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Research trends in emotion regulation of high school students in Indonesia

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ABSTRACT

Emotion regulation is an individual's ability to recognise, manage and express emotions adaptively in various life situations. In adolescents, especially high school students in Indonesia, this ability is crucial considering that adolescence is a developmental phase full of emotional and social challenges. This study aims to explore the dynamics of emotion regulation in high school students in Indonesia and identify factors that influence this ability. The research was conducted using a qualitative approach with a literature study method that reviewed twenty relevant national and international scientific journals. The selection of journals was based on the suitability of the topic, the quality of the methodology, and its contribution to the understanding of emotion regulation in the context of adolescent education. The results showed that emotion regulation in high school students is influenced by intrapersonal factors, family environment, peer relations, and academic pressure. This study specifically highlights emotion regulation strategies such as cognitive reappraisal, impulse control, and achieving emotional balance in the school environment. The novelty of this research lies in the contextual focus on Indonesian students and the emphasis on the importance of preventive and educative approaches in building emotion regulation skills as part of mental readiness for the future.

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Introduction

Education is very important for human life, both education in the family, community, and at school. Educational success is achieved when there is awareness of improving the quality of education. Today, students are required to receive 12 years of education starting from elementary school, junior high school, and senior high school. In the age range of 15-18 years adolescents take high school education, where at that age adolescents are expected to be able to develop their potential or developmental tasks, one of these developmental tasks involves emotional aspects.

At the age of senior high school education, students enter a very important phase, namely the adolescent phase, in this phase is a transitional period or transition from childhood to adulthood. This transition period can cause stress for adolescents because there are many changes in the individual, family, and school. This causes adolescents to become more emotional where in this phase adolescents have high emotional tension. This can have a negative impact on adolescents if left unchecked, especially if adolescents are not able to manage their emotions well, the ability to manage emotions can be called emotion regulation. The inability of adolescents to regulate emotions can lead to negative behaviours such as being aggressive, experiencing

anxiety, stress and this can certainly interfere with the developmental tasks of adolescents themselves for that adolescents need to apply good emotion regulation.

Emotion regulation is a multidimensional process that not only includes the ability to recognise and control emotions, but also involves the integration of emotional self-awareness, behavioural control, and social adjustment in a dynamic context. Unlike the traditional definition as proposed by Paula and Miftakhul (2021) which emphasises the aspect of initiating, inhibiting, or modulating emotions based on the situation, recent approaches highlight the importance of emotional flexibility in various social and cultural contexts. Sulistyo (2014) also mentioned that emotion regulation includes how individuals evaluate and regulate their emotions to achieve goals, but has not explicitly emphasised the role of social context as a determinant of the success of such regulation.

Recent research shows that effective emotion regulation in adolescents not only helps them manage stress and pressure, but also forms an important foundation for the development of psychological resilience and social intelligence. In this context, a lack of emotion regulation ability in adolescents has been consistently associated with an increased risk of interpersonal conflict, anxiety disorders and depression. The novelty of this research lies in its contextualised and preventive approach, where emotion regulation is not only understood as an individualised skill, but as a critical component in psychosocial intervention strategies that support adolescents' readiness for future developmental and social challenges.

Based on the explanation above, researchers are interested in discussing the issue of emotional regulation of high school students in Indonesia. Given that this is a common occurrence among adolescents and is one of the problems that must be given special attention by Guidance and Counseling teachers.

Method

This research uses n type of *library research.* Library research is not only a step in preparing the initial research framework, but also at the same time using library sources to obtain data at the same time. The steps in library research carried out are: 1) Preparing equipment, 2) Compile a bibliography, 3) organize time, and 4) read and record research (Zed 2008).

The data collection carried out in this study was obtained from trusted *online* articles and published journals related to the purpose of the research title used. The data source used in this research is also a secondary data source because the data is obtained from news publications, articles, and journal publications. In this study there are 20 reference sources of journal articles.

The literature review method is used to develop arguments about students' emotional regulation, which can later be used as a basis for increasing knowledge about the problem. The steps in *library research* are as follows: 1) Theme selection, 2) Searching for information, 3) Determining the focus of research, 4) Collecting data sources, 5) Preparation of data presentation, and 6) Preparation of report (Mirzaqon and Purwoko 2017).

Results and Discussions

Emotion regulation research in the last 7 years has a variety of studies. The materials of these research studies are presented in the following table:

No	Author and Year of Publication	Sample	The Methodology	Destination	Results
1	(Hafizhah et al., 2023)	233 students of SMAN 7 Banjarmasin	Quantitative	To determine the level of correlation between emotion regulation with students' self-awareness at SMAN 7 Banjarmasin	Shows the results that students who have high enough emotional regulation can increase self-awareness of the environment. Society.
2	(Muarifah et al., 2019)	612 high school students in Yogyakarta	non-experimental research with correlational	To find the effect of emotion regulation on student self-	Shows that there is a significant influence between

		Special Region	design	esteem..	emotion regulation on the self-esteem of high school students at Special Region of Yogyakarta
3	(S J Kahar et al., 2022)Mustaqimah & Susandari (2019)	8 students of SMA Daarut Tauhid Boarding School Bandung.	Descriptive	To get an overview of emotional regulation in students at SMA Daarut Tauhid Boarding School Bandung.	Indicates that 100% of students had high emotion regulation, namely the aspect of monitoring emotions 100% while the aspect of evaluating and emotion modification 87.5%.
4	(Prasetio et al., 2021)	202 students of class XII SMA Negeri 2 Makassar	Quantitative spearman rank correlation data analysis technique and t-test	To find out the relationship between emotion regulation and bullying in class XII students of SMAN 2 Makassar.	Shows that there is a significant relationship between emotion regulation and bullying.
5	(Ayuningtiyas, 2020)	3 Students of class XI SMA Negri 1 Comal	Quantitative case study method	To find out the management of students' emotions during online learning.	Shows that 2 subjects bring up positive emotions or are able to manage emotions while 1 subject brings up negative emotions or has not been able to control emotions.
6	(Mutiâ€™ah et al., 2024)	85 students of SMAN 10 Palembang	Quantitative correlation model	To determine whether there is a relationship between emotion regulation and students' academic procrastination.	Indicates that there is a very weak and unidirectional relationship between emotional regulation and student academic procrastination. class XI at SMAN 10 Palembang
7	(Hasmarlin, 2019)	398 subjects comprising of grades X, XII, and XII in SMA in Pekanbaru	Quota technique sampling. Data analyzed using the product moment correlation technique	To test empiric relationship of self-compassion with adolescent emotion regulation	Indicates that self-compassion has a relationship positive with emotion regulation in adolescents and provides an effective influence to emotion regulation.
8	(Rahman & Khoirunnisa, 2019)	178 students in grade XI SMA Negeri 22 Surabaya	Quantitative correlation	To find out Relationship between emotion regulation	Indicates that there is a relationship which is significant

				With retrieval Career decisions on 11th grade high school students Negeri 22 Surabaya.	between emotion Regulation with retrieval Career decisions, where the more high emotion regulation then the higher Decision Level student's career.
9	(Lubis et al., 2018)	10 students of class X IIS 5 SMAN 3 Bengkulu City	Experiment with pre approach experimental design	To describe service influence group guidance with Techniques sociodrama against emotion regulation in student intection with peers.	Indicates that there is an influence guidance services Engineering group sociodrama for Improve emotion regulation in interaction peers on students of class X IIS 5 SMAN 3 Kota Bengkulu
10	(Zai & Firman, 2024)	168 high school students Don Bosco Padang	Quantitative correlation	To illustrates regulatory relationship emotions with self-adjustment students at Don High School Bosco Padang.	Indicates that there is a relationship positivity that significant between emotion regulation with customization self of students in high school Don Bosco Padang.
11	(Kholbianawati & Hidayati, 2023)	8 teenagers, 3 males and 5 females	Pre-experimental design	Test whether emotion regulation training can reduce anxiety experienced by adolescents.	It shows that emotion regulation training can reduce emotional anxiety because there is a significant difference in anxiety scores when before and after this training is given.
12	(Putri et al., 2023)	113 students of MAS Raudhatul Akmal	Simple random sample	Knowing the effect of emotion regulation and family social support on student academic resilience at MAS Raudhatul Akmal, Batang Kuis District, Deli Serdang Regency.	There is an influence between emotion regulation and family social support on academic resilience.
13	(Mharchelya & Sukmawati, 2023)	290 students of SMAN 10 Padang	Proportionate Stratified Random Technique	(1) describe adolescents' emotion regulation, (2) describe the tendency of adolescent cyberbullying	(1) emotion regulation owned by students of SMAN 10 Padang is in the medium category, (2) the tendency of

				behavior, (3) to test the significance between emotion regulation and the tendency of cyberbullying behavior of students in SMA Negeri 10 Padang.	cyberbullying behavior owned by students of SMAN 10 Padang is in the high category, (3) there is a significant negative relationship between emotion regulation and the tendency of cyberbullying behavior of students in SMAN 10 Padang.
14	(S J Kahar et al., 2022)	100 High School Students in Yogyakarta	Quantitative	Test whether there is a relationship between emotion regulation and aggressive behavior that occurs in high school students in Yogyakarta.	Shows that there is a significant negative relationship between emotion regulation and aggressive behavior. The greater the emotion regulation, the lower the aggressive behavior of high school students in Yogyakarta, and the lower the emotion regulation, the higher the aggressive behavior of high school students in Yogyakarta.
15	(Chintya Agung Mulyati & Ria Dewi Eryani, 2022)Sembiring & Taringan (2022)	218 students of SMA Seminari Menegah Pematangsiantar	Quantitative	Knowing the relationship between emotion regulation and student academic resilience. The subjects of this study were students from class X to Class XII of SMA Seminari Menengah Pematangsiantar	Emotion regulation is a protective factor for academic resilience of SMA Seminari Menengah Pematangsiantar.
16	Rania & Sundari (2023)	257 12th grade students of SMA PGRI 1 Bekasi City	Convenience Sampling	Knowing the effect of authoritative parenting and emotion regulation on assertive behavior in adolescents at SMA PGRI 1 Bekasi City.	There is an effect of authoritative parenting and emotion regulation on assertive behavior in adolescents at SMA PGRI 1 Bekasi City.
17	(Chintya Agung	131 High School	Quantitative	Knowing how	There is a positive

	Mulyati & Ria Dewi Eryani, 2022)	Students in Cilengkrang Subdistrict		closely the relationship between emotion regulation ability and hardiness personality.	relationship between emotion regulation and hardiness personality.
18	(Anika & Kurniawan, 2024)	285 High School Students in West Sumatra	Purposive Sampling	Knowing the relationship between emotion regulation and Problematic Internet Use in high school students in West Sumatra.	Indicates a significant relationship with a negative correlation value between the emotion regulation variable and the PIU variable. The negative correlation results indicate an unidirectional relationship between the emotion regulation variable and PIU, which indicates that when emotion regulation increases, PIU will decrease.
19	(Ayuningtiyas, 2020)Dewi et al (2024)	146 10th grade vocational students	Correlational	Knowing the relationship between spirituality and emotion regulation on forgiveness in vocational students.	Showing simultaneously and individually spirituality, emotion regulation can have a significant impact on forgiveness.
20	Setiawan & Ernawati (2023)	5 11th grade students of SMK Muhammadiyah Kartasura	Descriptive Qualitative	Knowing more about how emotional regulation is shown in victims of bullying and to find out why victims of bullying do not take countermeasures for what they receive.	Subjects who are victims of bullying at SMK Muhammadiyah Kartasura have good emotional regulation in overcoming a problem. This is because the subject has the ability to restrain himself and not be affected by the negative effects of bullying, making the subject still able to think well and be able to control his emotions.

The findings of several research journals on emotion regulation in the last 7 years have mixed results. This research is important because it has broad implications in various aspects of life, including psychological well-being, academic and professional achievement, social relationships, self-development and improving quality of life. Research in the 2017-2019 range using experimental methods, suggests that there is an effect of group guidance services using sociodrama techniques to improve emotional regulation in peer interactions in

students (Lubis et al. 2017). Meanwhile, quantitative research conducted shows that there is a significant influence between emotion regulation on the self-esteem of high school students in the Special Region of Yogyakarta (Sabila Mustaqimah 2019). Then another study conducted in the same year said that there was a significant relationship between emotion regulation and career decision making, where the higher the emotion regulation, the higher the level of student career decisions (Rahman and Khoirunnisa 2019). And research conducted in the same year also illustrates that self-compassion has a positive relationship with emotion regulation in adolescents and provides an effective influence on emotion regulation (Hasmarlin and Hirmaningsih 2019).

Another study found that there is a significant relationship between emotion regulation and bullying. (Prasetio et al. 2021). And from the point of view of victims of bullying, this study using descriptive qualitative method research shows that Subjects who are victims of bullying at SMK Muhammadiyah Kartasura have good emotional regulation in overcoming a problem. This is because the subject has the ability to restrain himself and not be affected by the negative impact of bullying, making the subject still able to think well and be able to control his emotions (Setiawan and Ernawati 2023). Then other research shows that there is a significant negative relationship between emotion regulation and aggressive behavior. The greater the emotion regulation, the lower the aggressive behavior of high school students in Yogyakarta, and the lower the emotion regulation, the higher the aggressive behavior of high school students in Yogyakarta (S J Kahar et al. 2022). Emotion regulation also affects other aspects, such as emotion regulation is a protective factor for academic resilience of Pematangsiantar Secondary Seminary students (Sembiring and Taringan 2022). Emotion regulation affects other factors as well, research conducted shows the results that there is a positive relationship between emotion regulation and hardiness personality (Chintya Agung Mulyati and Ria Dewi Eryani 2022).

Emotion regulation training conducted using experimental methods on 8 adolescents, 3 males and 5 females showed that emotion regulation training can reduce emotional anxiety because there is a significant difference in anxiety scores when before and after this training is given (Kholbianawati and Hidayati 2023). And emotion regulation is influenced by other factors as well, such as research conducted which found that there is an influence of authoritative parenting and emotion regulation on assertive behavior in adolescents at SMA PGRI 1 Bekasi City (Rania and Sundari 2023).

Recent studies in 2024 found several results, such as research conducted found that there is a significant influence between emotion regulation on the self-esteem of high school students in the Special Region of Yogyakarta (Dahlan and Cristal 2024). And another study conducted found that there was a very weak and unidirectional relationship between emotional regulation and academic procrastination of class XI students at SMAN 10 Palembang (Muti et al. 2024). Then another study conducted found that there was a significant positive relationship between emotion regulation and student self-adjustment at Don Bosco Padang High School (Zai and Firman 2024). Emotion regulation can also be influenced by other factors, including research has shown that simultaneously and individually spirituality, emotion regulation can have a significant impact on forgiveness (Dewi et al. 2024).

Conclusions

Conclusions from various studies on emotion regulation in the last seven years show that emotion regulation has a broad and significant influence on various aspects of life. Research shows that sociodrama techniques in group guidance services can improve emotion regulation in peer interactions, while self-compassion has a positive relationship with emotion regulation in adolescents. In addition, emotion regulation has a significant effect on high school students' self-esteem, is positively related to career decision making, and is a protective factor for students' academic resilience. On the other hand, emotion regulation is negatively related to aggressive behavior, and helps victims of bullying in coping with problems and controlling emotions. Emotion regulation training is proven to reduce anxiety in adolescents, and authoritative parenting affects adolescents' assertive behavior. Although the relationship between emotion regulation and academic procrastination is very weak and unidirectional, emotion regulation has a positive relationship with student adjustment. Moreover, spirituality along with emotion regulation had a significant impact on forgiveness. Overall, these studies confirm the importance of emotion regulation in improving psychological well-being, academic and professional achievement, and social relationships.

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