reflecting the complexity of challenges faced by today's youth. One case of bullying occurred in a junior high school in Kapanewon Playen, Yogyakarta, where the victim experienced psychological trauma and refused to return to school due to physical violence inflicted by senior students (Haslan et al., 2020). In addition, a more extreme case of violence occurred in South Jakarta, where a teenager allegedly committed homicide against a family member (Lubis, 2024). These incidents highlight serious issues in emotional control, self regulation, and the quality of adolescents' interpersonal relationships, all of which are closely associated with aggressive behavior.

Conceptually, Buss and Perry define aggression as an individual's tendency to harm others, either physically or verbally, as a manifestation of negative emotions such as anger and hostility (Sembiring and Christanti, 2024). Physical aggression may take the form of hitting, kicking, or injuring others, while verbal aggression is expressed through harsh language, insults, yelling, or humiliation. From a developmental perspective, adolescents are more vulnerable to aggressive behavior compared to other age groups. This vulnerability is attributed to emotional instability, underdeveloped self control, and heightened impulsivity that has not yet been effectively regulated (Maryam and Sulistiyaningsih, 2023).

Research by Endang and Arif (2020) indicates that the level of aggressive behavior among adolescents remains relatively high for both males and females. The forms of aggression identified include physical aggression, verbal aggression, hostility, and even tendencies toward self harm or harming others. Physical aggression is often expressed through threats or direct acts of violence, while verbal aggression appears in behaviors such as arguing, fighting, and the use of inappropriate language (Nurjanah and Suharto, 2023). Furthermore, hostility, characterized by suspicion and distrust toward others, emerges as one of the dominant patterns in adolescent social interactions.

Based on preliminary interviews with homeroom teachers at SMA Negeri 1 Juli, aggressive behavior remains a prominent issue within the school environment. The observed behaviors extend beyond physical fights to include verbal conflicts, bullying, provocation, social exclusion, violations of school rules, and even vandalism of school facilities. Additionally, a lack of respect toward teachers reflects low levels of self control and discipline among students. These findings suggest that aggressive behavior can occur across different student backgrounds, including those from intact families as well as those from broken home families, although the tendency is higher among students from non harmonious family environments.

The family plays a fundamental role in shaping adolescents' personality, values, and social competencies. A harmonious family environment is expected to provide a sense of security, affection, and stable emotional support for child development. However, not all adolescents have the opportunity to grow up in such conditions. Family conflict, divorce, and disharmony in parental relationships often become sources of emotional stress that significantly affect adolescents' psychological well being (Aprillia et al., 2024). Data from the Central Statistics Agency indicate that divorce rates in Aceh have increased up to 2020 (Hamsa and Mairizal, 2021), including in Juli District, Bireuen Regency, which has also shown an upward trend in recent years. This situation suggests a growing number of adolescents experiencing broken home conditions.

Research by Konadi et al. (2024) shows that broken home family conditions have a significant impact on children's social behavior, including increased tendencies toward aggression, antisocial behavior, and involvement in unfavorable peer environments. These effects are not limited to psychological aspects but also influence academic performance and social adjustment in school. Information from the Bireuen Education Council indicates that many students come from broken home families with limited economic resources, requiring some of them to work and preventing them from fully participating in the learning process. This condition may further intensify psychological pressure, ultimately contributing to aggressive behavior and disciplinary violations in school.

Although numerous studies have examined the relationship between aggressive behavior and broken home conditions, most have relied on quantitative approaches focusing on statistical relationships between variables. Such approaches often fail to capture the depth of adolescents' subjective experiences and the contextual forms of aggressive behavior in daily life. Research that provides a contextual and in depth understanding, particularly among

high school students in Aceh, remains limited. Therefore, more comprehensive research is needed to explore this phenomenon in a deeper and more contextualized manner.

This study aims to comprehensively describe the tendencies and forms of aggressive behavior exhibited by adolescents from broken home backgrounds, including physical aggression, verbal aggression, anger, and hostility within the context of social interactions in the school environment. It is expected that the findings of this study will contribute empirically to the field of educational psychology and serve as a basis for designing more effective interventions to address adolescent aggressive behavior.

2. METHOD

2.1 Research Design

This study employed a qualitative approach with a descriptive research design. The qualitative approach was selected because the study aims to gain an in depth understanding of the meanings, experiences, and dynamics of adolescent aggressive behavior within a natural social context. Qualitative research is an exploratory process that seeks to understand the meanings individuals or groups assign to a phenomenon through in depth data collection, inductive analysis, and contextual interpretation. Meanwhile, the descriptive design was used because the study focuses on portraying actual conditions without manipulating the variables under investigation.

2.2 Participants

This study was conducted at SMA Negeri 1 Juli, located in Juli District, Bireuen Regency. The site was selected based on preliminary observations and interviews with school personnel, which indicated alignment between the research focus and the phenomena occurring in the field, particularly regarding the tendency of aggressive behavior among students. Data collection was carried out over a period of several weeks to one month to obtain comprehensive and in depth information.

The participants in this study were informants selected based on their relevance to the research objectives. The primary participants were adolescents from broken home backgrounds who exhibited tendencies toward aggressive behavior. A total of 16 informants were involved, consisting of 5 students as primary subjects, 5 peers, 5 homeroom teachers, and 1 school counselor. Participants were selected using purposive sampling based on recommendations from homeroom teachers and the school counselor, taking into account characteristics relevant to the focus of the study. This number was considered sufficient to achieve data saturation, meaning that the data collected had reached a point where recurring patterns emerged and no significant new information was obtained..

2.3 Data Collection

Data were collected intensively using three main techniques: observation, interviews, and documentation (Sugiyono, 2017). Observation was conducted in a non participant manner, where the researcher acted as an observer without direct involvement in the participants' activities. The observation focused on students' behavior within the school environment, both inside and outside the classroom. The instruments used included a checklist and a tally sheet developed based on four aspects of aggression, namely physical aggression, verbal aggression, anger, and hostility. The checklist was used to identify types of behavior, while the tally sheet was used to record the frequency of occurrence. The observation instruments were adapted from Suwartono (2014).

Interviews were conducted using a semi structured technique to allow flexibility in exploring information in depth. The researcher used an interview guide as a reference while also developing follow up questions based on participants' responses. The interviews aimed to explore adolescents' experiences, perceptions, and ways of expressing aggressive behavior based on their family background and emotional conditions.

Documentation was used as supporting data in the form of school records, incident reports, and other relevant documents related to student behavior. These documents helped strengthen the findings obtained from observation and interviews.

2.4 Data Analysis

Data analysis was conducted simultaneously with the data collection process. Qualitative data analysis involved data preparation, organization, coding, categorization, and the identification of meaningful themes or patterns. In this study, analysis was carried out inductively by systematically examining the data to uncover meanings relevant to the research focus.

The analysis process followed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on relevant data, data display was presented in the form of descriptive narratives or tables, and conclusions were drawn gradually based on the patterns identified.

To ensure data validity, this study employed triangulation techniques, including method triangulation and source triangulation. Method triangulation was conducted by comparing data obtained from observations and interviews, while source triangulation involved comparing information from different informants, namely students, peers, homeroom teachers, and the school counselor. These techniques were used to enhance the credibility of the data and strengthen the validity of the research findings.

3. RESULTS AND DISCUSSION

3.1 Result

This study aims to identify and describe the tendencies and forms of aggressive behavior among adolescents from broken home families at SMA Negeri 1 Juli. The findings indicate that students with broken home backgrounds exhibit a range of aggressive behaviors that are relatively complex, including physical aggression, verbal aggression, anger, and hostility. Among these forms, verbal aggression emerges as the most frequent and dominant behavior displayed by students.

Based on observational data, aggressive behavior appears in various manifestations. In its physical form, students were observed engaging in actions such as kicking, hitting, slamming chairs, damaging objects, and pulling clothing or hijabs when experiencing anger or perceiving unfair treatment. Meanwhile, verbal aggression was expressed through the use of harsh language, insults, mockery, negative labeling, spreading rumors, and defiant attitudes toward teachers and peers. In addition, aggressive tendencies were also reflected through nonverbal expressions, including angry facial expressions, cynical stares, raised voices or shouting, and a generally sarcastic communication style.

The frequency of aggressive behavior varied among students. Student YU was recorded using harsh language twice and displaying anger twice. Student SA demonstrated three instances of harsh language and two instances of anger. Student RS showed the highest level of aggression, with ten instances of verbal abuse, five instances of challenging teachers or peers, two instances of anger, one physical act such as hitting or slamming a chair, and one instance of spreading gossip. Student L was observed engaging in one act of kicking, four instances of harsh language, and one instance of anger. Meanwhile, student MA performed two acts of kicking, nine instances of harsh language, four instances of insulting or mocking, and one instance of challenging a teacher. Overall, based on observational data, student RS was identified as the most dominant in exhibiting aggressive behavior tendencies.

Interview results revealed that all students showed a tendency toward physical aggression in the form of urges or desires to harm others. However, most students stated that they would not initiate physical conflict. Physical aggression generally emerged as a response to threats, perceived injustice, insults, or attempts to humiliate them. This indicates a defensive pattern, in which aggression is used as a form of self protection as well as a means of maintaining self esteem.

Some students also demonstrated more controlled responses, such as attempting to clarify situations or issuing warnings before reacting. Nevertheless, there were statements indicating a readiness to engage in physical aggression if provoked, including intentions to retaliate or defend themselves. This suggests that aggressive impulses can escalate into actual behavior when individuals feel threatened or provoked.

Information from peers further supports the interview findings. Of the five students studied, only one had actually engaged in physical aggression, despite claiming in interviews to exercise self restraint. Conversely, some students who verbally expressed readiness to engage in physical violence had never acted on it. Homeroom teachers also confirmed that several students had been involved in physical incidents at school. These findings indicate a discrepancy between verbal statements and actual behavior, suggesting that physical aggression tends to occur situationally when emotions reach a peak.

Several real life incidents illustrate how aggressive behavior is expressed. In one case, a student was subjected to mocking comments with harassing undertones from a group of peers, which triggered anger and escalated into physical pushing and pulling of a hijab. In another case, a student who felt falsely accused regarding class fund payments responded by spontaneously kicking. There were also instances of displaced aggression, such as kicking chairs in the school canteen, reflecting uncontrolled emotional outbursts without a specific target.

Verbal aggression emerged as the most dominant form of aggression in this study. All students demonstrated a tendency to use harsh language, insults, mockery, and profanity, both in conflict situations and in casual daily interactions. The use of such language often occurred spontaneously with elevated tone, particularly when students felt offended or provoked. Although some students acknowledged that anger should be expressed more appropriately, in practice they continued to use offensive language when emotions intensified. Information from peers and teachers indicated that the use of harsh language has become common in everyday interactions, even directed toward teachers in certain cases. This suggests that verbal aggression has been internalized within students' communication patterns and is perceived as a normative aspect of their social environment.

In addition to physical and verbal aggression, aggressive behavior was also reflected in expressions of anger. Anger was manifested through behaviors such as leaving the classroom, slamming objects, glaring, shouting, pushing desks, and damaging school facilities. Some students also exhibited other deviant behaviors, such as smoking at school and stealing, which were triggered by conflicts with teachers or dissatisfaction with certain situations. Peers and teachers described these students as easily offended, emotionally unstable, and prone to sudden emotional outbursts.

Meanwhile, the aspect of hostility was reflected in cynical attitudes, indifference, defiance, and provocative behavior toward teachers and peers. Hostility was also expressed through actions such as spreading rumors, issuing threats, and circulating sensitive issues. However, not all students expressed hostility openly. In some cases, hostility appeared in passive forms, such as withdrawing from social interactions, limiting communication, avoiding certain groups, and even choosing to skip school when feeling rejected or experiencing disappointment.

Table 1. Forms and Tendencies of Adolescent Aggressive Behavior

No	Aggression Aspect	Behavioral Forms	Indicators	Characteristics of Occurrence	Notes
1	Physical Aggression	Hitting, kicking, pulling clothes/hijab, damaging objects, throwing furniture	Direct physical actions toward others or objects	Reactive and defensive; triggered by provocation or perceived threat	Relatively low frequency; not premeditated
2	Verbal Aggression	Swearing, insulting, mocking, giving negative labels, yelling, challenging teachers/peers	Use of negative language in interactions	Dominant, spontaneous, occurs in both conflict and daily interactions	Most frequent; tends to be normalized
3	Anger	Yelling, angry facial expressions, slamming objects, leaving class, damaging facilities	Emotional outbursts and loss of control	Emotionally unstable; easily triggered and difficult to regulate	Influenced by family-related emotional stress
4	Hostility	Cynical attitudes, indifference, defiance, provocative behavior, spreading gossip/rumors	Negative interpersonal attitudes and emotional distancing	Appears both actively (confrontational) and passively (withdrawal)	Situational; not persistent
5	Related Deviant Behavior	Smoking, stealing, truancy	Norm-violating behaviors as indirect expressions	Form of emotional release and resistance	Associated with indirect aggression

Table 1 demonstrates that adolescent aggressive behavior manifests in multiple interconnected forms, including physical aggression, verbal aggression, anger, hostility, and related deviant behaviors. Among these, verbal aggression emerges as the most dominant form, indicating that adolescents tend to express negative emotions through language rather than physical actions. Physical aggression, while present, appears less frequent and is typically reactive rather than proactive. The presence of anger as an emotional component highlights difficulties in emotional regulation, whereas hostility reflects challenges in maintaining healthy interpersonal relationships. Additionally, the emergence of deviant behaviors such as smoking and truancy suggests that aggression may also be expressed indirectly. Overall, the table illustrates that aggressive behavior is multidimensional and influenced by both emotional instability and environmental factors.

Table 2. Frequency of Aggressive Behavior by Subject

Subject	Verbal Aggression	Physical Aggression	Anger	Hostility/Other Behaviors	Notes
YU	2 instances of verbal abuse	-	2 instances	-	Low-moderate intensity
SA	3 instances of verbal abuse	-	2 instances	-	Primarily verbal
RS	10 instances of verbal abuse	1 physical act	2 instances	5 challenges, 1 gossip	Highest level of aggression
L	4 instances of verbal abuse	1 kick	1 instance	-	Combination of verbal and physical
MA	9 instances of verbal abuse	2 kicks	-	4 insults, 1 challenge	High verbal dominance

Table 2 reveals variations in the frequency and intensity of aggressive behavior among individual subjects. The data indicate that subject RS exhibits the highest level of aggression across multiple dimensions, particularly in verbal aggression and confrontational behavior. Other subjects, such as MA and L, also demonstrate relatively high levels of verbal aggression, while physical aggression remains limited and situational across all participants. The findings suggest that although all subjects display aggressive tendencies, the degree and form of aggression differ significantly. Verbal aggression consistently appears as the most frequent behavior across subjects, reinforcing its dominant role in adolescent interactions. This variation also indicates that individual differences, such as emotional control and personal experiences, contribute to the expression of aggressive behavior.

Table 3. Triggers of Aggressive Behavior

No	Triggering Factors	Behavioral Response	Explanation
1	Peer provocation	Physical and verbal aggression	Immediate reaction to defend oneself
2	Insults/mockery	Anger and verbal aggression	Triggers emotional outbursts
3	Family conflict	Anger and hostility	Emotional pressure carried into school
4	Accusations/unfair treatment	Physical aggression	Defensive response to protect self-esteem
5	Social environment	Verbal aggression	Normalization of harsh language among peers

Table 3 highlights that aggressive behavior is largely situational and influenced by specific triggering factors. Peer provocation and insults emerge as the most immediate triggers, often resulting in spontaneous verbal or physical responses. Family-related factors, particularly conflict and emotional instability, contribute to underlying emotional pressure that may be expressed in school settings. Situations involving perceived injustice or accusations tend to provoke defensive forms of aggression aimed at protecting self-esteem. Furthermore, the social environment plays a crucial role in reinforcing aggressive behavior, particularly verbal aggression, through normalization within peer interactions. These findings indicate that aggressive behavior is not random but is closely linked to both internal emotional states and external social stimuli.

Table 4. General Characteristics of Research Findings

Aspect	Key Findings
Dominant behavior	Verbal aggression is most dominant
Nature of physical aggression	Reactive, situational, not premeditated
Emotional regulation	Low; emotional instability
Cognitive-behavior consistency	Inconsistent
Family influence	Broken home contributes to emotional distress
Environmental influence	School environment reinforces aggressive norms

Table 4 summarizes the general characteristics of the research findings, emphasizing key patterns in adolescent aggressive behavior. The dominance of verbal aggression reflects a shift toward non-physical forms of expression that are more socially tolerated within peer groups. Physical aggression is identified as reactive and situational, indicating that it is not a stable behavioral trait but rather a response to specific circumstances. The findings also reveal low levels of emotional regulation, as evidenced by emotional instability and impulsive reactions. The inconsistency between cognitive understanding and actual behavior suggests that adolescents may be aware of appropriate conduct but lack the ability to implement it effectively. Additionally, both family and school environments are identified as significant contributing factors, with broken home conditions increasing emotional vulnerability and school environments potentially reinforcing aggressive norms. Overall, the table confirms that adolescent aggression is shaped by a complex interaction of psychological and social influences.

3.2. Discussion

The findings of this study indicate that adolescents from broken home families exhibit tendencies toward aggressive behavior in various forms, including physical aggression, verbal aggression, anger, and hostility. These four dimensions do not operate independently but are interconnected as manifestations of complex emotional dynamics. Among these, verbal aggression emerges as the most dominant form. This suggests that adolescents are more likely to express negative emotions such as anger, frustration, and disappointment through language rather than through physical actions. This condition aligns with the view that aggression is an expression of negative emotions that can be manifested in both direct and indirect forms (Maryam and Sulistiyaningsih, 2023).

The dominance of verbal aggression also indicates a shift in the way aggression is expressed among adolescents, favoring forms that are perceived as more socially acceptable compared to physical aggression. The use of harsh language, mockery, and insults becomes a relatively easy means of expression without immediate severe consequences, making it more prevalent in daily interactions (Rahma et al., 2022). In addition, verbal aggression often arises spontaneously in minor conflict situations, making it difficult to control without adequate emotional regulation skills. These findings highlight that although verbal aggression does not always involve physical contact, it still carries significant psychological impacts for both victims and perpetrators.

Meanwhile, the physical aggression identified in this study tends to be reactive and defensive in nature. Adolescents do not actively seek conflict but display aggressive behavior as a response to provocation, threats, or perceived humiliation (Pradana and Ningsih, 2014). This pattern indicates that physical aggression is more situationally triggered rather than premeditated. The responses are often spontaneous and impulsive, closely related to the still developing capacity for emotional regulation during adolescence. Emotional instability at this stage frequently leads to exaggerated reactions to stimuli that could otherwise be managed.

Another important finding is the discrepancy between students' verbal statements and their actual behavior in real situations. Cognitively, most students understand that aggressive behavior is inappropriate and potentially harmful. However, in emotionally charged situations, they still engage in aggressive actions. This suggests that cognitive awareness is not yet fully supported by adequate self control. Wangsanata et al. (2022) explain that during the process of identity formation, adolescents are still integrating value understanding with behavioral implementation, making such inconsistencies relatively common.

The normalization of verbal aggression in social interactions also emerges as a significant finding. Behaviors such as mocking, yelling, or using harsh language are no longer perceived as deviant but rather as part of everyday communication among peers. This condition creates a social environment that indirectly reinforces aggressive behavior as something acceptable. Balengka et al. (2021) emphasize that the social environment plays a crucial role in shaping adolescent behavior, particularly in terms of adapting to norms within peer groups.

Beyond behavioral aspects, the emotional dimension of anger also appears as a significant factor. Adolescents from broken home backgrounds tend to experience anger more easily and have difficulty regulating it. This instability is closely related to less supportive emotional experiences within the family, such as parental conflict, lack of attention, and limited emotional support. Aprillia et al. (2024) state that non harmonious family conditions can increase psychological pressure on adolescents, which is then expressed through aggressive behavior as a form of release.

In this context, the school often becomes an alternative space for adolescents to express emotions that are not adequately addressed at home (Setiawan, 2016). However, due to limited emotional management skills, these expressions tend to manifest in maladaptive forms, such as conflicts, provocation, or rule violations. This finding indicates that aggressive behavior is influenced not only by individual factors but also by the environmental context in which adolescents interact. Therefore, schools play a strategic role in providing a more supportive and conducive environment to help adolescents manage their emotions constructively.

Furthermore, the emergence of deviant behaviors such as smoking, stealing, and truancy can be understood as an extension of aggression that is not channeled in a healthy manner. These behaviors not only represent violations of social norms but also serve as symbols of resistance against the pressures experienced by adolescents. Konadi et al. (2024) demonstrate that broken home conditions contribute to increased antisocial behavior and aggressive tendencies. Thus, aggression does not always appear in direct forms but may also be internalized and expressed through various forms of deviant behavior.

Hostility displayed by students, whether openly or covertly, reflects a tendency to maintain emotional distance from their social environment. Cynical attitudes, indifference, and withdrawal indicate that some adolescents experience difficulties in forming healthy interpersonal relationships. However, this hostility is not permanent. The absence of long-term resentment suggests that aggressive behavior is largely influenced by situational conditions and temporary emotional fluctuations. Overall, these findings confirm that aggressive behavior among adolescents from broken home backgrounds is not an inherent trait but rather a less effective adaptive response to the psychosocial pressures they experience (Endang and Arif, 2020; Zulaiha et al., 2019).

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The findings of this study carry important implications for educational practice, particularly in the implementation of school guidance and counseling services. The dominance of verbal aggression, alongside the presence of reactive physical aggression, highlights the urgent need for targeted interventions that emphasize the development of students' emotional regulation and assertive communication skills. These findings suggest that aggressive behavior is closely linked to students' limited ability to manage emotions effectively and express themselves in constructive ways. Therefore, school counselors are expected to design and implement both preventive and curative programs, including individual counseling, group counseling, and structured training focused on emotional management, self control, and conflict resolution. Such programs should not only address existing behavioral issues but also equip students with essential life skills to handle interpersonal challenges more adaptively.

In addition, schools play a critical role in creating a supportive and emotionally safe environment that encourages positive behavioral development. A school climate that promotes respect, empathy, and open communication can serve as a protective factor against the emergence of aggressive behavior. Providing safe spaces for students to express their thoughts and emotions in healthy ways is essential in reducing the likelihood of maladaptive responses. Furthermore, parental involvement remains a key component in addressing adolescent aggression. Effective collaboration between schools and families is necessary to ensure consistent support systems for students, particularly those from broken home backgrounds. By fostering strong partnerships and integrating psychosocial support across both home and school environments, interventions can become more holistic and sustainable in promoting students' well being and positive social adjustment.

4.1 Research Contributions

This study contributes to the advancement of knowledge in the fields of guidance and counseling as well as educational psychology, particularly in understanding aggressive behavior among adolescents from broken home families. By employing a qualitative approach, this research offers a richer and more contextualized perspective compared to prior studies that have largely relied on quantitative methods. It captures the lived experiences of students and reveals how aggressive behavior is expressed in everyday school interactions, allowing for a deeper exploration of the underlying emotional and social dynamics. The findings highlight that aggression is not limited to physical manifestations but is more prominently expressed through verbal and emotional forms, thereby expanding the conceptual understanding of adolescent aggression within educational contexts.

In addition, this study provides meaningful empirical insights that can inform both theory and practice. The detailed identification of behavioral patterns and contributing factors offers a valuable reference for educators, counselors, and researchers in designing more responsive and context sensitive interventions. By emphasizing the role of family background and school environment, this research underscores the importance of a holistic approach in addressing adolescent aggression. Furthermore, the findings serve as a foundational basis for the development of targeted intervention strategies within school settings, particularly those that focus on emotional regulation, communication skills, and psychosocial support for students from vulnerable family backgrounds.

5. LIMITATIONS AND RESEARCH RECOMMENDATIONS

5.1 Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the number of participants was relatively limited and drawn from a single school setting, which restricts the extent to which the findings can be generalized to broader populations or different educational contexts. Variations in cultural, social, and institutional environments across schools may influence the manifestation of aggressive behavior in different ways. Second, the qualitative approach employed in this study relies heavily on the subjectivity of both the informants and the researcher's interpretation. Although triangulation techniques were applied to enhance credibility and reduce bias, the possibility of subjective interpretation cannot be entirely eliminated. As a result, the findings should be understood as context specific and reflective of the participants lived experiences rather than universally applicable conclusions.

Third, the data collection was conducted within a limited time frame, which may not have fully captured the evolving and longitudinal nature of adolescent aggressive behavior. Behavioral patterns, particularly those related to emotional and social dynamics, can change over time and may be influenced by ongoing developmental processes. Additionally, several potentially influential factors were not explored in depth in this study, including media exposure, peer interactions outside the school environment, and family socioeconomic conditions. These factors may play a significant role in shaping adolescents' behavior and could interact with family background in complex ways. Therefore, the absence of a more comprehensive exploration of these variables represents a limitation and suggests that the findings provide only a partial understanding of the broader determinants of aggressive behavior among adolescents.

5.1 Recommendations for Future Research

Based on the limitations identified, future research is recommended to involve a larger and more diverse sample, including participants from multiple schools and different regions, in order to obtain findings that are more comprehensive and generalizable. Expanding the research setting would allow for comparisons across varying social, cultural, and institutional contexts, thereby providing a broader understanding of adolescent aggressive behavior. In addition, future studies are encouraged to adopt a mixed methods approach that integrates both qualitative and quantitative data. Such an approach would enable researchers to capture in depth experiences while also generating measurable and statistically supported findings, ultimately strengthening the validity and reliability of the results.

Furthermore, longitudinal studies are needed to examine how aggressive behavior develops and changes over time, particularly in relation to adolescents' emotional growth and environmental influences. Future research should also explore other potential contributing factors in greater depth, including parenting styles, peer relationships outside of school, social media exposure, and individual psychological characteristics such as self control and emotional resilience. These variables may interact in complex ways and provide a more holistic understanding of adolescent behavior. In addition, intervention-based studies are highly recommended to assess the effectiveness of specific guidance and counseling programs in reducing aggressive behavior among adolescents from broken home backgrounds. Such studies would not only contribute to theoretical development but also offer practical implications for designing evidence-based interventions in educational settings.

6. CONCLUSION

This study demonstrates that adolescents from broken home families exhibit diverse and interconnected forms of aggressive behavior, including physical aggression, verbal aggression, anger, and hostility. These forms do not appear in isolation but interact as part of a broader emotional and behavioral pattern. Among them, verbal aggression emerges as the most dominant and frequently observed in daily interactions within the school environment. This indicates that adolescents tend to channel negative emotions such as anger, frustration, and disappointment through language rather than physical actions. In contrast, physical aggression is less frequent and tends to be reactive and situational, arising primarily in response to provocation, threats, or perceived injustice. Meanwhile, anger and hostility reflect deeper emotional instability, characterized by heightened sensitivity, impulsivity, and difficulties in managing negative emotions in an adaptive and constructive manner.

The findings further reveal that aggressive behavior among adolescents does not occur in isolation or without cause, but is shaped by multiple interrelated factors, particularly non harmonious family conditions. Limited emotional support, ongoing family conflict, and weak emotional attachment to parents contribute significantly to the development of aggressive tendencies. Adolescents who grow up in such environments may lack effective models

for emotional regulation and conflict resolution, which increases their vulnerability to maladaptive behavioral responses. In addition, the school social environment plays a crucial role in shaping and reinforcing these behaviors. Peer interactions, in particular, can normalize the use of harsh language and aggressive responses, making such behaviors appear acceptable or even necessary for social acceptance. This interaction between family background and peer influence creates a reinforcing cycle that sustains aggressive behavior in adolescents.

The findings suggest that aggressive behavior among adolescents from broken home backgrounds should not be interpreted as an inherent or fixed personality trait, but rather as a less effective adaptive response to ongoing psychosocial pressures. These behaviors represent attempts to cope with emotional distress, unmet needs, and environmental challenges, albeit in maladaptive ways. Therefore, addressing adolescent aggression requires comprehensive and collaborative efforts involving schools, families, and guidance and counseling services. Schools need to provide supportive and emotionally safe environments, while counseling services should focus on developing students' emotional regulation, self control, and assertive communication skills. At the same time, strengthening family involvement and support systems is essential to create a more stable and nurturing foundation for adolescents. Through these integrated efforts, adolescents can be guided toward more positive behavioral patterns and healthier social adjustment.

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Author Contributions

The author declares that all stages of the research and the writing of this article were conducted independently. The author takes full responsibility for all data related to this study. No other individuals contributed as co authors or provided significant input to the content of this work.

Conflict of Interest Statement

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