

DAFTAR PUSTAKA

- Afolabi, A. (2019). Influence of Peer Pressure on Academic Performance and Social Behaviour of Students with Physical and Health Impairment. *International Journal of Innovative Psychology & Social Development*, 7(2), 91–96.
- Allen, J. J., & Anderson, C. A. (2017). General Aggression Model. *The International Encyclopedia of Media Effects*, 1–15. <https://doi.org/10.1002/9781118783764.wbieme0078>
- Bibi, A., Saleem, A., Khalid, M. A., & Shafique, N. (2020). Emotional Intelligence and Aggression among University Students of Pakistan: A Correlational Study. *Journal of Aggression, Maltreatment and Trauma*, 29(10), 1189–1203. <https://doi.org/10.1080/10926771.2019.1709592>
- 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>
- Clasen, D. R., & Brown, B. B. (1987). Understanding Peer Pressure in Middle School. *Middle School Research Selected Studies*, 12(1), 65–75. <https://doi.org/10.1080/08851700.1987.11670280>
- Craig A, A., & Brad J, B. (2002). Human aggression. *Annual Review of Psychology*, 53, 27–51. <http://www.ncbi.nlm.nih.gov/pubmed/11752478>
- Daniel Goleman. (2002). Leadership The Power of Emotional Intellegence. In *Harvard Business School Press*.
- Enopadria, C., Neherta, M., & Fernandes, F. (2018). The Relationship of Aggressive Trauma and Interpersonal Relationships with Aggressive Adolescent Behavior in Padang. *International Journal of Innovative Science and Research Technology*, 3(9), 384–387. <https://ijisrt.com/wp-content/uploads/2018/10/IJISRT18SP258.pdf>
- García-Sancho, E., Salguero, J. M., & Fernández-Berrocal, P. (2016). Angry rumination as a mediator of the relationship between ability emotional intelligence and various types of aggression. *Personality and Individual Differences*, 89, 143–147. <https://doi.org/10.1016/j.paid.2015.10.007>
- John W. Santrock. (2019). Life-span development, 7th ed. In *Life-span development, 7th ed.* McGraw-Hill Higher Education.
- Kiran-Esen, B. (2012). Analyzing peer pressure and self-efficacy expectations

- among adolescents. *Social Behavior and Personality*, 40(8), 1301–1310. <https://doi.org/10.2224/sbp.2012.40.8.1301>
- Loke, A. Y., Mak, Y. W., & Wu, C. S. T. (2016). The association of peer pressure and peer affiliation with the health risk behaviors of secondary school students in Hong Kong. *Public Health*, 137, 113–123. <https://doi.org/10.1016/j.puhe.2016.02.024>
- Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, 4(3), 197–208. [https://doi.org/10.1016/S0962-1849\(05\)80058-7](https://doi.org/10.1016/S0962-1849(05)80058-7)
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). 44:48 PM All use subject to JSTOR Terms and Conditions Psychological Inquiry Copyright ? Source: *Psychological Inquiry*, 15(3), 197–215.
- Myers, D. G., & Twenge, J. M. (2018). Exploring Social Psychology 8th Ed. In *McGraw-Hill Education* (Issue 8).
- Petrides, K. V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006). Trait emotional intelligence and children's peer relations at school. *Social Development*, 15(3), 537–547. <https://doi.org/10.1111/j.1467-9507.2006.00355.x>
- Pittman, A. F. (2019). Implications of Peer Pressure for Adolescent Nursing Research: A Concept Analysis Approach. *Comprehensive Child and Adolescent Nursing*, 42(1), 54–70. <https://doi.org/10.1080/24694193.2017.1387829>
- Santor, D. A., Messervey, D., & Kusumakar, V. (2000). Measuring peer pressure, popularity, and conformity in adolescent boys and girls: Predicting school performance, sexual attitudes, and substance abuse. *Journal of Youth and Adolescence*, 29(2), 163–182. <https://doi.org/10.1023/A:1005152515264>
- Santrock, J. W. (2011). Adolescence (16th ed.). In *McGraw-Hill*.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167–177. [https://doi.org/10.1016/S0191-8869\(98\)00001-4](https://doi.org/10.1016/S0191-8869(98)00001-4)
- Serrat, O. (2017). Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance. *Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance*, 1–1140. <https://doi.org/10.1007/978-981-10-0983-9>

Vega, A., Cabello, R., Megías-Robles, A., Gómez-Leal, R., & Fernández-Berrocal, P. (2021). Emotional Intelligence and Aggressive Behaviors in Adolescents: A Systematic Review and Meta-Analysis. *Trauma, Violence, and Abuse*. <https://doi.org/10.1177/1524838021991296>

