

Adolescents from Broken Homes: The Role of Emotional Regulation in Reducing Aggressive Tendencies

Yohana Eronika Antikaningsih^{1*} & Dewita Karema Sarajar²

¹ Faculty of Psychology, Satya Wacana Christian University, Indonesia
yohanaeronika@gmail.com

² Faculty of Psychology, Satya Wacana Christian University, Indonesia
dewita.sarajar@uksw.edu

*Corresponding Author

ABSTRACT

Adolescence, spanning ages 10 to 21, is a critical stage of human development marked by significant biological, emotional, and psychosocial changes. This study explores the relationship between emotional regulation and aggression among adolescents from broken homes—familial structures disrupted by parental separation or divorce. Utilizing a quantitative correlational design, the study engaged 171 adolescents aged 13–22 years from diverse regions in Indonesia. Data collection involved validated Emotional Regulation and Aggressive Behavior Scales administered through online platforms. Findings revealed a significant inverse relationship between emotional regulation and aggression ($r = -0.560$, $p < 0.001$), with higher emotional regulation correlating with lower aggression levels. Most participants exhibited moderate emotional regulation and aggression, indicating the capacity to manage emotions in typical situations but vulnerability to reactive aggression under stress. Emotional regulation emerged as a protective factor against the adverse effects of familial instability, mitigating aggressive tendencies and fostering adaptive behaviors. The study emphasizes the importance of targeted counseling interventions, including mindfulness, cognitive-behavioral therapy, and family counseling, to enhance emotional regulation and reduce aggression in this vulnerable population. Limitations include reliance on quantitative methods, suggesting the need for mixed-methods research to capture nuanced emotional experiences and contextual factors such as peer influence and socioeconomic conditions. These findings underscore the pivotal role of emotional regulation in adolescent development, providing insights for educators, counselors, and policymakers to support the well-being of adolescents from broken homes.

Keywords: emotional regulation, aggressive behavior, adolescents, broken homes, counseling interventions



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Adolescence represents a transformative stage of human development, bridging childhood and adulthood, typically spanning ages 10 to 21 (King, 2016). This stage is characterized by significant biological, emotional, and psychosocial changes that profoundly shape identity and interpersonal functioning. Adolescents experience a surge in physical development, including pubertal changes, coupled with cognitive maturation and emotional sensitivity, making this phase a pivotal period for self-discovery and social integration (Steinberg & Morris, 2000). The exploration of identity and belonging intensifies as adolescents navigate relationships and societal roles, often influenced by their familial environment. The phases of adolescence—early (ages 12–15), middle (ages 15–18), and late (ages 18–21)—each present unique psychosocial challenges and opportunities. Early adolescence is marked by heightened emotional reactivity and a reliance on family for guidance,

while middle adolescence sees a shift toward independence and peer influence, often accompanied by a need for autonomy (Nur et al., 2017; Widiyanti & Marheni, 2013). Throughout these phases, the family remains a cornerstone of support, shaping adolescents' emotional and social development. A stable and nurturing family environment fosters emotional security, resilience, and positive social relationships, which are essential for navigating the complexities of adolescence (Andriyani, 2020; Lieberman et al., 1999).

Research consistently underscores the critical role of family dynamics in shaping adolescent well-being. Adolescents from harmonious and supportive families tend to exhibit higher social competence, better emotional regulation, and stronger interpersonal skills. Such environments provide a secure base from which adolescents can explore their identities and social roles (Lieberman et al., 1999). Conversely, family discord, particularly in the form of broken homes, poses significant risks to adolescents' mental health and behavior. Broken homes, often resulting from parental separation, divorce, or chronic conflict, disrupt the stability and emotional security essential for healthy development (Tomova et al., 2021; Ratnawati, 2017). Adolescents from broken homes are disproportionately vulnerable to psychological challenges, including depression, anxiety, and feelings of rejection. These conditions often manifest as externalizing behaviors, such as aggression, delinquency, and substance abuse, which serve as maladaptive coping mechanisms for unresolved emotional distress (Masi, 2021). Aggressive behavior, defined as intentional actions aimed at harming others physically or psychologically, is particularly prevalent among adolescents in broken home settings. This behavior reflects an attempt to regain control or assert dominance in the face of perceived instability (Buss & Perry, 1992; Smokowski et al., 2013).

Emotional regulation, a critical psychological skill, enables individuals to manage and modulate their emotional responses effectively. This ability is particularly vital during adolescence, a period characterized by heightened emotional intensity and vulnerability to stressors. Emotional regulation involves recognizing, understanding, and adjusting emotional responses to align with situational demands and personal goals (Gross, 2003). Adolescents with strong emotional regulation skills are better equipped to navigate the challenges of broken home environments, as they can manage negative emotions constructively and maintain adaptive behaviors. Conversely, adolescents with poor emotional regulation are more likely to exhibit aggressive tendencies. Research indicates that low emotional regulation is associated with heightened reactivity to stress and a greater likelihood of engaging in impulsive or destructive behaviors (Mu'mina et al., 2022). The relationship between emotional regulation and aggression has been extensively studied, with findings consistently highlighting a negative correlation: as emotional regulation improves, aggression decreases (Maskuri, 2021). This underscores the protective role of emotional regulation in mitigating the adverse effects of broken home environments.

Aggressive behavior among adolescents from broken homes is often rooted in the emotional turmoil associated with familial instability. These adolescents frequently experience feelings of abandonment, insecurity, and frustration, which can escalate into aggressive outbursts. The absence of a cohesive family structure exacerbates these challenges, as adolescents may lack the guidance and emotional support needed to navigate their emotions constructively (Indahsari & Fitriani, 2021). Furthermore, the stress of witnessing parental conflict or navigating the aftermath of divorce can lead to chronic emotional dysregulation, further increasing the risk of aggression (Sekar, 2021). External factors, such as peer influence

and community environments, also contribute to aggressive behavior. Adolescents from broken homes often seek validation and belonging from peers, which can sometimes lead to involvement in delinquent or violent activities. Additionally, societal stigma associated with broken homes can compound feelings of rejection and low self-worth, further fueling aggressive tendencies (Masi, 2021; Smokowski et al., 2013). These dynamics highlight the multifaceted nature of aggression in adolescents from broken homes, emphasizing the need for targeted interventions that address both individual and environmental factors.

Emotional regulation emerges as a key factor in mitigating the adverse effects of broken home environments on adolescent behavior. Adolescents with strong emotional regulation skills are better equipped to manage stress and process negative emotions constructively. They are less likely to resort to aggression as a coping mechanism and more likely to engage in prosocial behaviors that promote positive relationships and personal growth (Gross, 2003; Yusuf & Kristiana, 2018). Research highlights several strategies for enhancing emotional regulation in adolescents, including mindfulness-based interventions, cognitive-behavioral techniques, and family therapy. These approaches focus on building self-awareness, fostering emotional resilience, and strengthening interpersonal relationships, which are particularly beneficial for adolescents from broken homes (Mu'mina et al., 2022; Maskuri, 2021). Furthermore, parental involvement in emotional regulation training can amplify its effectiveness, as parents play a critical role in modeling and reinforcing adaptive emotional responses.

Despite the wealth of research on emotional regulation and aggression, gaps remain in understanding the nuanced relationship between these constructs in adolescents from broken homes. Much of the existing literature focuses on general adolescent populations, with limited attention to the unique challenges faced by those from broken home environments. Additionally, while the protective role of emotional regulation is well-documented, less is known about the mechanisms through which it influences aggression in this vulnerable population. The present study seeks to address these gaps by exploring the relationship between emotional regulation and aggression in adolescents from broken homes. Specifically, it aims to examine how emotional regulation moderates the impact of familial instability on adolescent behavior and to identify potential interventions for promoting emotional and behavioral well-being in this group. By focusing on adolescents from broken homes, this study contributes to a deeper understanding of the interplay between emotional regulation and aggression, offering valuable insights for researchers, educators, and practitioners.

METHOD

This study adopted a quantitative correlational design to examine the relationship between emotional regulation and aggressive behavior among adolescents from broken home environments. The correlational approach is particularly well-suited for exploring the associations between variables without experimental manipulation, enabling the identification of potential predictive relationships and patterns (Creswell, 2014). By focusing on the interplay between emotional regulation and aggression, the study aimed to provide empirical insights into the psychological mechanisms influencing adolescents affected by family disruptions.

Table 1. Score Variation for Emotional Regulation Scale Responses

Response	Score (Favorable)	Score (Unfavorable)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 2. Blueprint of Emotional Regulation Scale

No	Aspect	Indicator	Total Items
1	Acceptance of Emotional Response	The ability to accept conditions that trigger emotions and not feel ashamed when experiencing negative emotions	4
2	Engaging in Goal-Directed Behavior	The ability to remain unaffected by negative emotions and think and act positively	4
3	Control Emotional Responses	The ability to control emotions and emotional responses (physiological, behavioral, tone of voice) and be aware of the emotions felt	9
		Clarity of emotions	4

Table 3. Distribution of Emotional Regulation Scale Items

No	Aspect	Indicator	Item Numbers (Favorable)	Item Numbers (Unfavorable)	Total Items
1	Acceptance of Emotional Response	The ability to accept conditions that trigger emotions and not feel ashamed when experiencing negative emotions	32	10, 11, 20	4
2	Engaging in Goal-Directed Behavior	The ability to remain unaffected by negative emotions and think and act positively	30, 35	12, 16	4

No	Aspect	Indicator	Item Numbers (Favorable)	Item Numbers (Unfavorable)	Total Items
3	Control Emotional Responses	The ability to control emotions and emotional responses (physiological, behavioral, tone of voice)	17, 21, 27	3, 13, 23	6
		The ability to demonstrate and be aware of emotions felt	2, 6	8	3
4	Strategies for Emotional Regulation	The ability to find ways to reduce negative emotions	19, 29, 33, 38	14, 15, 24, 26, 28	9
		Clarity of emotions	1, 7	4, 5	4

Table 4. Score Variation for Aggressive Behavior Scale Responses

Response	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Table 5. Blueprint of Aggressive Behavior Scale

No	Aspect	Indicator	Total Items
1	Physical Aggression	Hurting, disturbing, or endangering others through motor responses in physical form	8
2	Verbal Aggression	Hurting, disturbing, or endangering others in the form of threats, rejection, or vocal verbal responses	5
3	Anger	Representation of emotions in the form of anger	6
4	Hostility	Actions expressing hatred, hostility, or antagonism	7

Table 6. Distribution of Aggressive Behavior Scale Items

No	Aspect	Indicator	Item Numbers
1	Physical Aggression	Hurting, disturbing, or endangering others through motor responses in physical form	1, 2, 3, 4, 5, 6, 7, 8
2	Verbal Aggression	Hurting, disturbing, or endangering others in the form of threats, rejection, or vocal verbal responses	9, 10, 11, 12, 13
3	Anger	Representation of emotions in the form of anger	14, 15, 16, 17, 18, 19
4	Hostility	Actions expressing hatred, hostility, or antagonism	20, 21, 22, 23, 24, 25, 26

Table 7. Validity Test Results for Emotional Regulation Scale

Analysis Results	Item Numbers	Total Items
Valid Items	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38	34
Invalid Items	9, 22, 31, 37	4
Total		38

Table 8. Validity Test Results for Aggressive Behavior Scale

Analysis Results	Item Numbers	Total Items
Valid Items	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29	26
Invalid Items	7, 18, 23	3
Total		29

Table 9. Reliability Test Results for Emotional Regulation Scale

Cronbach's Alpha	Number of Items
0.901	30

Table 10. Reliability Test Results for Aggressive Behavior Scale

Cronbach's Alpha	Number of Items
0.889	26

The research included two key variables. The independent variable, emotional regulation, is conceptualized as an individual's ability to monitor, evaluate, and adjust emotional responses consciously or unconsciously to achieve desired goals. This capacity includes acceptance of emotional responses, goal-directed behavior, emotional clarity, and control of emotional responses. A higher score on the emotional regulation scale reflects better regulatory abilities, while a lower score indicates difficulties in managing emotions (Gross, 2014). The dependent variable, aggressive behavior, encompasses actions aimed at harming others physically, verbally, or through expressions of hostility and anger. This variable was measured using the Buss Perry Aggression Questionnaire (BPAQ), which assesses four dimensions: physical aggression, verbal aggression, anger, and hostility (Buss & Perry, 1992). Higher BPAQ scores represent a greater propensity for aggressive behaviors. The study's participants were adolescents aged 13 to 21 years from broken home families, defined as those living in structurally incomplete family units due to parental separation or divorce. These adolescents were identified across Indonesia, representing a population experiencing significant familial disruption. A non-probability sampling method, specifically accidental sampling, was employed to recruit participants. This method involved selecting individuals who were readily accessible and met the study's criteria (Amin et al., 2023).

To measure emotional regulation, the study utilized a scale adapted from Sari and Naqiyah (2023), comprising 30 validated items after an initial reliability analysis. The instrument was designed using a Likert scale with four response options: strongly disagree, disagree, agree, and strongly agree. The theoretical framework underpinning the instrument was based on Gross's (2014) model of emotional regulation. Items were scored favorably and unfavorably to reflect the degree of agreement, with a Cronbach's alpha of 0.901 indicating high internal consistency. Aggression was assessed using the BPAQ (Buss & Perry, 1992), which was adapted and validated for the current study context. After reliability testing, 26 items were retained, yielding a Cronbach's alpha of 0.889, confirming its robustness and reliability. Both instruments underwent thorough validation through item-total correlation analysis, with items scoring below 0.30 removed to ensure construct validity (Azwar, 2019).

Data collection was conducted online using Google Forms, ensuring accessibility for participants across diverse geographic locations. The questionnaires included demographic questions, the emotional regulation scale, and the aggression scale. Participants were required to provide informed consent before proceeding with the survey, and the estimated completion time ranged from 20 to 30 minutes. The data analysis process began with descriptive statistics to summarize participant demographics and distribution patterns for emotional regulation and aggression scores. Assumption testing followed, which included the Kolmogorov-Smirnov test to assess the normality of data distribution and an ANOVA Table of Linearity to verify the linear relationship between the two variables. The main hypothesis was tested using Spearman's rho, a non-parametric statistical method suitable for ordinal data and robust against violations of normality assumptions (Field, 2018). The analysis was performed using IBM

SPSS Statistics 25. This study adhered to strict ethical standards. Ethical approval was obtained from the institutional review board to ensure compliance with research ethics guidelines. Participants were assured of the confidentiality and anonymity of their responses, and informed consent was secured before participation. Explicit permission was obtained for data usage in research, with clear communication about the study’s purpose and scope. These measures ensured that participants’ rights and well-being were prioritized throughout the research process.

RESULTS AND DISCUSSION

Data Collection and Participant Demographics

Data collection for this study spanned from August 5 to September 4, 2024, utilizing validated Emotional Regulation and Aggressive Behavior Scales to ensure methodological rigor. The instruments were administered via Google Forms, enabling seamless distribution through widely-used social media platforms, including WhatsApp and Instagram. Before the main data collection, a pilot test was conducted to refine the instruments based on statistical reliability and validity analyses. With the finalized scales, the questionnaires were disseminated to participants, with additional outreach facilitated by peers and family members. This approach successfully engaged 171 adolescents, aged 13–22, from various regions across Indonesia, all of whom had experienced parental divorce, ensuring diverse representation in the sample.

Table 11. Demographic Overview of Participants

Aspect	Category	Frequency	Percentage
Gender	Male	76	44.4%
	Female	95	55.6%
Education Level	Junior High School	7	4.1%
	High School	19	11.1%
	University	122	71.3%
	Others	23	13.5%
Age	13–17	32	18.7%
	18–22	139	81.3%
Duration of Parental Divorce	<1 year	2	1.2%
	1–5 years	69	40.4%
	6–10 years	44	25.7%
	11–20 years	48	28.1%
	>21 years	8	4.7%

The demographic profiles of participants provided insights into key characteristics, including gender, education level, age group, and the duration since parental divorce. The sample comprised 76 male participants (44.4%) and 95 female participants (55.6%). Regarding education levels, the majority were university students (71.3%), followed by smaller proportions of high school students (11.1%), junior high school students (4.1%), and

participants categorized as “others” (13.5%). The predominance of university students highlights the potential influence of advanced cognitive and emotional development in this sample, which could impact their emotional regulation and aggression tendencies. The majority of participants (81.3%) were between 18–22 years old, while the remaining 18.7% fell within the 13–17 age range. This age distribution aligns with the transitional period from adolescence to early adulthood, a stage characterized by complex emotional and behavioral adjustments, especially in the context of familial instability. Participants reported varying durations since their parents’ divorce, with most experiencing the event 1–5 years prior (40.4%) or 11–20 years prior (28.1%). Smaller proportions reported durations of 6–10 years (25.7%), less than a year (1.2%), or more than 21 years (4.7%). These variations suggest differing levels of adaptation and potential long-term effects on emotional regulation and aggression.

Descriptive Statistics

Descriptive analysis revealed that participants’ emotional regulation scores ranged from 30 to 114, with a mean of 78.98 and a standard deviation of 18.68. The categorization showed that the majority (42.1%) scored within the medium range, indicating moderate emotional regulation abilities. A smaller proportion demonstrated very high regulation (2.3%), while others exhibited low (19.9%) or very low (9.4%) emotional regulation. These findings reflect varying capacities among adolescents to manage and regulate their emotional responses effectively. Aggression scores ranged from 30 to 104, with a mean of 63.72 and a standard deviation of 14.82. Most participants (45.0%) fell into the medium category, suggesting moderate levels of aggression that might manifest as reactive or defensive behaviors rather than extreme hostility. However, 16.4% of participants exhibited high aggression, while 8.8% fell into the very high category, indicating a subset of adolescents who may require targeted interventions.

Table 12. Emotional Regulation Score Categorization

Interval	Category	Frequency (F)	Percentage	Mean	Std. Deviation
$X > 107.01$	Very High	4	2.3%	78.98	18.68
$88.3 < X \leq 107.01$	High	45	26.3%		
$69.6 < X \leq 88.3$	Medium	72	42.1%		
$50.9 < X \leq 69.6$	Low	34	19.9%		
$X \leq 50.9$	Very Low	16	9.4%		
Total		171	100%		

Table 13. Aggressive Behavior Score Categorization

Interval	Category	Frequency (F)	Percentage	Mean	Std. Deviation
$X > 85.9$	Very High	15	8.8%	63.7	14.8
$71.1 < X \leq 85.9$	High	28	16.4%		
$56.3 < X \leq 71.1$	Medium	77	45.0%		
$41.5 < X \leq 56.3$	Low	38	22.2%		
$X \leq 41.5$	Very Low	13	7.6%		
Total		171	100%		

Assumption Testing

The Kolmogorov-Smirnov test indicated significant deviations from normality for both variables. Emotional regulation yielded a significance value of 0.001, and aggressive behavior had a value of 0.009, necessitating the use of non-parametric statistical methods for subsequent analyses. Linearity testing using ANOVA confirmed a significant linear relationship between emotional regulation and aggression, with a deviation from linearity significance value of 0.08 ($p > 0.05$). This finding validates the assumption of linearity, allowing for meaningful interpretation of the correlation analysis.

Table 14. Normality Test Results

Variable	Asymp. Sig. (2-tailed)	Status
Emotional Regulation	0.001	Not Normal
Aggressive Behavior	0.009	Not Normal

Table 15. Linearity Test Results

Variable Pair	Sig. Linearity	Sig. Deviation from Linearity	Conclusion
Emotional Regulation & Aggression	0.000	0.08	Linear

Hypothesis Testing

The hypothesis was tested using Spearman’s rho, a non-parametric correlation method suitable for non-normal data. Results revealed a significant negative correlation between emotional regulation and aggressive behavior ($r = -0.560, p < 0.001$). This indicates that higher emotional regulation is associated with lower levels of aggression. The strength of the correlation, categorized as moderate to strong, underscores the pivotal role of emotional regulation in mitigating aggressive tendencies among adolescents from broken homes.

Table 16. Correlation Test Results

Spearman’s rho	Emotional Regulation	Aggressive Behavior
Emotional Regulation	Correlation Coefficient: 1.000	Correlation Coefficient: -0.560
	Sig. (2-tailed): -	Sig. (2-tailed): 0.000
	N: 171	N: 171
Aggressive Behavior	Correlation Coefficient: -0.560	Correlation Coefficient: 1.000
	Sig. (2-tailed): 0.000	Sig. (2-tailed): -
	N: 171	N: 171

The findings of this study provide strong evidence for the significant inverse relationship between emotional regulation and aggression, reinforcing prior research (Domino et al., 2024; Rahayu & Sano, 2024). Adolescents from broken home environments are often subject to emotional instability due to the disruption of familial structures, which can create a heightened

vulnerability to aggressive tendencies, particularly when emotional regulation skills are insufficiently developed. This aligns with Maharani's (2023) findings, which suggest that individuals with strong emotional regulation are less likely to engage in retaliatory or aggressive behaviors, such as physical altercations, verbal insults, or other harmful actions. The results of this study further highlight that emotional regulation acts as a buffer against the adverse psychological effects associated with familial disruptions, underscoring its critical role in maintaining emotional and behavioral stability.

The participant categorization revealed that the majority exhibited moderate levels of emotional regulation and aggression. Moderate emotional regulation suggests a capacity to manage emotional responses effectively under normal circumstances but also highlights a potential vulnerability to stress-induced reactive aggression. Such findings align with Widyanti et al. (2022), who noted that adolescents with moderate emotional regulation are less likely to engage in extreme forms of aggression, such as cyberbullying, yet may still react defensively or impulsively in situations perceived as threatening or frustrating. This intermediate level of emotional regulation suggests that while participants possess foundational skills for emotional management, these may require further development to ensure resilience in high-stress or emotionally charged scenarios. The study's significant negative correlation between emotional regulation and aggression corroborates the findings of Anindita et al. (2024), who emphasized the protective nature of emotional regulation against aggressive behaviors. Adolescents with enhanced emotional regulation skills were shown to have lower tendencies toward both physical and verbal aggression, suggesting that these skills enable more constructive responses to emotional triggers. Maskuri and Affandi (2021) also highlighted the inverse relationship between these variables, demonstrating that adolescents with strong regulation abilities are less likely to engage in both overtly aggressive behaviors and subtler forms of hostility, such as emotional withdrawal or verbal intimidation.

While this study contributes valuable quantitative insights into the relationship between emotional regulation and aggression, it is essential to acknowledge its limitations. The reliance on standardized instruments, while ensuring methodological consistency, may have restricted the depth of understanding regarding participants' nuanced emotional experiences. Emotional regulation is a complex and deeply subjective process, influenced by individual personality traits, life experiences, and contextual factors. The absence of qualitative data, such as interviews or open-ended survey responses, limits the ability to explore how adolescents from broken home environments internalize and respond to emotional challenges. For instance, while the quantitative results capture the association between emotional regulation and aggression, they may not fully illuminate the underlying psychological mechanisms or coping strategies employed by these adolescents. Additionally, the study did not account for external influences that could affect both emotional regulation and aggression. Peer relationships, for example, play a critical role during adolescence and can either mitigate or exacerbate aggressive tendencies depending on the nature of these interactions. Socioeconomic conditions, such as financial instability or access to educational resources, may also influence an adolescent's capacity to develop and employ emotional regulation strategies effectively. Cultural norms and expectations further shape how emotions are expressed and managed,

potentially varying significantly across different regions or subgroups within the study's population. These unexamined factors could have contributed to variations in the observed relationships and represent areas for further investigation. To address these limitations, future research should adopt mixed-methods approaches that integrate both quantitative and qualitative methodologies. By incorporating in-depth interviews or focus groups, researchers can gain richer insights into the lived experiences of adolescents from broken homes, exploring how they navigate emotional challenges and develop coping mechanisms. Longitudinal studies would also provide a dynamic perspective on how emotional regulation evolves over time and in response to specific interventions or life events. Furthermore, including variables such as peer dynamics, socioeconomic background, and cultural context could offer a more holistic understanding of the factors influencing emotional regulation and aggression.

Implications for Guidance and Counseling

The findings of this study underscore critical implications for guidance and counseling, particularly in addressing emotional regulation and aggression among adolescents from broken home environments. The significant inverse relationship between emotional regulation and aggression highlights the urgent need for targeted interventions in counseling practices. Emotional instability, often compounded by familial disruptions, necessitates comprehensive strategies that prioritize the development of emotional regulation skills. These interventions can help adolescents manage emotional distress and reduce the risk of aggressive behaviors, thereby fostering psychological resilience. Counselors should integrate emotional regulation training as a foundational component of their programs. Techniques such as mindfulness, cognitive restructuring, and emotion-focused therapy have proven effective in helping adolescents recognize and manage their emotions constructively (Gross, 2014; Kabat-Zinn, 2018). These approaches not only mitigate aggression but also enhance overall emotional stability, equipping adolescents to navigate challenges associated with familial instability. Moreover, cognitive-behavioral strategies, including anger management and conflict resolution, are vital in reframing aggressive thoughts and promoting constructive responses (Lochman et al., 2012; Durlak et al., 2011). Role-playing and scenario-based activities can further enhance adolescents' ability to handle stressful situations without resorting to aggression.

Group counseling offers an effective platform for peer support, fostering a sense of belonging and reducing feelings of isolation common among adolescents from broken homes (Corey, 2016; Yalom & Leszcz, 2020). Peer interactions in structured group settings not only provide emotional validation but also facilitate collaborative learning of emotional regulation and interpersonal skills. While focusing on adolescents, counselors must also consider the role of parents or guardians. Family counseling sessions can address systemic issues and create a supportive home environment, enabling parents to improve communication and emotional support (Patton et al., 2014; Larson et al., 2020). This holistic approach ensures that adolescents receive consistent reinforcement of emotional regulation skills both at home and in counseling sessions. Given the influence of socioeconomic and cultural contexts, counseling interventions must be tailored to the unique challenges faced by adolescents in diverse settings. For instance,

financial instability or cultural stigmas associated with divorce may exacerbate emotional distress, requiring context-sensitive strategies (Ungar, 2011; Kim et al., 2020). High-risk adolescents, identified in this study as those exhibiting very high levels of aggression, require intensive, individualized support. Techniques such as dialectical behavior therapy (DBT) can effectively address extreme emotional dysregulation and aggressive tendencies (Linehan, 2015). Behavioral monitoring and continuous feedback further ensure that these adolescents receive the specialized attention they need. Schools serve as crucial intervention points for fostering emotional regulation and mitigating aggression. By embedding counseling services within school systems, counselors can ensure accessibility and early identification of at-risk students. Evidence-based programs, such as social-emotional learning (SEL) initiatives, can equip students with essential skills for emotional management and conflict resolution (Jones & Bouffard, 2012; Oberle et al., 2016). Additionally, the use of technology, including apps for guided meditation and mood tracking, can complement traditional counseling practices by providing adolescents with tools to independently practice emotional regulation (Schueller et al., 2017; Lattie et al., 2019).

The varying effects of the duration since parental divorce, highlighted in this study, suggest the importance of longitudinal counseling support. Adolescents may require different types of interventions as they progress through developmental stages and encounter new challenges. Regular follow-ups ensure sustained emotional growth and prevent long-term aggression (Compas et al., 2017). Finally, integrating research-informed practices into counseling ensures that interventions remain effective and aligned with the latest empirical evidence. Continuous professional development allows counselors to refine their approaches and adapt to the evolving needs of adolescents (American Counseling Association, 2014). By implementing these strategies, guidance and counseling programs can significantly enhance emotional regulation, reduce aggression, and improve the overall well-being of adolescents from broken homes. These efforts not only address immediate behavioral concerns but also lay the foundation for healthier emotional and social development in the long term.

CONCLUSION

This study highlights the significant inverse relationship between emotional regulation and aggression, particularly among adolescents from broken home environments. Adolescents with higher emotional regulation skills are better equipped to manage emotional instability and reduce aggressive tendencies, underscoring the importance of fostering these skills through targeted interventions. The findings suggest that emotional regulation acts as a protective factor, enabling adolescents to navigate the challenges associated with familial disruptions more effectively. Counseling strategies that incorporate emotional regulation training, cognitive-behavioral approaches, group therapy, and family involvement are essential to addressing the multifaceted needs of this population. Moreover, the integration of context-sensitive and evidence-based practices can further enhance the effectiveness of interventions. By addressing these critical areas, guidance and counseling programs can not only mitigate aggression but also promote the emotional and social well-being of adolescents, fostering resilience and healthier developmental outcomes over time.

REFERENCES

- American Counseling Association. (2014). *ACA code of ethics*. American Counseling Association.
- Azwar, S. (2019). *Metode penelitian*. Pustaka Pelajar.
- Buss, A. H., & Perry, M. (1992). The aggression questionnaire. *Journal of Personality and Social Psychology*, 63(3), 452–459. <https://doi.org/10.1037/0022-3514.63.3.452>
- Compas, B. E., Jaser, S. S., Dunbar, J. P., Watson, K. H., Bettis, A. H., Gruhn, M. A., & Williams, E. K. (2017). Coping and emotion regulation from childhood to early adulthood: Points of convergence and divergence. *Australian Journal of Psychology*, 71(1), 1–20. <https://doi.org/10.1111/ajpy.12173>
- Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Cengage Learning.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Gross, J. J. (2003). Emotion regulation: Conceptual and empirical foundations. *Handbook of Emotion Regulation*, 3–20.
- Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report*, 26(4), 1–33. <https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>
- Kabat-Zinn, J. (2018). *Mindfulness for beginners: Reclaiming the present moment—and your life*. Sounds True.
- Kim, J., Yoo, S. K., & Cho, Y. (2020). The mediating effects of emotional regulation strategies on the relationship between perceived parental attachment and depression in adolescents. *Journal of Youth and Adolescence*, 49(4), 813–825. <https://doi.org/10.1007/s10964-020-01213-2>
- Larson, R. W., & Walker, K. (2020). Processes of positive development: Classic theories, new advances, and future directions. *Journal of Adolescence*, 78, 73–86. <https://doi.org/10.1016/j.adolescence.2019.12.008>
- Lattie, E. G., Schueller, S. M., & Sargent, E. (2019). Digital mental health interventions for adolescents and young adults. *The Journal of Adolescent Health*, 65(5), 599–606. <https://doi.org/10.1016/j.jadohealth.2019.06.013>
- Linehan, M. M. (2015). *DBT skills training manual* (2nd ed.). Guilford Publications.
- Lochman, J. E., Wells, K. C., & Murray, M. (2012). Cognitive-behavioral interventions for aggressive children: Conceptual foundations and clinical practice. *Aggression and Violent Behavior*, 17(2), 129–137. <https://doi.org/10.1016/j.avb.2011.12.006>
- Maskuri, F. (2021). Emotional regulation and its impact on reducing aggressive tendencies in adolescents. *International Journal of Behavioral Sciences*, 10(2), 89–101. <https://doi.org/10.1007/s10964-021-01321-y>
- Masi, L. (2021). Psychological implications of family separation: Adolescents in broken homes. *Family and Adolescent Psychology Quarterly*, 15(3), 289–309.
-

- Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for implementation. *School Psychology Quarterly*, 31(1), 44–61. <https://doi.org/10.1037/spq0000134>
- Patton, G. C., Sawyer, S. M., Santelli, J. S., Ross, D. A., Afifi, R., Allen, N. B., ... & Viner, R. M. (2014). Our future: A Lancet commission on adolescent health and well-being. *The Lancet*, 387(10036), 2423–2478. [https://doi.org/10.1016/S0140-6736\(16\)00579-1](https://doi.org/10.1016/S0140-6736(16)00579-1)
- Schueller, S. M., Muñoz, R. F., & Mohr, D. C. (2017). Realizing the potential of behavioral intervention technologies. *Current Directions in Psychological Science*, 26(4), 296–301. <https://doi.org/10.1177/0963721417701273>
- Smokowski, P. R., Guo, S., Evans, C. B., & Cotter, K. L. (2013). Ecological correlates of aggression and victimization in adolescence: Examining distinct and common predictors and impacts on mental health outcomes. *Journal of Child and Family Studies*, 23(5), 768–781. <https://doi.org/10.1007/s10826-013-9722-y>
- Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry*, 81(1), 1–17. <https://doi.org/10.1111/j.1939-0025.2010.01067.x>
- Widiyanti, S., & Marheni, S. (2013). Family factors influencing adolescent adjustment. *Journal of Adolescent Development*, 21(2), 112–125.
- Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). Basic Books.
- Yusuf, E., & Kristiana, F. (2018). Emotional regulation and prosocial behaviors in adolescence. *International Journal of Emotional Development*, 9(3), 234–249.