



{ MUDIMA }



Relationship Between School Climate and Emotional Regulation with Verbal Aggressiveness in High School Students

Subak Idah^{1*}, Suroso², Suhadianto³

University of 17 August 1945 Surabaya

Corresponding Author: Subak Idah ; zubaidah.idahh@gmail.com

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ABSTRACT

This study's primary goal is to ascertain whether school climate and emotional regulation are related to verbal aggression in high school students. This research employs a quantitative methodology. Incidental sampling of 275 people who agreed to participate in the study was utilized to determine the number of samples in this calculation. Multiple linear regression analysis was the statistical technique used to analyze the data that were gathered via a survey. With a computed F value of 29.418 and a significance level of 0.001 ($p < 0.005$), the multiple linear regression test findings demonstrated the validity of the first hypothesis, which stated that verbal aggression and school atmosphere were related to emotional regulation. The results of a significance value of 0.001 (< 0.05) and a correlation coefficient value of -0.488 support the second hypothesis, which states that verbal aggression and school atmosphere are adversely connected. The third hypothesis, which states that verbal aggression and emotional control are negatively connected, is supported by the correlation coefficient value of -0.308 and the significance value of 0.000 (< 0.05).

INTRODUCTION

Teenagers in Indonesia frequently face the phenomenon of aggressive conduct, which is nearly always depicted in news reports from various information media regarding teenage aggressiveness behavior, including hostility, swearing, robbery, murder, and many other incidents. Langi and Wakas (2020) define aggressive behavior as any physical or verbal act intended to cause harm, suffering, and injury to another person. Because acts of aggression are extremely harmful and can negatively impact people's social life, the aggressiveness of today's students is not only a personal issue but has grown to be a significant social issue. In fact, not a little of the aggression behavior currently occurs in the school environment, so it can be said that the world of education in recent years has continued to experience a student moral crisis, problems committed by students that continue to occur tarnish the world of education in Indonesia.

Data on psychological and physical violence committed by children, including fights, assaults, murders, intimidation, bullying, fornication, perpetrators of terror, theft, brawls, and more, was gathered from KPAI (Indonesian Child Protection Commission) data. In 2023, there were 3547 cases, with details of 1915 sexual violence, 985 physical violence, and 674 psychological violence against children. (<https://bankdata.kpai.go.id/diakes> January 16, 2025), from the data presented above, it can be explained that aggression behavior is something that needs attention from all sources, including parents, schools, and the government, since aggressive behavior is now common in schools as well as large cities and rural areas.

People frequently utilize aggressive conduct as a way to communicate their emotions and find solutions to their difficulties. According to Buss and Perry (1992), there are four different kinds of aggressive behavior: physical aggression, verbal

aggression, anger, and hostility. Hitting, slapping, damaging, and other behaviors are examples of physical violence. Verbal aggression combined with actions such as screaming, intimidating, mocking, and so forth. Anger is a behavioral trait that is offended. Hatred is an unfavorable emotion and a feature of jealous behavior toward others.

Rofiqah and Yana (2019) divide aggression behavior into two parts, namely, physical aggression and verbal aggressiveness. Physical aggression is hostile behavior with the aim of causing damage, such as fighting, persecuting, torturing and so on. Verbal aggressiveness is behavior that is carried out with the aim of attacking others, such as threatening, insulting, rude, swearing, and so on. Physical aggression is aggression that involves physicality, namely the impact caused by this aggression can be clearly seen with the eye, such as injuries suffered, damaged goods, so that the impact caused can be immediately overcome such as providing treatment for injuries and also repairs for objects damaged by this aggression. Meanwhile, verbal aggressiveness behavior is an action carried out by a person with the intention of harming, hurting, threatening to bring down another person with words or arguing that is done without using physical force directly, so that the impact caused by verbal aggressiveness cannot be seen clearly or the resulting injuries are not visible to the eye so that other empathetic individuals cannot help and can only be felt by the individual who is a victim.

In this research, the researcher focuses more on verbal aggressiveness. Lone (2017) explained that verbal aggressiveness is a form of aggressive behavior or action carried out to hurt others, verbal aggressiveness can be in the form of swearing, reproach or swearing, ridicule, slander, and threats through words.

Because people essentially depend on one another in their everyday social lives, verbal aggression is a very troubling phenomena. (Schneider, 2005). Verbal aggressive actions that are often carried out make this behavior an ordinary and normal action and are even considered to have no serious impact. Without realizing the enormous

impact and risk that will be experienced by a person who is a victim of such aggressive violence, verbal aggressive actions experienced continuously can affect a decrease in confidence, the emergence of fear, lack of focus on everything and can result in a person having low self-concept and can even make a person depressed (Chaq et al., 2019).

According to Brier and Lia Dwi Jayanti (2020), adolescents' personal circumstances, the family environment, the community environment, and the school environment are some of the factors that contribute to aggressive behavior. The aggressive behavior carried out had a very bad impact on the victim. One of the important steps so that student aggression can be inhibited by paying attention to several factors, one of which is the school climate. Ardhiyansa (2023) In terms of friendships, parent-teacher connections, and students' mental and physical well-being, the school climate is a state of safety or positivity. According to Gage and Larson (2014), students' perceptions of the school environment can also have an impact on their conduct there, making the success or failure of the school climate inextricably linked to how students perceive it (Purwita, 2013).

The school climate is a place for the formation of students' emotions so that they become more mature as well as a safe and positive school environment will be able to develop students' academic abilities and be able to build communication and interact with others at school. Thus, schools should be able to provide a positive, safe and comfortable school climate for students, so that students can develop themselves both academically and in terms of character.

The school environment is a place for children to receive education after education in the family, school as a formal education where parents entrust their children to gain knowledge and change behavior. The school climate will greatly influence the personality and behavior of the individual because every day students will always interact with the environment in which the student learns. In an organization, there are many things that can affect a person's personality and behavior, such as norms,

policies, motivation and values. A conducive climate needs to be created in the school environment, because a conducive climate can shape the personality and behavior of students a conducive climate characterized by a safe, orderly, and comfortable environment during the learning process at school (Sari, 2018).

One of the aggressiveness factors that the researcher used in this study was anger. Davidoff (1991) anger is an emotion that comes from the activity of the parasympathetic nervous system and the existence of very strong feelings of dislike. Anger is one of the specific emotional experiences, which is closely related to the regulation of emotions according to the opinion of Morris (2007) The mechanism of emotion regulation usually targets specific emotional experiences, such as anger, sadness, or pleasure; emotional dynamics that include intensity, duration or lability; as well as emotion regulation strategies or coping strategies related to emotion management, emotion regulation is not only carried out when individuals experience negative emotions but is also used to regulate positive emotions so that they are shown not excessively, for example a decrease in happiness to adjust socially (Thompson, 1994). Emotion regulation is a process of individual accountability in modifying and evaluating emotional reactions in order to achieve their goals. supported by the opinion (Berkowitz and Heime, in Stangor, 2011) aggressiveness can be caused by negative emotions experienced by a person as a result of hostile events and negative thoughts.

Adolescents in their development, go through a stage where individuals feel and respond to emotions or what they feel. Emotions that can be controlled cause individuals to be able to think better and see problems objectively. Emotion regulation is the ability to control or manage one's emotions. In addition, aggressive behavior also arises due to the presence of negative emotions (anger) that are more dominant, the lack of positive emotions and the role of mothers in helping to manage emotions properly. Previous research has shown that the regulation of emotions can influence aggressive behavior.

Aggressive behavior occurs due to the lack of adolescent skills to regulate emotions. Adolescents who have good emotion regulation can control negative stimuli to be positive. A person who has good emotional regulation is able to behave well so that it can benefit himself and others because he is able to understand emotions in a situation. Based on the above explanation, the researcher wanted to find out whether the school climate and emotion regulation were related to verbal aggression that occurred in high school students so that there were continuous planning efforts related to the chosen title.

METHODS

Population and sample

It is concluded that the population is a data source that has a special character to draw conclusions. The population to be taken in this study is active high school students at SMA Negeri 2 Sumenep in Sumenep with a total of 1300 students. The researcher used the Issac and Michael table as a determinant of the number of samples from the existing population so that 275 students with a level of 5% of active high school students at SMA Negeri 2 Sumenep were obtained.

Incidental sampling, also known as accidental sampling, is the sample method employed in this study. According to Sugiyono (2016), incidental sampling, also known as accidental sampling, is a method for selecting samples based on chance, meaning that anyone who just so happens to meet the researcher can be used as a sample if it is determined that the person is appropriate as a data source adjusted to the characteristics of the students and the goal of this study, which measures three different variables, namely the school climate, emotional regulation, and verbal aggression.

Research Variables and Their Measurement

Based on the variables to be studied in this study which are compiled based on the theoretical basis and hypothesis of the research, as follows; Dependent (Y) variables are factors that are affected by one another. Verbal aggression is the dependent variable (Y) in this study. Variables that can influence other variables but cannot be influenced by them are known as independent (X) variables. This

is the variable (X) in this study, specifically emotion control and school atmosphere.

Verbal Aggression

The theory of Infante and Wigley (1986), which includes elements like character assaults, competence attacks, insults, maledictions, teasing, ridicule, profanity, and nonverbal emblems, is used to prepare the verbal aggressiveness scale. The researcher will conduct a validity test discrimination test to see if the items contained in the scale have measured correctly, what should be measured. The SPSS version 23 software was used to conduct the validity test. An item can be said to be valid if the correlation coefficient is above 0.3 (Azwar, 2012). 19 items in the first round had a total item correlation index value of less than 0.3, according to the results of the item discrimination test using the 0.3 item discrimination index: 1, 2, 4, 8, 12, 14, 16, 20, 22, 24, 26, 30, 34, 36, 38, 40, 41, 42, and 44. Three items—6, 18, and 28—have a total correlation value of less than 0.3 in the second round. Two items, 10 and 32, have a total item correlation value of less than 0.3 in the third round. All of the items in the fourth round have a total item correlation index value greater than 0.3. As a result, there are 20 items left in the fourth round, with an item discrimination coefficient that changes from 0.486 to 0.862. Since no items are eliminated, all of the items on the verbal aggression scale are considered valid.

The verbal aggression scale reliability test using SPSS version 23 and the Cronbach's alpha method revealed a Cronbach's alpha value of 0.861 with 44 items in the first round and a Cronbach's alpha value of 0.929 with 25 valid items in the second round. With 22 viable items in the third phase of analysis, the Cronbach's alpha value was 0.935. With 20 qualifying items in the fourth round, the Cronbach's alpha value was 0.940. This indicates that the verbal aggression scale has been shown to be accurate.

School Climate

The school climate scale was modified by researchers from the research of Omela Hapsari (2014) by referring to the aspects proposed by Sutisno (2013). Interactions, learning processes, school conditions, which are used as aspects of school climate measurement. Three items in the first round had a total item correlation index value of less

than 0.3, according to the findings of the item discrimination test using the 0.3 item discrimination index: 2, 13, and 15. All of the items in the second round have a total item correlation index value greater than 0.3. As a result, there are 15 items left in the second round with discrimination coefficients ranging from 0.350 to 0.682. Since no items are eliminated, all of the items from the verbal aggressiveness scale are considered valid. The verbal aggression scale reliability test using SPSS version 23 and the Cronbach's alpha method revealed a Cronbach's alpha value of 0.823 with 18 items in the first round and a Cronbach's alpha value of 0.847 with 15 valid items in the second round. This indicates that the school climate scale has been shown to be trustworthy.

Emotion Regulation

The Emotion Regulation Questionnaire (ERQ-2003), which Ainurrohman et al. (2021) translated into Indonesian, was used to measure emotion regulation in this study. (1) Cognitive Reappraisal (Antecedent-Focused), which is the management of emotions that focuses on the antecedent regarding the actions people take before to expressing an emotion, is the foundation around which ERQ is built. This strategy is a form of cognitive change in describing a situation that has the potential to bring emotions so that it can change the emotional response; (2) Expressive Suppression (response-focused) is a form of response modulation that involves inhibiting emotional expression behavior. There are eight items in the Indonesian version of ERQ compared to ten in the original. In order to demonstrate the validity of the Indonesian version of the ERQ, two psychologists evaluated it to make sure the items were appropriate for the Indonesian cultural setting. The ERQ scale's content has been deemed legitimate with the Content Validity Index (I-CVI=1.00), indicating that it satisfies Polit and Back's (2006) condition that a scale verified by less than five experts have an I-CVI of 1.00. After evaluating 203 students to demonstrate the construct's validity, an item discrimination index test was conducted using the JASP program version 0.16.40. Eight items in the Indonesian version of the ERQ had a moving item discrimination index from 0.30 to 0.59, according to the test results. This indicates that the eight items could be constructively certified legitimate because their item discrimination

index was ≥ 0.30 . The other two items, namely numbers 1 and 3, have an item discrimination index of < 0.30 so that they can be declared invalid constructively (Azwar, 2016; Suhadianto, et al., 2021). Reliability test analysis is carried out to see the reliability or consistency of the measurement results, which contains the meaning of how high the accuracy of the measurement is. The reliability of ERQ is measured using the internal consistency method with Cronbach's Alpha formula. The test results obtained a score of $\alpha = 0.764$ which means that ERQ has a relatively high reliability.

Assumption Test

Normality Test

The normality test is used to evaluate whether the data from the study subjects has been distributed according to the principle of the normal curve. A normality test by looking at the Kolmogorov-Smirnov table is used if there are many respondents (100 or more). The data is considered normal if the significance value (p-value) is greater than 0.05, and abnormal if the p-value is less than 0.05. The normality test analysis in this study was carried out using the SPSS version 23 program. The above table's decision-making criteria are $0.074 > 0.05$. Therefore, it may be said that the study's data are regularly distributed.

Linearity Test

The purpose of the linearity test is to determine whether or not there is a linear relationship between the two variables under investigation. If the significance value is higher than 0.05 ($p > 0.05$), the relationship between the variables is considered linear. The verbal aggressiveness variable (Y) and the school climate variable (X1) have a linear relationship, according to the results of the linearity test, which yielded a F deviation from linearity of 0.751 with a significance of 0.833. The results of the linearity test between the verbal aggressiveness variable (Y) and the emotion regulation variable (X2) showed a linear relationship with a F deviation from linearity of 1.272 and a significance of 0.183.

Multicollinearity Test

To determine whether there are independent variables with similar correlations, the multicollinearity test is used. An analysis with a tolerance value more than 0.10 and a VIF limit less or less than 10.00 yields the free regression model. The verbal aggression and school climate multicollinearity tests revealed a tolerance value of $0.915 > 0.10$ and $VIF\ 1.093 < 10.00$. This indicates that there is no intercorrelation or multicollinearity between verbal aggression and school climate. There was no multicollinearity or intercorrelation between emotion regulation and verbal aggression, according to the multicollinearity test, which revealed a tolerance value of $0.915 > 0.10$ and $VIF\ 1.093 < 10.00$.

Data Analysis

The method used is data analysis using parametric statistical analysis techniques, which is based on the problem formulation and hypothesis put forth in this study. Multiple linear regression tests processed with IBM SPSS version 23 for Windows were the data analysis method utilized to identify and demonstrate the link with respect to the suggested hypothesis.

RESULTS

Research Results

Multiple linear regression analysis approaches are used to analyze the data in this correlational quantitative investigation. The study's first hypothesis is that high school students' verbal aggression and emotion regulation are related to school climate. The multiple linear regression test yielded a F value of 29.418 at a significance level of 0.001 ($p < 0.005$). These results suggest that the initial hypothesis that there is a relationship between school climate and emotional regulation and verbal aggressiveness in high school students is proven.

Table 1. Results of the First Hypothesis Test

Variable	F	P	Remarks
School climate and Emotional regulation with verbal aggressiveness	29,418	0,001	There is a correlation (p<0.001)

The study's second hypothesis is that verbal aggression and school climate have a negative correlation. The test results show that the correlation coefficient value is -6.488 and the significance value is 0.001 (<0.05). On the other hand, verbal

aggression will rise if the educational environment deteriorates. These findings demonstrate a negative correlation between verbal aggression and the school climate. These findings support the acceptance of the second hypothesis.

Table 2. Results of the Second Hypothesis Test

Variable	t	P	Remarks
School climate with verbal aggressiveness	-6,488	0,001	There is a correlation (p<0.001)

The study's third hypothesis states that verbal aggression and emotion management are inversely connected. The test findings show that the correlation coefficient value is -0.308 and the significance value is 0.001 (<0.05). Negative values mean that if emotion regulation increases, verbal

aggressiveness will decrease. Conversely, Verbal aggression will rise if emotion management declines. These findings demonstrate a negative correlation between verbal aggression and emotion management. These findings support the acceptance of the second hypothesis.

Table 3. Results of the Third Hypothesis Test

Variable	t	P	Remarks
Regulation of emotions with verbal aggressiveness	-0,308	0,001	There is a correlation (p<0.001)

DISCUSSION

The study's first hypothesis is confirmed, indicating a strong correlation between school climate and verbal aggression and self-control. Another research conducted by Yolanda and Wismanto (2017) at Dipenegoro University Semarang with the title Differences in Emotion and Gender Regulation in Batak and Javanese Students. Sixty Batak and sixty Javanese students made up the research subjects. The study's findings demonstrated a substantial difference between emotion regulation and Batak ethnic Javanese pupils. The sampling

strategy employed was accidental quota sampling, and data analysis was done using the t-test and Independent Samples Test. The analysis of how men and women regulate their emotions did not yield any noteworthy results.

According to Haslinda, Jahada, & Dodi (2020) one of the factors that regulate emotions is feelings and emotions, while according to Barbara Krahe (2005) one of the factors that affect verbal aggressiveness is the emotional vulnerability of anger, one of which is caused by the inability of individuals to regulate emotions in the process of individual responsibility in modifying and assessing

feelings in order to accomplish their objectives (Thompson, 1994). This study shows that the final results have an influence significant between emotion regulation and verbal aggressiveness in resolving interpersonal conflicts. Therefore, verbal aggression in resolving interpersonal disagreements decreases with increasing emotion regulation and increases with decreasing emotion regulation.

This study's hypothesis is deemed accepted. The conclusions of this study are supported by research conducted by Raio (2013) saying that students with weak emotion regulation skills increase the likelihood of emotion dysregulation and involvement and aggressive behavior. Emotional regulation is also one of the factors that affect the occurrence of aggressive behavior. Other research also explains that minimal emotional experiences can place children with limited positive emotion regulation strategies so that the risk of developing aggressive behavior is higher. Children who cannot regulate their emotions allow for the risk of aggressive behavior. Emotions have an important function when an individual is behaving with others and can help position themselves in the wider social environment.

The management of these emotions will be used as an individual's strategy to regulate their emotions which is defined as the regulation of emotions. In order to achieve long-term personal objectives, emotion regulation is a set of processes that entail adaptable and context-sensitive emotional shifts. These alterations may involve tactics linked to physiological shifts in arousal, behavior, and cognition, and they may take place either before or after an emotional reaction is produced. People must be conscious of and accept their emotional reactions in order to participate in such changes in an effective manner. The development of a person's emotions, when they occur, and how they are experienced or expressed are all considered aspects of emotion management. Emotion regulation can affect aggressive behavior, children who cannot regulate their emotions tend to be at risk of developing aggressive behavior.

Juanda's research (2018) says that the regulation of emotions can effectively require understanding, awareness and clear emotional responses. Research conducted by Davidson, Putnam, and Larson, (2000) suggests Emotion regulation is a collection of procedures that involve flexible and context-sensitive emotional changes in order to accomplish long-term personal goals. These changes can occur either before or after an emotional response is generated, and they may entail strategies connected to physiological changes in arousal, behavior, and cognition. To effectively participate in such changes, people must be aware of and embrace their emotional reactions.

Aspects of emotion management include how a person's emotions develop, when they happen, and how they are felt or expressed. Someone who is fighting with their lover, for instance. He wants to start screaming at his partner and smashing his fist against the table since the argument is getting heated. Relying on an emotion management technique to identify his anger, control his negative emotional state (take a deep breath), and select a different reaction strategy (reassess the scenario to take the partner's perspective) may be prejudiced in these circumstances. Without these skills, his rage would probably keep getting worse, increasing his susceptibility to acting on his violent tendencies. This ability is one aspect of emotion regulation, namely situationselection, the ability of individuals to regulate emotions involving situations so as to produce the desired emotions.

CONCLUSION

This study aims to investigate the connection between school climate. Two Sumenep and 275 high school students served as the research subjects. The first hypothesis, which stated that there was a connection between school atmosphere and verbal aggression and emotional regulation, was demonstrated to be true based on the outcomes of multiple linear regression tests. Then the second hypothesis, namely that school climate is negatively correlated with verbal aggressiveness has been proven to be characterized by significance value

results. The third hypothesis that the regulation of emotions is negatively correlated with verbal aggressiveness is proven according to the findings of the significance value computation.

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