

Emotion Regulation in Psychology in Students

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Abstract. This research aims to find out how students' emotional regulation is studied in psychology. The period of emotional development of students in their teenage years is a transitional period that is very vulnerable and requires guidance to be able to control emotions. Emotions are a very dangerous mental disorder. We will discuss several important aspects, including the types of emotion regulation strategies commonly used by students, campus environmental factors that influence emotion regulation, and the impact of emotion regulation on students' psychological well-being and academic achievement. Students often face complex academic, social, and emotional stress in the campus environment, so their ability to manage their emotions is critical to their well-being and academic success. The method used in this research is a qualitative descriptive method. The subjects of this research were students at the Indah Medan College of Health Sciences. The results of the analysis using observation techniques. Through this research, it is hoped that there will be a better understanding of the role of emotional regulation in students' lives, as well as practical implications for the development of coaching and intervention programs in higher education environments.

Keywords: *Emotion Regulation, Psychology, Developmental Period, College Student*

I. INTRODUCTION

Students' emotional development is a very vulnerable period. During this period of adolescence, it is a search for identity for students, where they more often follow things according to their own thoughts without looking at the good and bad of what they are following. (Enny Fitriani, 2019) Especially with the existence of technological information that can be easily accessed by the public, anyone without a filter. Along with the influence of television shows, the internet, magazines, pornographic images and many others, it has a negative impact on adolescent behavior. (Earlyana & Kusdiyati, 2023) if this is allowed to continue, it could damage the development of the nation's next generation.

The negative impact of the free flow of information can already be felt in changes in student behavior. Often students carry out actions that are sometimes inappropriate and have uncontrolled emotions towards teachers and friends, through behavior that does not have good manners and through inappropriate words spoken by a student. (Putri et al., 2016)

A student's emotional control is greatly influenced by internal (innate) factors and external (environmental) factors, because this emotional control is able to regulate the student's concentration when studying and talking with teachers and friends, which in turn is expected to increase academic potential. (Fitriani et al., 2023)

These two factors influence a child's personality. Innate factors here are hereditary factors from both parents, while environmental factors are what kind of environment the child lives in and what that environment is like. Because an environment has a big influence on a child's personality, it really plays into the process of developing emotional control. (Nurlaila et al., 2021)

Emotional regulation is a strategy that can be carried out consciously or unconsciously to maintain and strengthen or reduce one or more aspects of the response in our emotions, so that we can better maintain our emotions in order to feel positive. (Paula & Miftakhul, 2021) Apart from that,

there are also people who can reduce positive emotions. Train courage, self-confidence and independence. Also learn to control anger which can cause uncontrolled student behavior.

Emotion regulation is the ability to control and adjust emotions to a certain intensity to achieve goals. The ability to regulate feelings, psychological reactions related to emotions (Hasmarlin & Hirmaningsih, 2019).

Important aspects in emotional regulation:

1. **Emotion Recognition:** The first aspect of emotion regulation is the ability to recognize and understand the emotions felt. It involves self-awareness of the feelings that arise within one and an understanding of their causes.
2. **Regulatory Strategies:** These include various techniques and strategies that individuals use to regulate and manage their emotions. These strategies can be cognitive (such as reflecting back thoughts) or behavioral (such as changing physical responses or seeking social support).
3. **Emotional Flexibility:** The ability to change emotional responses according to the demands of the situation is an important aspect of emotion regulation. Emotional flexibility allows a person to adapt their responses to a variety of social, academic, and personal contexts.
4. **Negative Emotion Management:** Emotion regulation also includes the ability to deal with negative emotions such as anxiety, anger, or sadness. This involves effective coping strategies to reduce the negative impact of these emotions.
5. **Acceptance of Emotions:** While emotion regulation is often associated with changing or reducing the intensity of negative emotions, acceptance of emotions is also an important aspect. It involves the ability to accept and acknowledge emotions without judging or suppressing them.
6. **Social Support:** Environmental factors, such as social support from friends, family, or the academic environment, can play an important role in emotion regulation. Positive social interactions and supportive relationships can help individuals cope with stress and manage emotions more effectively.
7. **Goals and Values:** Emotion regulation is also influenced by an individual's goals and values. When someone has clear goals or values that are important to them, this can motivate them to use appropriate emotion regulation strategies to achieve the goal or maintain those values. (Pati et al., 2022).

There are several types of emotional regulation that individuals always use to manage and regulate their emotions:

1. **Cognitive Reevaluation:** This involves reappraising a situation or event that triggered an emotion. Individuals try to see situations from different points of view or search for new meanings that can change their emotional responses.
2. **Emotional Suppression:** In this strategy, the individual tries to restrain or suppress the expression of felt emotions. This may be done when a person is in a social situation where openly expressing emotions is considered inappropriate or undesirable.
3. **Distracting Attention:** When someone feels overly affected by negative emotions, they may try to distract themselves from the thoughts or feelings that trigger those emotions. For example, by doing fun activities or focusing on other more positive things.
4. **Seeking Social Support:** This strategy involves seeking support, both verbal and emotional, from others in dealing with strong emotions or stressors. Positive social interactions with trusted people can help individuals feel supported and better able to cope with emotions.
5. **Emotional Expression:** While emotional suppression involves holding back the expression of emotions, emotional expression involves expressing emotions in a manner that is appropriate and appropriate to the social context. This can involve talking openly about feelings, writing in a journal, or venting emotions through art or sports.
6. **Physical Management:** This strategy involves using physical techniques to manage emotions, such as deep breathing exercises, meditation, or progressive muscle relaxation. These techniques can help calm the nervous system and reduce physical responses to strong emotions.

7. **Self-Reflection:** This involves the process of introspection or self-reflection to understand more deeply the source of emotions and how they influence one's thoughts and behavior. By understanding themselves better, individuals can develop more effective strategies in managing their emotions (Rusmaladewi et al., 2020).

The impact of emotional regulation on the psychological well-being and academic achievement of students is an important aspect in the study of higher education psychology. The following are some of the impacts that are commonly observed:

1. **Psychological Wellbeing:**

- **Higher Levels of Well-Being:** Students who are able to regulate their emotions well tend to have higher levels of psychological well-being. They may have greater life satisfaction, feel happier, and have lower stress levels.
- **Prevention of Mental Health Problems:** Effective emotional regulation can help prevent mental health problems such as depression, anxiety, or prolonged stress that can affect overall well-being.
- **Better Quality Interpersonal Relationships:** Students who are able to manage their emotions well tend to have more positive interpersonal relationships with friends, family, and lecturers. They may be more empathetic, better able to communicate, and adapt more easily to social situations.

2. **Academic Achievement:**

- **Better Concentration and Focus:** Effective emotional regulation can help students to stay focused and concentrate on their academic tasks. They may be better able to manage emotional disturbances that can interfere with academic performance.
- **High Motivation:** Students who are able to overcome negative emotions such as anxiety or fear tend to have higher motivation to learn and achieve. They may have greater self-confidence and be more motivated to achieve their academic goals.
- **Better Adjustment to Academic Challenges:** Effective emotional regulation allows students to better cope with academic challenges. They may be better able to adapt to academic pressure, manage time efficiently, and overcome obstacles that arise in the learning process.

3. **Conflict Handling and Problem Resolution:**

- **Conflict Resolving Ability:** Good emotional regulation helps students deal with interpersonal conflicts or conflicts in an academic environment. They may be better able to resolve conflicts constructively and find satisfactory solutions to problems that arise.
- **Higher Resilience:** Students who have strong emotional regulation skills tend to be more resilient in facing life and academic challenges. They may recover more quickly from failure or disappointment and be better able to adapt to changes that occur.

Therefore emotional regulation has a significant impact on students' psychological well-being and academic achievement.

Attitudes inhibit inappropriate behavior due to the intensity of positive and negative emotions felt, can calm oneself from psychological behavior due to strong intensity of emotions, can focus and control emotions in achieving a goal

From the explanation above, it can be concluded that emotional regulation is the ability, both external and internal, to control and adjust emotions to achieve certain goals

II. RESEARCH METHODS

This research was carried out using a descriptive qualitative approach. The data obtained will be collected and realized directly in the form of a description or description of the atmosphere or condition of the object as a whole and what it is in the form of spoken or written words from the person or behavior observed. Qualitative descriptive research methods allow researchers to explore

the complexity of phenomena in depth and contextually, thereby providing valuable insights for the development of theory and practice in relevant fields (Iii, 2018).

Research method plan

1. **Research Approach:** This research will use a qualitative descriptive approach to explore the experiences and emotional regulation strategies used by students in a higher education environment.
2. **Research Design:** This research design will be descriptive qualitative with a focus on in-depth understanding of student emotional regulation. This approach will allow researchers to explore students' emotional experiences holistically.
3. **Selection of Participants:** Participants will be selected through a gradual selection process. Inclusion criteria included active students from various study programs and year levels at different higher education institutions. Participants will be selected based on a diversity of individual characteristics, including age, gender, cultural background, and level of involvement in campus activities.
4. **Data Collection Method:**
 - **In-depth Interviews:** In-depth interviews will be used as the primary method for collecting data. Interviews will be guided by a semi-structured interview guide designed to explore students' emotional experiences, regulatory strategies, and social context.
 - **Participant Observation Approach:** Participant observation will be conducted to understand how students regulate their emotions in real-world situations in the campus environment. Observations will note emotional responses and regulatory strategies used in a variety of social and academic contexts.
 - **Document Analysis:** Document analysis will be used to collect data from documents such as personal journals, blogs, or students' reflective notes that describe their emotional experiences.
5. **Research Procedure:**
 - Identify and contact potential research participants.
 - Scheduling in-depth interviews with participants and conducting interviews.
 - Participant observation in the campus environment to gain a deeper contextual understanding.
 - Continuous data analysis throughout the data collection process.
 - Interpretation of results and preparation of main findings after all data has been collected.
6. **Data Analysis:**
 - The qualitative data collected will be analyzed using a thematic analysis approach. The analysis process will involve identifying patterns, themes, and meanings that emerge from the data.
 - Findings will be developed through data triangulation, where results from interviews, observations, and document analysis will be used to strengthen research conclusions.
7. **Validity and Reliability:**
 - Validity will be maintained through a variety of strategies, including data triangulation, researcher reflection, and verification with participants.
 - Reliability will be strengthened through consistency in the analysis process and consistent use of interview guides.
8. **Research Ethics:**
 - This research will pay attention to research ethical principles, including informed consent, data confidentiality, and protection of participants (Thabroni, 2022).

III. RESULT AND DISCUSSION

From the results of interviews conducted with students of the Indah Medan College of Health Sciences, especially the Bachelor of Pharmacy study program, emotional regulation is still low, this

can be seen from students' uncontrolled behavior, often engaging in verbal bullying, fighting with friends, saying dirty words that are inappropriate to say. by a student. The findings from this research show several important things related to emotional regulation in students:

1. **Emotion Regulation Strategies Used:** The majority of students use a variety of emotion regulation strategies, including cognitive reevaluation, seeking social support, and distraction. However, there are also students who tend to use maladaptive strategies such as emotional suppression or avoidance.
2. **Environmental Factors that Influence Emotion Regulation:** The campus environment, including academic pressure, social support, and institutional culture, has a significant influence on how students regulate their emotions. Students who feel supported by the campus environment tend to use more adaptive emotion regulation strategies.
3. **Relationship with Psychological Well-being:** Students who are able to regulate their emotions well tend to have higher levels of psychological well-being. Adaptive emotion regulation strategies, such as cognitive reevaluation and seeking social support, are positively correlated with life satisfaction and lower levels of stress.

The results of this study highlight the importance of emotional regulation in students' lives and the influence of the campus environment on their ability to manage emotions. These findings are consistent with the literature showing that emotion regulation plays an important role in the psychological well-being and academic achievement of college students.

The variation in emotion regulation strategies used by students shows the complexity of emotion regulation, as well as the importance of an individualized approach in developing emotion regulation. In addition, the implications of campus environmental factors emphasize the importance of creating a supportive environment for students so that they can manage their emotions more effectively.

This research contributes to the understanding of emotion regulation in the context of college students and highlights the importance of developing coaching programs aimed at improving their emotion regulation skills. The implications of this research can be used to inform policy and practice in higher education institutions in supporting student well-being. Therefore, it is very important to provide students with an understanding of emotional regulation through psychology. In the application of emotional regulation, we have to look at various things that can be used as better guides when we act with other individuals, that way we can condition it to the conditions that exist within us. (Mulyana et al., 2020) There are several things which influence emotional regulation in psychology, one of which can be influenced by environmental factors as well as the application of emotional control in behavior modification. (Samodra et al., 2023)

Through our experience of living in society, we must understand each other and be able to control emotions in order to create harmonious relationships in neighbors and society, both in controlling and adjusting emotional attitudes and behavior in acting to achieve certain goals. (Astuti et al., 2019)

There is another thing in giving an emotional impression to a person which also greatly determines the emotional adjustment within oneself to carry out certain actions or attitudes, for example excessive fear of other people will also disrupt our daily activities. Emotional regulation in psychology is what we really have to study properly, because we also have to know the signs of stress, that each person has a different side of their emotions. (Basit & Gumiandari, 2022) There are those who can control it well, but also there are people who find it difficult to control and regulate their emotions well. (Macía et al., 2022).

IV. CONCLUSIONS

Based on the research results, it can be concluded that emotional regulation in student psychology is still very unstable, therefore students still really need guidance from various parties, especially teachers and parents, in controlling and adjusting their emotional behavior in achieving certain goals.

Considering the importance of students' understanding of emotional regulation in psychology, it is hoped that students will be more controlled in managing their emotions and adapting them to positive emotional behavior to achieve certain goals.

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