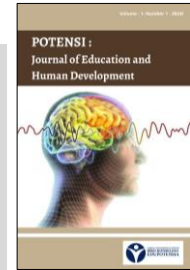


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A Descriptive Study of Emotion Regulation in Students

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ABSTRACT

Emotion regulation is an essential psychological ability that supports adolescents in managing emotional experiences during academic and social demands. This study aimed to describe the level of emotion regulation among in students. A quantitative descriptive approach was employed. The participants consisted of 313 students selected using total sampling. Data were collected using an emotion regulation scale based on Gross's theoretical framework. Descriptive statistical analysis was used to categorize students' emotion regulation levels into high, moderate, and low categories. The results indicated that the majority of students demonstrated a moderate level of emotion regulation, suggesting that students possess basic emotional management skills that have not yet developed optimally. These findings highlight the importance of school-based guidance and counseling services in supporting the development of adolescents' emotion regulation abilities.



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Introduction

Adolescence is a developmental stage characterized by rapid changes in physical, cognitive, emotional, and social domains. During this period, adolescents are required to manage increasing academic and social demands, which may place considerable pressure on their emotional stability. As a result, emotion regulation becomes a crucial psychological capacity that enables adolescents to understand, manage, and respond to emotional experiences in adaptive ways (Gross, 1998). In Indonesian educational context, emotional difficulties among adolescents remain a significant concern, particularly within school settings. Difficulties in regulating emotions may manifest in maladaptive behaviors, academic stress, interpersonal conflicts, and decreased psychological well-being. Therefore, gaining a clear understanding of adolescents' emotion regulation abilities is essential to support their developmental needs and to inform effective guidance and counseling services in schools.

Emotion regulation refers to individuals' ability to recognize, accept, control, and modify emotional responses in accordance with situational demands (Gross, 1998). Adolescents who possess adequate emotion regulation skills tend to cope more effectively with academic challenges, peer relationships, and social pressures, whereas limited emotion regulation may increase vulnerability to emotional distress and maladjustment. Despite the importance of emotion regulation during adolescence, empirical studies that provide a descriptive overview of emotion regulation profiles among junior high school students in Indonesia remain limited. In particular, information regarding the distribution of emotion regulation levels and aspects among students is still scarce. Therefore, this study aimed to describe the emotion regulation profile of ninth-grade students at SMP Negeri 1 Sukawening. The findings of this study are expected to contribute empirical data that can support the

development of preventive and promotive guidance and counseling programs to enhance students' emotional well-being.

Method

Participants

This study employed a quantitative descriptive design aimed at describing the emotion regulation profile of adolescents (Creswell, 2014). The participants consisted of 313 ninth-grade students of SMP Negeri 1 Sukawening who were selected using a total sampling technique, in which all members of the population were included as research participants (Sugiyono, 2016). Emotional regulation was measured using a 38-item Emotion Regulation Scale developed based on Gross's (1998) theoretical framework of emotion regulation strategies. The instrument was designed to assess students' abilities to accept emotional responses, engage in goal-directed behavior, control emotional responses, and apply strategies for regulating emotions. Data were analyzed using descriptive statistical techniques, including frequencies and percentages, to describe students' levels and profiles of emotion regulation across its aspects

Measure

Emotion regulation was measured using the Emotion Regulation Scale developed based on Gross's emotion regulation theory (Gross, 1998; Strongman, 2003). The instrument was designed to assess students' ability to regulate their emotional experiences across four key aspects: acceptance of emotional responses, engagement in goal-directed behavior, control of emotional responses, and the use of emotion regulation strategies. The scale consisted of 38 items comprising both favorable and unfavorable statements. Participants responded using a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). For favorable items, higher scores reflected better emotion regulation abilities, whereas unfavorable items were reverse scored. The total score represented the overall level of students' emotion regulation ability.

Results

The results of the descriptive analysis indicate that the level of emotion regulation among students of SMP Negeri 1 Sukawening was predominantly in the moderate category. Out of 313 students, 222 students (71%) were classified as having moderate emotion regulation, while 43 students (14%) demonstrated high levels and 48 students (15%) were categorized as low.

Table 1. Overview of Emotion Regulation

Scor Range	Category	f	%
95-130	High	43	14%
61-94	Moderate	222	71%
26-60	Low	48	15%
Total		313	100%

These findings suggest that most students possess basic emotion regulation abilities, although these skills have not yet developed optimally. Given that adolescence is characterized by rapid and intense emotional changes, adequate emotion regulation is essential for managing academic demands and social interactions effectively. Conversely, limited emotion regulation may increase adolescents' vulnerability to emotional difficulties and stress, highlighting the importance of preventive and developmental interventions within school guidance and counseling services.

Table 2. Emotion Regulation Based on Aspects

Aspect	High		Moderate		Low	
	f	%	f	%	f	%
acceptance of emotional response	51	16%	231	74%	31	10%
engaging in goal directed behavior	58	19%	214	68%	41	13%
control emotional responses	42	13%	235	75%	36	12%
strategiest to emotion regulation	38	12%	225	72%	50	16%
acceptance of emotional response	51	16%	231	74%	31	10%

The analysis of emotion regulation aspects showed that the majority of students were classified in the moderate category across all dimensions. Most students demonstrated moderate levels of acceptance of emotional responses (74%), engagement in goal-directed behavior (68%), control of emotional responses (75%), and use of emotion regulation strategies (72%). These findings indicate that students generally possess basic abilities to

accept emotional experiences, maintain goal-oriented behavior despite emotional challenges, regulate emotional reactions, and apply simple strategies to manage emotions. However, the predominance of moderate levels across aspects suggests that these capacities have not yet developed optimally, highlighting the need for targeted school-based guidance and counseling interventions to strengthen students' emotion regulation skills in academic and social contexts

Discussions

The findings of this study provide an overview of the emotion regulation profile of ninth-grade students at SMP Negeri 1 Sukawening. The results indicate that the majority of students demonstrated moderate levels of emotion regulation across all measured aspects, including acceptance of emotional responses, engagement in goal-directed behavior, control of emotional responses, and the use of emotion regulation strategies (Gross, 1998; Inwood & Ferrari, 2018). This suggests that students generally possess basic capacities to manage their emotional experiences, although these abilities have not yet reached an optimal level (Syafitri et al., 2024). During adolescence, emotional experiences tend to be more intense and unstable due to rapid developmental changes, including cognitive, social, and physiological growth (Gross, 1998; Meilasari & Utami, 2024). Moderate levels of emotion regulation indicate that students are able to recognize and manage emotions in everyday situations, but may still experience difficulties when facing more demanding academic or social challenges (Inwood & Ferrari, 2018). For instance, while students are able to accept emotional responses and maintain goal-directed behavior to some extent, limitations remain in consistently controlling emotional reactions and applying effective regulation strategies (Hasmarlin & Hirmaningsih, 2024).

Overall, the predominance of moderate emotion regulation across all aspects reflects a relatively balanced but still developing emotional regulation profile. These findings highlight the importance of providing structured support within the school environment to strengthen students' emotional regulation skills, particularly in helping them cope with stress, frustration, and interpersonal challenges commonly encountered during adolescence (Gross, 1998; Syafitri et al., 2024).

Conclusions

This study concludes that adolescents demonstrate moderate emotion regulation skills, with varying abilities in recognizing, accepting, and managing their emotions. Most students are able to respond to emotionally challenging situations in adaptive ways, although some still show difficulties in controlling intense emotional reactions. These findings indicate that emotion regulation is a complex construct influenced by multiple factors, including social context, family environment, and academic demands. Strengthening emotion regulation skills through school-based guidance and counseling programs can support adolescents' academic engagement, interpersonal relationships, and overall psychological well-being. Future research is recommended to explore additional internal and external factors that may affect the development of emotion regulation among adolescents.

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