



Teenagers Perception of Antisocial Behavior: A Study on First-Year Students at STIKes Cirebon

Diana Nurdianti^{1*}, Rokhmatul Hikmat¹, Uun Kurniasih¹, Sri Lestari¹, Nuniek Tri Wahyuni¹, Sumarni¹

¹*Sekolah Tinggi Ilmu Kesehatan Cirebon, Indonesia*

*Corresponding Email: diananurdianti22@gmail.com

Abstract

Antisocial behavior is a deviation that violates social norms and can harm individuals and the environment. This study aims to explore the perceptions of first-year students of STIKes Cirebon towards antisocial behavior. A qualitative descriptive approach was used, with data collection through in-depth interviews with five first-year students of the D3 Nursing program aged 18-20 years. Data analysis was conducted using the Miles and Huberman interactive model. The results showed that students had negative perceptions of antisocial behavior, which was considered a violation of norms and a threat to security. Forms of this behavior include intimidation, physical violence, social isolation, and substance abuse, with the leading causes including internal factors such as mental health and external factors such as environmental influences and lack of family supervision. This study emphasizes the importance of family support, social skills, and a positive environment to prevent antisocial behavior. Educational institutions are expected to develop programs to improve student empathy and social skills and build cooperation with families and communities. Parents' education about the importance of supervision also needs to be strengthened. Further research is expected to develop a culture-based and local approach to preventing antisocial behavior.

Keywords: Antisocial, students, perception, teenagers.

1. Introduction

Antisocial behavior is a form of behavioral deviation (Martínez-Otero & Gaeta, 2022; Otto et al., 2021) and personality disorder (Black, 2015; DeLisi, Drury, & Elbert, 2019; Putriana & Mz, 2021). Antisocial behavior refers to rule-breaking behaviors and violations of social norms (Arble, 2024). Antisocial behavior is the beginning of delinquent behavior (Calkins & Keane, 2009; Halgunseth, Perkins, Lippold, & Nix, 2013). Research also reveals that antisocial behavior has the potential to cause school failure (Hwang, Waller, Hawes, & Allen, 2021; Villafuerte-Díaz, Abate, Moreno, & Ramos, 2024), impaired socio-emotional development, peer rejection (Trentacosta & Shaw, 2009), delinquency (Pulkkinen, 2001), and crime in adulthood (Sari, Fadhillah, & Susilo, 2022).

These behaviors can include bullying, physical aggression and cruelty towards peers, hostile, rude, and negative attitudes towards authority figures, repeated deceptive behavior, frequent truancy, and acts of vandalism (Thahir, 2016).

Individuals who exhibit antisocial behavior tend to ignore the rights and welfare of others, often acting impulsively and without considering the consequences of their actions. Antisocial behavior has become a global phenomenon (Espejo-Siles, Nasaescu, Zych, & Farrington, 2023) and has received serious attention worldwide, including in higher education environments. The presence of students with antisocial behavior can disrupt the learning process, create an uncondusive campus climate, and even endanger the safety and security of the academic community.

First-year students are a group that is vulnerable to the influence of antisocial behavior for several reasons. First, first-year students aged between 18 and 20 are still considered teenagers (Ruhmadi, Suwartika, & Nurdin, 2014) or late adolescence (Jankowska-Tvedten & Wium, 2023; Runiari et al., 2018). Second, transitioning from high school to college brings various changes and challenges. First-year students must adapt to a new academic environment, higher learning demands, and more complex social dynamics. Academic pressure, difficulty adapting, and lack of social support can be triggers for antisocial behavior among first-year students. In addition, peer influence, exposure to social media, and family background can also shape students' perceptions and behaviors toward antisocial actions.

Based on the above explanation, a comprehensive understanding of first-year students' perceptions of antisocial behavior is essential for designing effective interventions and prevention programs. By knowing how students view and interpret antisocial behavior, universities can develop appropriate strategies to create a conducive campus environment that supports students' holistic development. This study aims to explore the perceptions of first-year students of STIKes Cirebon towards antisocial behavior. This study focuses on exploring students' perceptions of what they consider antisocial behavior, the forms of antisocial behavior, the factors that influence these perceptions, and the impacts of antisocial behavior.

2. Method

This study uses a qualitative descriptive approach, which, according to Sukmadinata (2011), aims to describe and depict phenomena, both natural and man-made, with a focus on characteristics, quality, and interrelationships between activities.

Table 1. Respondent Characteristics

No.	Age	Level
1.	19 years old	1
2.	19 years old	1
3.	18 years old	1
4.	19 years old	1
5	20 years old	1

Data analysis was conducted using the Miles and Huberman interactive model. Data was collected through interviews with five first-year D3 Nursing students of STIKes Cirebon with an age range of 18-20 years (late adolescence) who were randomly selected, as shown in Table 1 above.

The research instrument was an in-depth interview guideline with open-ended questions to ensure the similarity of information material from participants, time efficiency, and in-depth information. The interview process was recorded using a recording device and in field notes. This study also upholds research ethics by referring to the three principles of the National Commission on Health Research Ethics: autonomy (respecting human dignity and freedom from coercion), benefit, and justice to prevent adverse impacts.

3. Results and Discussion

3.1 Perception of First-Year Students of Cirebon Health College towards Deviant Behavior

After analyzing the data from the five participants interviewed, all agreed that antisocial behavior is bad. All participants negatively perceived antisocial behavior that often occurs in adolescence. Here are the expressions from the participants:

Table 2. Interview Results with Participants on Adolescents' Perceptions of Deviant Behavior

Participant	Respondents' Answers During the Interview
P1	Someone who tends to withdraw from society, avoids socializing, and can disrupt the harmony of community life as well as damage social integration and public safety.
P2	Symptoms: feeling ostracized, experiencing anxiety in social situations, and facing problems that affect school or relationships with others.
P3	Concerned with how to socialize or behave with others in their surroundings. As a result, often perceived as rude or manipulative, disregarding social norms.
P4	Antisocial behavior is not a criminal act but rather a state in which a person seeks personal comfort without harming others. This behavior can improve one's mental state by stepping out of their discomfort zone.
P5	Antisocial behavior can cause someone to become more withdrawn and unable to adapt to their environment. Adolescents should already be able to adapt to their surroundings as they begin to take responsibility for themselves and their environment. This behavior is often caused by a lack of attention or supervision from parents.

The interview results show that antisocial behavior is a tendency to withdraw from society, which can disrupt social integration and public security. This result is in accordance with the research results of Purwati, Amaliyah, & Nuraeni (2023), which also explain that someone with antisocial characteristics tends to withdraw and sometimes be rebellious.

Participants identified symptoms such as feelings of exclusion, anxiety in social situations, and impacts on personal and social life, such as problems at school or interpersonal relationships. In addition, this behavior is often misunderstood as manipulative and rude due to a lack of concern for social norms. This shows that 1st-year students of STIKES Cirebon's perception of antisocial behavior focus on social aspects and individual behaviors in their environment.

Some participants also highlighted that antisocial behavior is not always a form of crime but rather an attempt by someone to seek self-comfort. However, this behavior can have negative impacts, such as social isolation, especially in adolescence, which should be a period of adaptation to social responsibility. Participants considered the lack of attention from parents as one of the factors causing antisocial behavior. This finding reflects the importance of the social environment and family support in preventing and dealing with antisocial behavior, especially in the context of students' lives who are facing a transition period.

3.2 Perception of First-Year Students of Cirebon Health College on Forms of Antisocial Behavior

The results of interviews with five participants regarding the forms of antisocial behavior that commonly occur in adolescents showed that all participants were able to mention the forms of antisocial behavior.

Table 3. Interview Results with Participants on Forms of Antisocial Behavior

Category of Antisocial Behavior	Description	Participant
Withdrawing from Society	Reluctance to socialize or interact with others.	P1, P2
Excessive Drinking	Drinking excessively to the point of disturbing public or community comfort.	P1, P2
Speeding on the Highway	No further details provided.	P1
Addiction to Alcohol, Smoking, or Drugs	Habits that can disrupt both individuals and society.	P1
Verbal Abuse	Harassment, intimidation, or verbal threats. Insulting or mocking others.	P3, P5
Lack of Empathy	Difficulty in feeling or understanding others' emotions.	P3
Inability to Adapt	Difficulty building healthy relationships or adapting to social norms.	P3, P4
Juvenile Delinquency	Joining motorcycle gangs, causing trouble at school, and engaging in brawls.	P5
Physical Violence	Physically attacking or harming others.	P5

Property Damage	Damaging others' belongings.	P5
Theft or Fraud	Taking items without permission or deceiving for personal gain.	P5
Intimidation	Threatening or instilling fear to control others.	P5
Law Violations	Engaging in criminal activities or breaking the law.	P5
Harassment	Emotionally or physically hurting or mistreating others.	P5
Antisocial Social Attitude	Rejecting social norms, disrespecting common rules or community ethics.	P5
Littering	Disposing of trash improperly, even in front of others' rooms.	P2
Lack of Neighborly Interaction	Minimal interaction with the surrounding community.	P2
Creating Disturbances	Causing noise or disturbances, including conflicts with others.	P2

Interview results showed that antisocial behavior that commonly occurs in adolescents could be categorized into various forms, ranging from more passive behavior, such as withdrawing from society, to more active and detrimental actions, such as physical violence, drunkenness, and destruction of property. Participants collectively identified several forms of antisocial behavior that reflect violations of social norms, such as littering, not being friendly with neighbors, and making noise in the home or boarding house environment. This perception is in accordance with several previous research results. Other studies have also explained that adolescents with antisocial behavior usually exhibit behavior such as physical and verbal aggression (Vadivel, Alam, Anwar, & Teferi, 2023). This indicates that there are various ways in which antisocial behavior is manifested in everyday life, both personally and socially.

Several factors underlying this antisocial behavior can be associated with the individual's difficulty adapting or adjusting to prevailing norms. The inability to empathize, failure to adapt, and lack of social interaction, as mentioned by participants, reflect the emotional and psychological aspects of antisocial behavior. In addition, juvenile delinquency, such as brawls, joining motorcycle gangs, and addiction to alcohol or illegal drugs indicate the influence of a hostile social environment on individual behavior. This is essential in understanding how internal and external factors shape antisocial behavior.

From the perspective of first-year students of STIKES Cirebon, forms of antisocial behavior are seen as personal problems and have a broad impact on society, as expressed by (Gullone, 2011). For example, intimidation, verbal violence, and law

violations are considered actions that disturb other individuals and create discomfort in the social environment. Students' understanding and perception of this antisocial behavior is an essential basis for developing educational and prevention programs, especially in academic institutions that aim to form more empathetic and socially responsible individuals.

3.3 Perception of First-Year Students of Cirebon Health College Factors Causing Adolescents to Commit Antisocial Behavior

Table 4. Interview Results on Factors Causing Adolescents to Engage in Antisocial Behavior

Participant (P)	Causing Factors	Explanation
P1	Family Factors	Poor family conditions, bad relationships among family members, and negative family behaviors.
	Personal Factors	Individual physical, mental, and emotional conditions, such as poor health, unstable emotions, and poor mental health.
	Behavior	Frequently ignoring others' opinions, violating others' rights, and lacking empathy or compassion.
P2	Environmental Factors	Violent surroundings, substance abuse, or family instability.
	Lack of Parental Supervision	Absence of parental control or attention towards the child.
	Peer Influence	Adolescents tend to mimic peers' antisocial behavior to gain acceptance or group support.
	Mental Behavioral Disorders	Antisocial personality disorder or dissociative behavioral disorders that increase the risk of antisocial behavior.
	Traumatic Experiences	Experiences of sexual abuse, domestic violence, or neglect.
P3	Lack of Social Skills	Difficulty in social interaction or managing emotions.
	Genetic and Biological Factors	Genetic or biological influences that contribute to antisocial behavior.
	Internal Factors	Failure to align expectations with reality or interpret personal experiences, causing feelings of threat, trauma, and withdrawal tendencies.
P4	External Factors	Negative peer environment and bullying in school that trigger withdrawal behavior.
	External Factors	Negative peer environment and school bullying lead individuals to isolate and withdraw.

P5	Family Factors	Lack of parental affection, absence of proper upbringing since childhood, and no outlet for sharing or being heard.
----	----------------	---

The interview results revealed that various interrelated factors can cause antisocial behavior in adolescents. Personal factors, such as physical, mental, and emotional conditions, are one of the primary triggers. Poor health conditions, unstable emotions, and mental problems can affect adolescents' ability to adapt to their social environment. The inability to manage expectations and reality, as well as the trauma experienced, often make adolescents feel threatened and prefer to withdraw from social interactions. Genetic and biological factors also play a role, suggesting that some individuals may have an innate tendency towards antisocial behavior.

In addition, family factors play a significant role in shaping adolescent behavior. Several previous studies have also found that family conflict (Monahan, Oesterle, Rhew, & Hawkins, 2014), coercive or hostile parenting (Deković, Janssens, & Van As, 2003), inconsistent discipline and poor supervision (Houlberg, Sheffield Morris, Cui, Henry, & Criss, 2016), parental pressure (Danioni & Barni, 2019), and unhealthy family functioning (Piotrowska, Stride, Maughan, & Rowe, 2019) are associated with antisocial behavior in children and adolescents. On the other hand, positive parenting behaviors characterized by involvement, support, and guidance have been associated with prosocial behavior through anger regulation in adolescents (Houlberg et al., 2016). Previous research further revealed that a family history of mental health problems (Monahan et al., 2014) as well as parental chronic illness (Sieh, Meijer, Oort, Visser-Meily, & Van der Leij, 2010) were associated with the development of antisocial behavior and juvenile delinquency.

External factors are also essential triggers, including environmental and peer influences. As mentioned by Dewi (2015), antisocial behavior is greatly influenced by the environment and socialization with people around them. An environment full of violence, substance abuse, or bullying at school can increase the risk of antisocial behavior in adolescents. Negative peer influences, such as pressure to follow deviant behavior to be accepted in a group, further worsen the situation. Lack of social skills to interact and manage emotions also exacerbates the tendency for adolescents to exhibit antisocial behavior. Based on the results of the interview, it appears that antisocial behavior in adolescents is influenced by complex interactions between internal factors, family, and the external environment.

3.4 Perception of First-Year Students of Cirebon Health College on the Impact of Anti-Social Behavior

The results of the perception of the five participants of the impact of antisocial behavior are physical, psychological, and social impacts. Several participants have

the same statements as certain subthemes. The following are the participants' expressions about the impact of antisocial behavior:

Table 5. Interview Results with Participants on the Impact of Antisocial Behavior

Impact Category	Impact Details	Participant (P)
Physical Impact	Property damage	P5
	Environmental insecurity	P3, P5
Psychological Impact	Stress, anxiety, trauma, depression	P3
	Feeling inferior, uncared for	P4
	Disruption in socio-emotional development	P2
	Difficulty forming healthy relationships	P2, P3
Social Impact	Lack of friends	P1, P2
	Peer rejection	P2
	Social isolation	P3, P4
	Non-compliance with social norms	P4, P5
	Harming the surrounding environment	P4, P5
Academic Impact	School failure	P1, P2, P5
	Academic problems	P1
	Disruption in education	P3, P5
Long-Term Impact	Adult criminality	P2, P4
	Loss of educational, job, and personal development opportunities	P3
	Negative reputation in the community	P3
Positive Impact (Alternative)	Focus on studying and avoiding problems	P4

The interview results showed that antisocial behavior has multidimensional impacts that include physical, psychological, social, academic, and long-term aspects. Physical impacts such as property damage and environmental insecurity are of primary concern in the community, where this behavior creates an unpleasant environment and increases anxiety in the community. On the other hand, the psychological impact on individuals is also significant, including stress, anxiety, and feelings of inferiority. This shows that antisocial behavior affects the perpetrators, victims, and the wider community. Thus, antisocial behavior presents a significant challenge for society in dealing with perpetrators and victims (Meddeb, Garofalo, Karlén, & Wallinius, 2023).

Socially, antisocial behavior impacts the isolation of the individuals involved, either because of difficulty building healthy interpersonal relationships or rejection from the social environment. This loss of social support can worsen psychological impacts, such as feeling ignored and low self-confidence. In addition, academic aspects are also affected, where school failure, academic problems, and educational disruption are the main consequences for young perpetrators. This strengthens the view that antisocial behavior can hinder the development of individuals in achieving their maximum potential.

The long-term impact of antisocial behavior cannot be ignored either. Loss of educational and employment opportunities and the risk of falling into crime in adulthood are serious challenges for the individuals involved. However, one participant expressed the potential for positive impacts, such as improving focus on learning and avoiding problems. However, this perception must still be viewed critically, considering that the negative consequences are more dominant and can be detrimental to society. Thus, the results of this interview emphasize the need for holistic interventions to prevent and address antisocial behavior, especially among students.

4. Conclusion

The results of the study indicate that first-year students of STIKES Cirebon have a negative perception of antisocial behavior, which is generally considered deviant behavior with detrimental impacts both individually and in society. This perception includes the understanding that antisocial behavior can involve social isolation, violation of norms, and destructive actions that threaten environmental security. The forms of antisocial behavior identified, such as withdrawing, intimidation, physical violence, and substance abuse, reflect a spectrum of problems rooted in internal factors such as mental health, as well as external factors such as environmental influences and lack of family supervision. This study also highlights the importance of family support, social skills, and a positive environment in preventing antisocial behavior.

To address adolescent antisocial behavior, educational institutions are advised to develop programs that improve students' social skills and empathy. In addition, collaboration between campuses, families, and communities is needed to create an environment that supports adolescents' mental and social development. Education for parents about the importance of adequate supervision and communication must also be strengthened to minimize the risk of antisocial behavior. Further research is expected to explore effective and sustainable intervention approaches, including developing local cultural and environmental-based strategies to prevent and address antisocial behavior among adolescents.

References

- Arble, E. (2024). Antisocial Personality Traits, Substance Use, and Somatization: A Brief Consideration of Their Interrelation. *International Journal of Environmental Research and Public Health*, 21(1), 61. <https://doi.org/10.3390/ijerph21010061>
- Black, D. W. (2015). The Natural History of Antisocial Personality Disorder. *The Canadian Journal of Psychiatry*, 60(7), 309–314. <https://doi.org/10.1177/070674371506000703>
- Calkins, S. D., & Keane, S. P. (2009). Developmental origins of early antisocial behavior. *Development and Psychopathology*, 21(4), 1095–1109.

<https://doi.org/10.1017/S095457940999006X>

- Danioni, F., & Barni, D. (2019). The relations between adolescents' personal values and prosocial and antisocial behaviours in team sports. *International Journal of Sport and Exercise Psychology*, 17(5), 459–476. <https://doi.org/10.1080/1612197X.2017.1367951>
- Deković, M., Janssens, J. M. A. M., & Van As, N. M. C. (2003). Family Predictors of Antisocial Behavior in Adolescence. *Family Process*, 42(2), 223–235. <https://doi.org/10.1111/j.1545-5300.2003.42203.x>
- DeLisi, M., Drury, A. J., & Elbert, M. J. (2019). The etiology of antisocial personality disorder: The differential roles of adverse childhood experiences and childhood psychopathology. *Comprehensive Psychiatry*, 92, 1–6. <https://doi.org/10.1016/j.comppsy.2019.04.001>
- Dewi, R. S. (2015). Perilaku Anti Sosial Pada Anak Sekloah Dasar. *JPSD (Jurnal Pendidikan Sekolah Dasar)*, 1(2), 21–33. <https://doi.org/10.30870/JPSD.V1I2.690>
- Espejo-Siles, R., Nasaescu, E., Zych, I., & Farrington, D. P. (2023). Spanish Validation of the Self-Reported Antisocial Behavior Questionnaire and Comparison of Adolescent Antisocial Behaviors Between Pittsburgh and Cordoba. *Crime & Delinquency*, 001112872311649. <https://doi.org/10.1177/00111287231164919>
- Gullone, E. (2011). Conceptualising Animal Abuse with an Antisocial Behaviour Framework. *Animals*, 1(1), 144–160. <https://doi.org/10.3390/ani1010144>
- Halgunseth, L. C., Perkins, D. F., Lippold, M. A., & Nix, R. L. (2013). Delinquent-oriented attitudes mediate the relation between parental inconsistent discipline and early adolescent behavior. *Journal of Family Psychology*, 27(2), 293–302. <https://doi.org/10.1037/a0031962>
- Houlberg, B. J., Sheffield Morris, A., Cui, L., Henry, C. S., & Criss, M. M. (2016). The Role of Youth Anger in Explaining Links Between Parenting and Early Adolescent Prosocial and Antisocial Behavior. *The Journal of Early Adolescence*, 36(3), 297–318. <https://doi.org/10.1177/0272431614562834>
- Hwang, S., Waller, R., Hawes, D. J., & Allen, J. L. (2021). The Influence of Antisocial Behavior and Callous-Unemotional Traits on Trajectories of School Engagement and Achievement in South-Korean Children. *Journal of Youth and Adolescence*, 50(4), 788–802. <https://doi.org/10.1007/s10964-021-01414-2>
- Jankowska-Tvedten, A., & Wiium, N. (2023). Positive Youth Identity: The Role of Adult Social Support. *Youth*, 3(3), 869–882. <https://doi.org/10.3390/youth3030056>
- Martínez-Otero, V., & Gaeta, M. (2022). Educational Prevention of Antisocial and Delinquent Behavior in Brazilian Adolescents. *Psicothema*, 4(34), 544–552. <https://doi.org/10.7334/psicothema2022.118>
- Meddeb, A., Garofalo, C., Karlén, M. H., & Wallinius, M. (2023). Emotion dysregulation – A bridge between ACE and aggressive antisocial behavior. *Journal of Criminal Justice*, 88, 102110. <https://doi.org/10.1016/j.jcrimjus.2023.102110>
- Monahan, K. C., Oesterle, S., Rhew, I., & Hawkins, J. D. (2014). The Relation Between

- Risk And Protective Factors For Problem Behaviors And Depressive Symptoms, Antisocial Behavior, And Alcohol Use In Adolescence. *Journal of Community Psychology*, 42(5), 621-638. <https://doi.org/10.1002/jcop.21642>
- Otto, C., Kaman, A., Erhart, M., Barkmann, C., Klasen, F., Schlack, R., & Ravens-Sieberer, U. (2021). Risk and resource factors of antisocial behaviour in children and adolescents: results of the longitudinal BELLA study. *Child and Adolescent Psychiatry and Mental Health*, 15(1), 61. <https://doi.org/10.1186/s13034-021-00412-3>
- Piotrowska, P. J., Stride, C. B., Maughan, B., & Rowe, R. (2019). Mechanisms underlying social gradients in child and adolescent antisocial behaviour. *SSM - Population Health*, 7, 100353. <https://doi.org/10.1016/j.ssmph.2019.100353>
- Pulkkinen, L. (2001). Antisocial Behavior in Childhood and Adolescence. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social & Behavioral Sciences* (pp. 549-553). Elsevier. <https://doi.org/10.1016/B0-08-043076-7/01737-X>
- Purwati, P., Amaliyah, S., & Nuraeni, Y. (2023). Analisis Penyebab Perilaku Anti Sosial pada Anak Usia Dini. *Pendekar: Jurnal Pendidikan Berkarakter*, 6(2), 131-136. <https://doi.org/10.31764/PENDEKAR.V6I2.15580>
- Putriana, H., & Mz, I. (2021). Perilaku Antisocial Dalam Pandangan Islam. *Jurnal Studia Insania*, 8(2), 69. <https://doi.org/10.18592/jsi.v8i2.3660>
- Ruhmadi, E., Suwartika, I., & Nurdin, A. (2014). Analisis Faktor yang Berhubungan dengan Tingkat Stress Akademik Mahasiswa Reguler Program Studi D III Keperawatan Cirebon Poltekkes Kemenkes Tasikmalaya. *Jurnal Keperawatan Soedirman*, 9(3), 173-189. <https://doi.org/10.20884/1.JKS.2014.9.3.612>
- Runiari, N., Sipahutar, I. E., Hartati, N. N., Ruspawan, I. D. M., Surinati, I. D. A. K., & Suratiah. (2018). Traditional balinese youth groups as peer educator to improving knowledge and attitude adolescents about reproductive health in South Denpasar. *Indian Journal of Public Health Research & Development*, 9(8), 1483. <https://doi.org/10.5958/0976-5506.2018.00942.7>
- Sari, D. Y., Fadhilah, S. S., & Susilo, A. T. (2022). Perilaku Antisocial: Faktor Penyebab dan Alternatif Pengentasannya. *Jurnal Psikoedukasi Dan Konseling*, 3(1), 1-9. <https://doi.org/10.20961/jpk.v3i1.28028>
- Sieh, D. S., Meijer, A. M., Oort, F. J., Visser-Meily, J. M. A., & Van der Leij, D. A. V. (2010). Problem Behavior in Children of Chronically Ill Parents: A Meta-Analysis. *Clinical Child and Family Psychology Review*, 13(4), 384-397. <https://doi.org/10.1007/s10567-010-0074-z>
- Sukmadinata, N. S. (2011). *Metode penelitian pendidikan*. Bandung: PT Remaja Rosdakarya.
- Thahir, A. (2016). *Psikologi Kriminal*. Bandar Lampung: Aura Publishing.
- Trentacosta, C. J., & Shaw, D. S. (2009). Emotional self-regulation, peer rejection, and antisocial behavior: Developmental associations from early childhood to early adolescence. *Journal of Applied Developmental Psychology*, 30(3), 356-365. <https://doi.org/10.1016/j.appdev.2008.12.016>

- Vadivel, B., Alam, S., Anwar, C., & Teferi, H. (2023). Examining the Relationship between Antisocial Behavior and the Academic Performance of Teenagers: The Role of Schools and Causes of the Antisocial Behavior. *Education Research International*, 2023, 1-11. <https://doi.org/10.1155/2023/9463882>
- Villafuerte-Díaz, A., Abate, M., Moreno, C., & Ramos, P. (2024). Antisocial behaviors at school: Analysis of normative and at-risk groups. *Children and Youth Services Review*, 166, 107918. <https://doi.org/10.1016/j.chilyouth.2024.107918>