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ANALYSIS OF NEGATIVE AGGRESSIVENESS BEHAVIOR BASED ON GENDER IN MEMBERS OF TADJIMALELA MARTIAL ARTS COLLEGE

Siti Azizah Fauziah¹, Tatang Muhtar², *Muhammad Nur Alif³, Anggi Setia Lengkana⁴

^{1,2,3,4}Universitas Pendidikan Indonesia, Bandung, Indonesia

*Correspondence: mnalif@upi.edu

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ABSTRACT

Adolescent behavior in training environments still shows a tendency toward aggression. This situation is important to examine, given its potential conflict with the philosophical values of pencak silat, which emphasize self-control, discipline, and courage. This study aims to analyze forms of gender-based negative aggressiveness behavior in members aged 12-15 years, as well as analyze the role of coaches in fostering and managing aggressive behavior. This study uses a qualitative approach with a case study design, the research subjects consist of members who are actively practicing aged 12-15 years, parents, and coaches. Data was collected through questionnaires, interviews, and observations. Then, it is analyzed through continuous data reduction, data presentation, and verification, with the help of Nvivo12 software. The results showed that aggressiveness was manifested in the form of verbal aggressiveness, physical aggressiveness, anger, and hostility, with verbal aggressiveness being the most dominant based on interviews and observations. Meanwhile, the results of the questionnaire showed that the tendency of aggressiveness was in the low to medium category. There is a difference in aggressiveness based on gender, where male members show a higher tendency than women. Coaches play a role through direct reprimands, punishment, and instilling the values of the panca dharma, as a preventive strategy. This research contributes to enriching the study of adolescent aggressiveness in the context of value-based martial arts, as well as providing implications for character development in the training environment.

Keywords: Aggressive Behavior, Gender, Pencak Silat

INTRODUCTION

Aggressive behavior is a form of expression of individual emotions that arise in response to the success or failure experienced and this action can manifest through the act of damaging goods or attacking others, both verbally and non-verbally with an element of intentionality. In the Indonesian context, adolescent aggressiveness is still an important issue because it is related to character, social interaction, and the formation of self-identity in the educational environment and community. Adolescence is a transitional phase characterized by significant biological, psychological, and social changes, so that individuals often experience emotional instability and limitations in controlling behavior. (Ryan *et al.*, 2024) states that adolescents tend not to be able to control physical and psychological functions optimally, so these limitations can trigger psychological distress and emotional instability that increase the risk of deviations from social norms. In this phase, the urge to gain social recognition, the search for self-identity, and immature self-control often trigger the emergence of aggressive behavior, societal norms, including

expectations regarding adolescent behavior, can increase the pressures that trigger aggression (Ryan *et al.*, 2024). Both in verbal, physical, and psychological forms (Vega *et al.*, 2021). Therefore, aggressiveness in adolescents not only impacts individuals, but also has far-reaching implications for the social environment, such as schools and communities in which adolescents interact.

This problem becomes even more complex when teenagers are involved in martial arts activities such as pencak silat. On the one hand, pencak silat teaches self-control, discipline, and courage as the foundation of character development. Pencak silat has the potential to be an effective suggestion in building the morality of children and adolescents, because it emphasizes the development of social awareness and the ability to self-control (Suwandi *et al.*, 2024). But on the other hand, the characteristics of training involving physical contact, attacking techniques, and competition have the potential to strengthen aggression if they are not balanced with optimal internalization of values. This condition causes conflict, martial arts, which are ideally a means of controlling emotions, can actually become a space for actualization when adolescents do not have the maturity of self-regulation. Therefore, aggressiveness in the context of pencak silat needs to be studied in depth.

One of the sports activities that has the potential to give rise to aggressive behavior is martial arts. Martial arts have harsh and attacking characteristics and are often associated with the emergence of aggressive behavior (Syofian & Gazali, 2021). martial arts as a traditional Indonesian martial art, indeed instills noble values such as discipline, courage, and self-control. However, in practice, martial arts also emphasizes hard physical exercise, direct contact with the opponent, as well as mastery of attacking techniques such as punches, kicks, and slams. martial arts is also often considered to have a higher intensity of aggressiveness compared to other martial arts. In accordance with research (Nur'aini *et al.*, 2024) stated that children who participate in martial arts have an effect on the level of aggressiveness and the results of the research show that martial arts has the highest aggressiveness score, especially in the aspect of hostility compared to other martial arts.

Problems arise when techniques that should be used during training and matches are carried over to children's social interactions. Children who practice pencak silat intensively and master fighting techniques tend to feel physically stronger than their peers. These feelings encourage children to express emotions, conflicts, or feel dissatisfied in an aggressive way. The results of the researcher's observation at the Tadjimalela pencak silat school. There is aggressive behavior that is shown, such as there are still some children who express forms of verbal aggressiveness, such as mocking friends, sarcasm, saying rude things to friends and sometimes there is hostility between members. So that aggressive behavior becomes part of children's daily interactions. This condition confirms that the values of sportsmanship and self-control have not been fully internalized in members. This phenomenon can be explained through social cognitive theory, which emphasizes the observation of the surrounding environment, including interactions with aggressive events and experiences gained either directly or through indirect observation (Noviekayati, 2025, p. 17).

Ideally, martial arts is not only oriented towards mastering fighting skills, but also serves as a means of character formation and self-control. Martial arts aims not only to achieve sporting achievements, but also as a tool for character education that involves values such as responsibility, discipline, and courage. Research shows that martial arts can reduce aggressiveness if the training process stresses moral values, emotion regulation, and self-discipline (Hadiana *et al.*, 2020). In this context, the role of coaches is very strategic in instilling an understanding that physical strength must be used responsibly and based on human values (Donohue *et al.*, 2020).

In addition to character development in general, understanding the differences in the expression of aggressiveness based on gender is also an important aspect because martial arts practice teaches not only techniques, but also patterns of interaction and emotional expression of adolescents. The concept of gender refers to the differences in social roles, behaviors, and expectations between men and women that are shaped by social constructs, rather than purely biological factors (Eagly & Steffen, 1986). (Sary *et al.*, 2023) Gender as a concept that emphasizes the differences in roles, behaviors, ways of thinking, and emotional aspects between men and

women. Social Role Theory and Bandura's (1986) social cognitive theory emphasize that aggressive behavior is formed through interactions between individuals, the environment, and applicable social norms. Therefore, the analysis of aggressiveness based on gender is not just a descriptive discussion, but an important foundation for designing a coaching strategy that is corrective, preventive, and in line with the values of self-control that are the philosophy of pencak silat.

Although much research has been done on aggressiveness in children and adolescents, most still use a quantitative approach and focus on differences in levels of aggressiveness in general. Research (Nur'aini et al., 2024) For example, the pressure of differences in aggressiveness scores without examining in depth how aggressive is shown by men and women. Other studies also tend to separate gender analysis from the context of the specific training environment (Mutiaru & Netrawati, 2023). This shows that the understanding of the dynamics of gender-based aggressiveness is still not comprehensive. In fact, the training environment is a crucial space because it serves as an arena for interaction between members, as well as for observing and imitating behavior. This suggests that understanding the dynamics of gender-based aggression remains incomplete. Therefore, this study uses a qualitative approach to understand gender-based aggression, both in training situations and in members' social lives, and the role of coaches in managing and fostering aggressive behavior

In addition, qualitative research that specifically examines aggressiveness based on gender in the context of martial arts is still relatively limited. Study (Novelia & Aulia, 2021) It does examine aggressive behavior in martial artists, but it has not discussed the differences in aggressive behavior between men and women and how the role of coaches in fostering and managing aggressive behavior. The absence of an analysis of the role of coaches in previous studies led to a lack of understanding of adolescent aggressiveness, as these behaviors were not only influenced by individuals and gender, but also by the coaching formed by the coach. On the other hand, scientific studies that focus on Tadjimalela pencak silat are also still very minimal. This condition shows that there is a research gap that needs to be filled, especially through a qualitative approach that allows a deeper understanding of the dynamics of adolescent aggressive behavior.

This research has novelty both in terms of context, subject, and approach. This research specifically focuses on early adolescents aged 12–15 years, with the aim of examining how the forms of aggressive behavior shown by members, how aggressive behavior is manifested by men and women and how the role of coaches in fostering and managing aggressive behavior. This research makes a conceptual contribution by placing adolescent aggressiveness as a phenomenon influenced by social gender roles as well as the role of coaches in fostering and managing aggressive behavior. This approach allows for a more comprehensive understanding of how aggressiveness is manifested and managed in a value-based martial arts environment, thus enriching the study of adolescent aggressiveness as well as character education in martial arts.

METHOD

Types of Research

This research uses a qualitative approach with a case study research design. (Sudaryono, 2021, p. 94) explained that the case study focuses on describing a case and analyzing it so that new findings can be obtained.

Population

The subject of the study is an individual who acts as a key informant and primary data source, the subjects in this study are members of the Tadjimalela martial arts college, both men and women, who are actively practicing and have participated in pencak silat training for at least 1 year, with an age range of 12-15 years. The number of main informants in this study consisted of 4 male and 4 female members. In addition, this research also involves parents of members, as well as trainers as supporting informants to obtain more comprehensive information related to

behavior and coaching. The determination of subjects uses the purposive sampling technique, which is a selection made based on special criteria or considerations that have been set by the researcher.

Data Collection Techniques

This data collection technique is a procedure used to obtain information or research data, as well as being a very strategic stage in the implementation of research methodology. Data collection was conducted using questionnaires, interviews, and observations. For the questionnaire, the Aggression Questionnaire developed by Buss and Perry (1992) was used. In this qualitative design, questionnaires are a means of triangulation data. The value of validity and reliability has been determined in the research (Nur'aini et al., 2024), so that the measurement feasibility has been tested. To ensure the credibility of the data, this study implemented member checking by reconfirming the interview results with the informants, as well as conducting ongoing engagement through repeated attendance at training activities that were useful for building trust with the informants, understanding the social context in depth, and ensuring consistency of findings between observations, interviews, and questionnaires.

Data Analysis

The data analysis technique used is the qualitative data analysis of the Miles and Huberman model. This research was analyzed with the help of Nvivo12 software to encode and group the data from interviews and observations into research themes. The process refers to the Miles and Huberman model which includes data reduction carried out through a coding process, then the data is presented in the form of visualization, and verified continuously to ensure the consistency and validity of the findings. In the initial stage, all interview transcripts and observation notes are analyzed through an open coding process by creating nodes based on meanings relevant to the focus of the research, such as physical aggressiveness, verbal aggressiveness, anger, and hostility. The results of the coding are then generated through visualizations such as hierarchy charts, stacked bar charts to show the distribution of aggressiveness themes based on gender attributes, and project maps.

RESULTS

The researchers' findings regarding the analysis of negative aggressiveness behavior based on gender in members of martial arts schools show that the form of aggressiveness that appears is not only manifested in physical actions, but also in the form of verbal aggression, anger and hostility. These behaviors are identified both in the context of training and in daily life. This study also analyzes the tendency of aggressive behavior based on gender, so that a picture of the difference in aggressive behavior shown by male and female members is obtained. In addition, this study highlights the role of trainers in fostering and managing aggressive behavior so that it remains within the corridor of moral values and self-control that are the principles of pencak silat.



Figure 1. Hierarchy Chart Forms of Aggressive Behavior.

Based on the visualization of the hierarchy chart, there are four forms of aggressive behavior, namely, verbal aggression, physical aggression, anger, and hostility. In the image above, it can be seen that verbal aggression meets the most dominant proportion, this shows that the most aggressive form of behavior identified in the data is verbal aggressiveness, both in the training environment and in daily life based on the results of observation data and interviews with athletes, parents, and coaches. This verbal aggressive behavior appears in the form of speaking in hurtful language, abusive speech, and mocking. According to the statement of one of the athletes, *"I like to be rich in animal speech, how rich are the languages that hurt others"*. (athlete 4). The statement shows the existence of verbal aggressiveness in the form of the use of demeaning and hurtful language, which has an impact on hurting the feelings of the individual who is being targeted. Then, in the context of close friendships, verbal aggressiveness also appears in the form of ridicule which is considered part of social closeness. One of the athletes stated, *"To my close friends I often mock him because I already feel close to my friends"* (athlete 5).

These findings show that interpersonal closeness can be the underlying reason for the emergence of verbal aggressive behavior. In addition, verbal aggressiveness also occurs as a form of emotional vent. One athlete said, *"Yes, I used to speak rudely when I was angry at friends at school, home and training"* (athlete 8). This statement shows that verbal aggressiveness is related to certain emotional conditions, especially when individuals experience anger.

The form of physical aggressiveness in this study occupies the second position based on figure 1, which shows that physical aggressiveness is a fairly dominant form of behavior after verbal aggressiveness. The identified forms of behavior appear not only during training, but also outside the training environment. According to the statement, *"for physical aggression usually pushes or slaps the bodies of fellow female and male members"* (coach 1). The statement shows that a form of physical aggressiveness appears in the interaction between members during the training process, both between male and female members.

Actions such as hitting or slapping the body reflect spontaneous responses influenced by emotions, rather than being solely part of a structured technique movement. This is reinforced by the confession of one of the athletes who stated, *"Once when I was training, I kept being disturbed and I hit him a little"* (athlete 3). The statement shows that physical aggression occurs in reaction to being upset or disturbed by a friend's behavior. In addition to the training environment, physical aggression also occurs in the outside environment. Physical aggressiveness behavior by performing physical actions when angry or disturbed such as pushing friends, hitting, and slamming things. According to the statement, *"Yes, I once hit that person at school because he hid my pen"* (athlete 5).

This statement shows that the act of hitting is carried out in direct response to interpersonal conflicts that trigger anger. In addition, the form of physical aggressiveness towards the object found, according to the statement, *"When angry I sometimes get carried away with emotion and slam the item which is a ruler"* (athlete 2). The statement shows that the inability to manage emotions can give rise to negative aggressive behavior, both directed at others and

towards surrounding objects. These findings confirm that this physical aggressiveness is not only situational in the training environment, but also carried over to the outside environment as a reactive response to anger or irritation.

In the form of anger, it is identified as an emotional response that underlies the appearance of verbal and physical aggressiveness. Although the proportion is smaller than the previous two forms of aggressiveness. One of the athletes stated, *"When I am angry, I always clench my fists and put on an angry face" (athlete 2)*. The statement describes the presence of physical signs and facial expressions as an initial form of increased anger emotions, which have the potential to develop into negative aggressiveness behaviors if not controlled. Anger also appears in family interactions, as expressed by one of the athlete's parents, *"If you ask your parents, it will appear that the anger is angry, there is anger, there is a high tone, but not every day also sometimes if there is a problem this time, yes, then to the parents it is also a high tone" (Athlete Parents 4)*.

As for the form of hostility in the lowest proportion, the hostility found is more in the form of a tendency to harbor negative feelings, distance oneself, and maintain a hostile attitude for a certain period of time. This is in accordance with the athlete's statement, *"Yes, if I'm angry I stay away from that person, I can keep it quiet like 1 week or more" (athlete 5)*. These statements show a tendency to withdraw and maintain negative emotions in response to interpersonal conflict.

This study also utilizes the Buss and Perry Aggression (BPAQ) questionnaire instrument as supporting data to identify forms of aggressive behavior based on indicators of physical aggression, verbal aggression, anger, and hostility. The acquisition can be observed through 8 respondents on the aggressiveness behavior indicator with a total of 29 questions. In the physical aggressiveness indicator, there were 9 questions, with answers in the predominance of the categories of "disagree" and "strongly disagree", thus indicating low physical aggressiveness, because the dominance of answers was in the category of rejection of physical aggressive statements. In the verbal aggressiveness indicator, there are 5 questions, with the dominant answer in the category of "disagree", followed by "may reflect". These data indicate that verbal aggressive behavior is also not dominant in respondents, although there is still a small percentage of tendencies in the "may reflect" category.

Meanwhile, the anger indicator has 7 questions dominated by the categories "may reflect" and "disagree", so that it shows that anger behavior is in the moderate category but has higher approval than the physical and verbal aggressiveness indicators. As for the hostility indicator, there are 8 questions, dominated in the categories of "disagree" and "may reflect", which indicates the tendency of hostility to be at a moderate to low level.

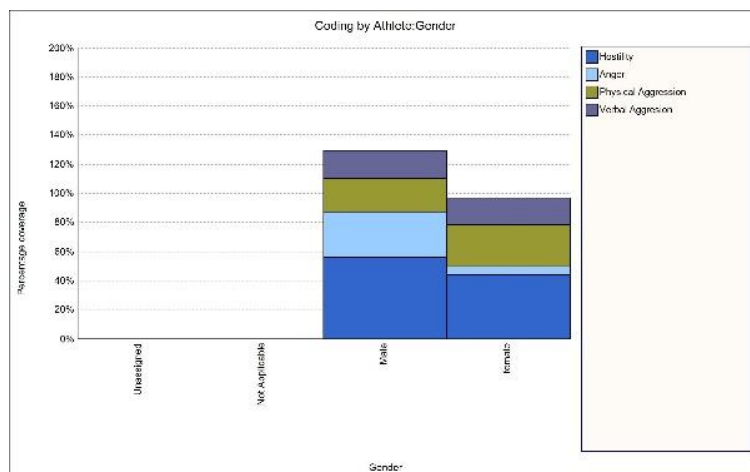


Figure 2. Coding by Attribute: Gender.

Based on the visualization of coding by athlete gender, it can be seen that there is a difference in the proportion of forms of aggressiveness between male and female athletes. In male athletes, the most dominant form of hostility was 56.00%, anger 31.12%, physical aggression

23.16%, and verbal 19.39%. Meanwhile, in female athletes, hostility was in the range of 44.00%, relative anger was the lowest at 5.21%, physical aggressiveness was 29.35%, and verbal was 18.41%. Overall, the form of aggression in men is seen to be higher than in women. Data shows that in both genders, hostility is the most dominant form. Male athletes have a high level of anger compared to female athletes, while in female athletes physical aggression is relatively more prominent than anger. These findings confirm that there are differences in showing aggressive behavior based on gender.

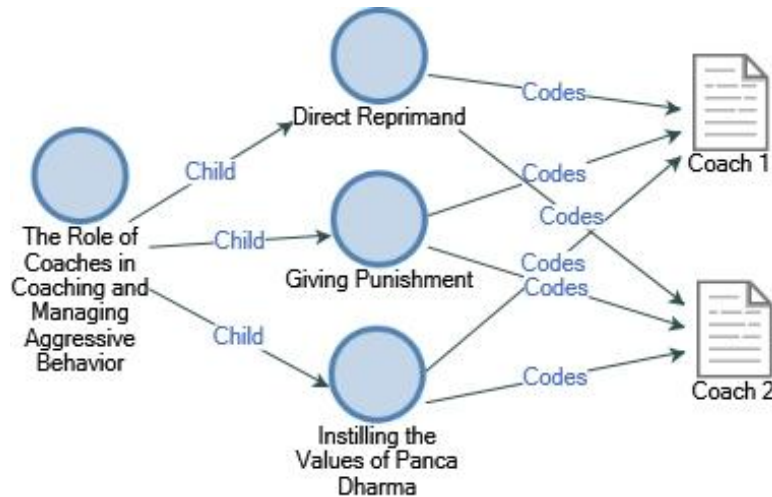


Figure 3. Concept map of the role of coaches in fostering and managing aggressive behavior.

Based on the visualization of the concept map, it shows that there are 3 strategies, namely, direct reprimands, punishment, and instilling the values of the five dharmas. The strategy is directly connected to the coach as a central figure in the coaching process. Immediate reprimands are given as a quick response when aggressive behavior appears, both during training and in interactions between members. Then, the punishment is carried out as a form of behavior control that is more structured and aims to correct inappropriate actions. Meanwhile, the cultivation of the five values is applied as a preventive effort through character development, so that members are able to develop self-awareness and control behavior better.

DISCUSSION

Forms of Negative Aggressiveness Behavior

Based on the results of the study, four forms of aggressive behavior were found, namely, verbal aggressiveness, physical aggressiveness, anger, and hostility. The most dominant form of verbal aggressiveness, this behavior appears in the form of harsh language, taunts, and hurtful speech both in the training environment and outside. Physical aggression takes the next position and appears as a direct response to annoyance, such as pushing, hitting and damaging things, Anger is the main trigger for the appearance of verbal and physical aggressiveness, while hostility is in the form of an attitude of harboring negative emotions and staying away from other individuals. In line with the statement of Buss and Perry (1992) in (Haslinda et al., 2022) posits that aggressive behavior consists of four forms, namely physical aggression which refers to the act of physically attacking in reaction to the anger experienced, Then, verbal aggression which involves behavior that aims to attack, hurt, and harm others through words, then anger is an aggressive form that is indirect and appears when the individual's expectations are not met, and hostility is, an act that reflects deep hatred and anger towards the people of Cain. Meanwhile, the results of the BPAQ questionnaire showed that most of the respondents were in the low to medium category. Especially indicators of physical and verbal aggressiveness. Although there are differences between the two instruments, this suggests that aggressiveness is more easily identified through observation of actual behavior than through self-recognition. In other words,

athletes tend not to be fully aware of or not admit their aggressive behavior when filling out questionnaires, while in real interactions the behavior still appears. Thus, athletes' aggressiveness is situational and interpersonal.

Differences in Aggressive Behavior Based on Gender

There are differences in aggressive behavior based on gender, showing that male athletes tend to show a higher level of aggressiveness than female athletes in the form of aggressiveness. In line with (Sary et al., 2023) which states that gender as a concept that emphasizes the differences in roles, behaviors, ways of thinking, and emotional aspects between men and women. However, men and women have the same opportunity to behave aggressively, which is different from the form of aggressive behavior that is displayed (Noviekayati, 2025, p. 104). In male athletes, hostility becomes the most dominant form, followed by anger, physical aggressiveness and verbal aggressiveness. Meanwhile, in female athletes, hostility was also the most dominant, but for relatively low anger, with physical aggression more prominent than anger and verbal aggressiveness. In line with research (Nur'aini *et al.*, 2024) shows that hostility in pencak silat martial arts is higher than other martial arts. according to (Lafuente *et al.*, 2021), martial arts are fighting sports that are the subject of dispute. This difference described in the theory of social role put forward by Alice H. Eagly and Valerie J. Steffen in 1986 is particularly relevant for understanding the dynamics of aggressiveness, especially in the context of gender. This theory states that differences in aggressive behavior between genders are primarily influenced by social norms and expectations related to gender roles, not just biological factors.

The Role of Coaches in Fostering and Managing Aggressive Behavior

The discussion of the results of this study shows that trainers play an important role in managing and fostering aggressive behavior of members through three main strategies, namely direct reprimands, punishment, and instilling the values of the five dharmas. The three strategies are interconnected and centered on the coach as the main role in determining the direction, form, as well as character development in the training environment. The existence of a coach is a factor in the sports coaching process, because it affects the physical growth and social-emotional development of athletes (Hermahayu & Rumini, 2021). This is in line with the view that the ideal sport is one that is able to form good character, as well as maturity in moral judgment (Muhtar *et al.*, 2020). However, in this study, the role of the trainer is manifested in real life through the application of direct and preventive behavior control strategies.

One form of implementing this role is by conducting direct reprimands. Direct reprimands become a tangible manifestation of the coaching and supervision function when standards of conduct must be affirmed which are useful for maintaining the integrity and ethics of sport (Soto *et al.*, 2024). This direct reprimand is effective in stopping inappropriate behavior quickly, as well as providing clear boundaries regarding the norms and rules that apply in the school, so that members understand the consequences of behavior and the expected attitude standards in the training process.

Furthermore, the provision of punishment is applied as a more structured behavior control. Punishment in sports coaching is not only repressive, but also has an educational function that helps athletes understand the consequences of their actions. If the wrong behavior has exceeded the limits of norms and moral values, then efforts can be made using repressive measures in the form of punishment (Munandar & Aminuddin., 2023). This approach shows the existence of a function of social control in training, where the coach plays the role not only of tennis instructors, but also of regulating behavior and shaping a positive moral climate. This is in line with the findings of the study (Zhong & Wang, 2025) which shows that the motivational climate formed by coaches can reduce antisocial behavior and bad behavior among athletes, while a climate that is too focused on results actually increases the likelihood of negative behavior, this shows the role of coaches as value agents that affect athletes' morale and behavior.

The cultivation of the five dharma values of Tadjimalela is a preventive strategy in fostering behavior. The five values of Tadjimalela are, conquering evil desires in oneself, a pure

soul at the base of nobility, strengthening a sense of surrender to God, attaching courage to the level of truth, and displaying a sense of humility in the eyes of pride. All of this contains strong spiritual, moral, and self-control dimensions, to strengthen the affective aspects and character of members, especially in the ability to control emotions, resist the urge to act aggressively negatively, and act according to moral considerations and truth. Through a reflective and value-based approach, martial arts can be a medium of social learning that fosters self-control, empathy, collaboration, and discipline, which are important elements of interpersonal intelligence (Alif Nur *et al.*, 2025). Thus, aggressiveness management is not only done through corrective actions such as reprimands and punishments, but also through the formation of an intrinsic awareness rooted in the spiritual values and ethics of the school. However, coaching programs in sports should be prepared by considering aspects of children's growth and development as a whole (Lengkana *et al.*, 2020).

CONCLUSION

This study concluded that aggressive behavior in members aged 12-15 years is manifested in the form of verbal aggressiveness, physical aggressiveness, anger, and hostility. With verbal aggressiveness as the most dominant form in daily interactions. Meanwhile, the results of the questionnaire showed a tendency to aggressiveness in the low to medium category. This difference shows that aggressiveness is easier to identify through actual than through self-recognition, so aggressiveness in members is situational and contextual. There is a difference in showing aggressive behavior based on gender, where male members show a tendency to have a higher level of aggressiveness, especially in aspects of hostility and anger. These findings show that aggressive behavior is influenced by the construction of social roles, as well as interactions in the environment. In addition, coaches play an important role in managing aggressive behavior through corrective and preventive strategies oriented towards character development. Thus, pencak silat has the potential to be a means of building one's character if the coaching process is carried out in a directed manner and based on values.

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