



Regulation analysis of negative emotions of male students

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Abstract. When entering adolescence, individuals experience several psychological and physiological changes. One of the psychological changes that occur during adolescence is socio-emotional change, where adolescents have relatively high emotional tension, such as several incidents of disputes and fights between students, which indicates a lack of ability to regulate and control the negative emotions that exist in them. This study aims to describe the ability of male students at MTs Siulak Gedang to regulate negative emotions. Quantitative research with a descriptive quantitative approach was chosen for this study, and questionnaires were used to obtain information from the respondents. The results obtained are generally seen from the acquisition of the average indicator score: (1) Able to manage positive and negative emotions, where this indicator obtains an average value of 2.95, which means it is included in the high category; (2) Able to realize and control emotions automatically, this indicator also obtains an average value that is also included in the high category, which is equal to 2.96, and in the last indicator (3) Being able to deal with stress from problems encountered also obtains high results, where in this indicator students get the average value of 3.04.

Keyword: Emotion Regulation, Male Negative Emotion Regulation

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Introduction

Adolescence is a period in human development that attracts attention to be discussed. In adolescence, individuals experience many changes, including physiological and psychological changes. One of the psychological changes during adolescence is socio-emotional changes, where adolescents have high emotional tension; This was explained by Jamil & Wanto (2020) that adolescents generally experience complex conflicts, so adolescence is often known as the "*storm and stress*" period. Regarding this, Santrock (2004) explains that adolescents will experience a transition period from childhood to adolescence. There is a lot of tension and confusion that the child feels. The changes he experienced involved several aspects, including the emotional aspect; This creates pressures for adolescents, such as pressure felt on academic performance, the need to be popular, the desire to be accepted, to feel fit in an appropriate social group, relationship problems with the opposite sex and body *image*. Such circumstances, coupled with emotional changes felt

by adolescents, changes in interests, roles and environmental conditions that cause social pressure, make emotional tension in adolescents increasingly high. It is a stepping stone to make teenagers more mature in acting. To be able to deal with stressful situations by displaying adaptive behaviour, adolescents need emotional regulation. Therefore, one of the problems that often occur in adolescents is a problem related to emotions (Brown & Prinstein, 2011).

Emotion is a response to a stimulus that causes physiological changes accompanied by strong feelings and usually contains the possibility of erupting. Such responses occur both to external and internal stimuli. Emotions have several forms, including (a) Anger; which includes anger, hatred, offended, annoyed, and disturbed, (b) Sadness; which includes sadness, gloom, self-pity, loneliness, rejection, despair and depression, (c) Fear; it includes anxiety, worry, unrest, panic, (d) Enjoyment; it includes happiness, joy, lightness, satisfaction, joy, delight, amazement, feeling fulfilled (Azmi, 2015).

Everyone has this form of emotion, which differentiates only on whether or not the emotion dominates, settles and flutters in him. Lack of emotional control in adolescents results in emotional outbursts as a form of anger. Uncontrolled adolescent emotions can be in the form of scolding people, persecution, fights and even murder. Based on the explanation regarding the types of emotions described previously, the researchers draw conclusions to limit the types of emotions that researchers will make as research objects according to the research title. Due to the title of the research analysis regarding negative emotions, the types of emotions that are relevant to be analyzed are the emotions of anger, sadness and fear in male students of MT's Siulak Gedang. Emotion regulation skills also have important implications for mental health. Poor emotional regulation in adolescent boys can contribute to mental health problems such as anxiety, depression and behavioural disorders. Research can help identify factors that influence emotional regulation in adolescent boys and develop effective strategies to prevent or treat these mental health problems. Emotion regulation is how individuals influence their emotions, when they feel them and how they feel them and how they experience or express those emotions. Three aspects underlie individuals in regulating their emotions, namely (1) Being able to regulate positive and negative emotions, (2) Being able to realize and control emotions automatically, (3) Being able to deal with stressful situations from the problems faced (Gross & Munoz, 1995; Yuzarion et al., 2020).

Biologically and psychologically, there are differences between the emotional management of male and female adolescents. With these differences, there will be differences in the way of thinking, feeling and behaving (Hasmarlin & Hirmaningsih, 2019). Based on the results of his research, he found differences in socio-emotional functioning in male and female adolescents. Teenage girls have higher socio-emotional abilities than boys, especially in self-regulation and social competence; This is inseparable from the role of parenting, which often treats boys and girls differently. Ratnasari and Suleman's research (2017) state that emotions and emotional regulation are tendencies shaped by parenting, socialization, and education. These forms of adolescent immaturity underlie many of the risky and destructive behaviours that adolescents engage in and contribute to increased *self-criticism*, feelings of isolation, and *over-identification* with the emotions they feel. Various phenomena

that can be used as examples related to the inability of adolescents to manage emotions include the Beating Case of Audrey Middle School Students in Pontianak. Based on the chronology of the beating, Audrey was picked up by one of the perpetrators at her house on 29 March 2019. Then during the trip, four other perpetrators followed her, then Audrey was beaten up in a building in Pontianak. The victims of this incident were teenagers, and the perpetrators were also teenagers, but at different levels; one perpetrator was a junior high school teenager, while the other was a high school teenager. When teenagers decide to do something, their considerations are more driven by emotional factors than being thought through (Anggita, 2019). A group of teenagers carried out a brawl in Kota Bambu Utara, Palmerah, West Jakarta, on Sunday, 30 August 2020. Sadly, the perpetrators carried out this brawl to gain fame on social media. The brawl went viral on social media. The Head of the Palmerah Police, Kompol Supriyanto, said that the incident lasted for 5 minutes and they deliberately wanted to make it viral; the important thing was that it had gone viral, and they felt proud. The brawl started with teasing each other on social media, and teasing each other on social media and the perpetrators then met and had a brawl. Sixteen teenagers were secured at the police station who were the perpetrators of the brawl, and the majority of the perpetrators were aged 12-14 years (Wahyono, 2020).

Research has found that men and women differ in expressing both verbal and non-verbal emotions according to their gender. Gender differences in expressing emotions are associated with differences in men's and women's goals for controlling their emotions. Women express more emotions to maintain interpersonal relationships and make women appear weak and helpless. Meanwhile, men express more anger and pride to defend and show dominance. Then based on the research found some differences in emotional regulation between male and female students where: (1) male students' emotional regulation is in the medium category, (2) female students' emotional regulation is in a low category, (3) there are differences in emotional regulation significant male and female students (Zonya, 2019; Oktasari et al., 2020).

Based on observations made by researchers who took place at MT's Siulak Gedang on Thursday, 7 October 2021, referring to aspects of emotion regulation which are divided into three types, namely (1) Being able to regulate positive and negative emotions, where negative emotions can be in the form of (anger, sadness, and anxiety) while positive emotions in the form of (happiness, joy) (2) Being able to realize and control emotions automatically in the form of (hiding true feelings) (3) being able to overcome stress from the problems faced in the form of (can overcome the problems that cause stress). Of the ten male students who were sampled, at the time of observation, it was found that seven male students had problems with emotional regulation; emotions that could not be managed or controlled by students resulted in unwanted things such as fights, disputes, bullying and so on. These results were obtained from incidents or events involving male students at the MT's Siulak Gedang during October 2021. These incidents indicated a lack of ability to regulate and control his negative emotions, which involved class students. VII. 7 out of 10 students who became the observation sample in this study were male students in class VII C who were identified as having the most problems regulating negative emotions. From the observations, the researchers found that students who could not control their negative emotions tended to

express or vent their emotions negatively. Each student has a different way of expressing his emotions. Research conducted by Hasmarlin & Hirmaningsih (2019) also revealed that there were problems caused by the inability of adolescents to manage their emotions, which resulted in student brawls, suicide and beatings.

Based on the previous explanation, research on emotion regulation in adolescents needs to be carried out because controlling emotions, both positive and negative emotions, can cause or impact the development of adolescents physically, psychologically and in behaviour. Specifically, this study will only focus on male students at the Siulak Gedang MTS. So, researchers are interested in seeing how "Analysis of Emotion Regulation in Male Students at MTS Siulak Gedang".

Method

The type of research used in this research is quantitative research. Quantitative research is one of the most common types of research. Quantitative research is finding knowledge that uses numbers to analyze information about what you want to know (Subana, 2001). The population of this study were students at MTs Siulak Gedang for the 2021/2022 academic year, totaling 356 people. The reason for choosing class VII as the research population is because it has its characteristics, such as the onset of puberty in adolescents, being prone to experiencing something that involves many feelings, being easily carried away every time you experience something and being prone to behaviour that can harm yourself or others.

For data collection instruments, use the Emotion Regulation Scale, which consists of 45 statement items. The Emotion Regulation Scale has been tested for validity and reliability. For validity test using *product moment correlation* and for reliability using *Cronbach's alpha test*. After conducting a validity test for all items, all are declared valid. Reliability test of 45 items, Cronbach's alpha value was 0.799, with correlated inter-item values above 0.300 in each item, for data analysis using central tendency. Then it is processed by grouping according to indicators in emotional regulation. Data is processed and presented in tabular form to make it easier to view, read and interpret.

Results and Discussion

Indicators Able to Regulate Positive and Negative Emotions

As the results of research on respondents to self-efficacy indicators, which refer to the ability of students to do a task which consists of several statements, can be seen in the following table:

Table 1. Average Indicator Score for Being Able to Regulate Positive and Negative Emotions

No	Statement	Average
1	I do not get angry when friends say offensive words.	2.44
2	I do not comment when friends gossip.	2.91
3	I do not join in when a classmate disturbs class members when they are talking.	3,15
4	I do not talk much with friends who use harsh words when talking.	3.04
5	I do not care about friends who violate school rules and regulations.	2.54
6	I am calm when I am having problems.	2,7
7	I understand the subject matter even though it is difficult.	3,42
8	I am optimistic and confident that I can solve the problems at hand.	3,15
9	I speak well of myself when I have problems.	3,14
10	I told my closest friends and family to channel my emotions.	2.77
11	I laugh and sing with my friends during recess.	3
12	I have a hobby of travelling with friends.	3.05
13	I think about the consequences that will occur every time I do something.	2.98
14	I prepare myself for the eventuality of the actions I have taken.	3.01
15	If my opinion is not accepted, I will question the reasons first rather than get angry at others who do not accept my opinion.	3.07
Average		2.95

Based on the table presented, the respondent's response to the indicator of being able to regulate negative emotions is highest in statement 7, with an average of 3.42. The statement refers to their willingness to understand the complex subject matter; The average value of respondents' responses to this indicator is 2.95 in the capable category. Students can manage the positive and negative emotions of the student concerned.

According to researchers, what is meant by positive emotions in this discussion is the feeling when we experience something pleasant or has a positive impact on us. Meanwhile, negative emotions are unpleasant and disturbing feelings and are usually expressed as a form of someone disliking something. For example, anxiety, anger and sadness.

Referring to the opinions of researchers that have been explained previously, supported by theories regarding the understanding of positive and negative emotions themselves, namely referring to the opinion of Saarni (2021), revealed that indicators for measuring the ability to control emotions regarding emotional competencies are essential to be developed at a time when adolescents namely: realizing that their emotional state without being trapped, understanding that the emotional state inside is not related to external expressions. As adolescents mature, they realize how their emotional behaviour can affect others, learn to consider ways of presenting themselves, and adaptively deal with negative emotions by using emotion regulation strategies that reduce the intensity and duration of these conditions' emotional state.

Based on the results of research conducted by researchers on male students of MTs Siulak Gedang on indicators of being able to regulate positive and negative emotions, it can be seen that the average number or value obtained on this indicator is 2.95 so that based on the category or interval value, the value 2.95 is included in the high category. In the first

indicator, male students at MTS Siulak Gedang can highly regulate positive and negative emotions within themselves.

Indicator Able to Realize and Control Emotions Automatically

As for the results of research on respondents to indicators of being able to realize and control emotions automatically, which refers to the ability of students to be aware of the types of emotions felt and control these emotions by not taking actions that can harm themselves or others which consist of several statements which can be seen in the table as follows:

Table 2. Average Indicator Scores Able to Automatically Aware and Control Emotions

No	Statement	Average
1	I understand when I am worried.	2,92
2	I get nervous when I face difficulties,	2,77
3	I feel sorry for the misfortune that befell a friend.	3,27
4	The disciplinary rules at school pressured me.	2,31
5	I understand when the desire is not fulfilled.	2,9
6	I know that the act of isolating oneself when experiencing problems is an act that is not good and can be self-defeating.	2,88
7	I disagree with attempted suicide because it is dangerous and an act not liked by Allah subhanahu wa ta'ala.	2,88
8	No matter how complex the problem is, I have never considered harming myself.	3,22
9	When I am under pressure, I never do anything dangerous.	3,17
10	I am not speeding on the road when driving a vehicle in a bad mood.	2,74
11	When angry, I never vent my anger by destroying existing objects.	2,94
12	I do not vent my anger by kicking or even breaking chairs in class when I fight with friends.	3,12
13	I can control my feelings by not throwing my phone when I see posts on friends' social media that offend and vilify.	2,95
14	I focus my mind when I have problems with other people.	3,22
15	I can understand the situation I am in.	3,14
Average		2,96

Based on the table previously presented shows that the respondent's response to the indicator of being able to realize and control emotions automatically, the highest is statement 3 with an average of 3.27. The statement refers to students' ability to realize the emotion of sympathy for a friend when a disaster strikes. The average value of respondents' responses to this indicator is 2.96 in the capable category. Students can be aware of their emotions about things that happen to themselves and others.

Recognizing and controlling emotions automatically, according to researchers, namely adolescents, when they feel something unpleasant, the response that will be shown is anger, annoyance or sadness so that they are aware of and control emotions automatically. What the researchers mean in this discussion is that adolescents can realize the type of emotion felt when experiencing an unpleasant incident and can also control the feelings of anger, annoyance or anxiety the teenager feels.

Theories that support the opinions of researchers regarding the ability to automatically realize and control emotions, technical or non-technical. Emotional stability is an individual's ability to face life, both light and heavy and in a good emotional state, while emotional stability can be divided into 4, namely: a) General stability, namely the ability to remain balanced under any circumstances, b) Special stability, namely the ability to deal with certain emotions.

In connection with the opinion previously explained, based on the data obtained from the results of the questionnaire on the indicator of being able to realize and control emotions automatically for male students at MTs Siulak Gedang, the results or average value of 2.96 were obtained, which value is included in the category high at predetermined intervals. So on this indicator, it can be said that male students can realize and control emotions automatically; indicators of being able to realize and control emotions automatically include the ability to be aware of the types of emotions that are felt or experienced and also include the ability to realize that doing Dangerous actions can harm yourself and others.

Indicators Able to Overcome Stress from Problems Faced

The results of research on respondents to indicators of being able to overcome stress from the problems they face consist of several statements, which can be seen in Table 3 as follows:

Table 3. The average score of the indicator can cope with stress from the problems encountered

No	Statement	Average
1	I know how to control myself when I am in a difficult situation.	3,12
2	If I am emotional, I will take a deep breath to calm down.	3.35
3	I vent my anger by playing volleyball or badminton by using the ball as an outlet for my emotions.	2.52
4	When I feel annoyed about something, I will do physical activities to reduce the feeling of resentment in my heart.	2.82
5	I will do writing activities to help control the emotions I experience or feel.	2.75
6	Always remembering Allah Subhanahu wa ta'ala can help make the mind calm.	3.67
7	I pray to keep my mind to think well when I have problems.	3.55
8	Participating in more recitations can add insight and knowledge to maintain mental health when facing life's difficulties.	3,32
9	Every problem I experience has a silver lining.	3.38
10	Reading the Qur'an can help me avoid stress and depression.	3,47
11	I share stories with friends about the problems that are being experienced.	2.85
12	Communicating with my family can help me deal with stress from problems.	2.75
13	Talking about complaints with people I trust can calm me and not give up.	2.97
14	I told my problem to my sister.	2.48
15	When I have a problem, I do not hide it from my parents.	2.68
Average		3.04

Based on the table presented, the respondent's response to the indicator of being able to deal with stress from the problems faced is highest in statement 6, with an average of 3.67. The average value of respondents' responses to this indicator is 3.04 in the capable category. Students can overcome stress from their problems by always remembering Allah subhanahu wa ta'ala, which calms their minds.

In the opinion of researchers, what is meant by stress is a mental disorder that a person faces due to pressure. This pressure arises from the failure of individuals to meet their needs or desires. This pressure can come from within or from outside. Andriyani (2019) argues that stress is a non-specific body response to disturbed needs, a universal phenomenon that occurs in everyday life and cannot be avoided. Stress overall impacts individuals physically, psychologically, intellectually, socially and spiritually. There are many things that individuals can do or use to reduce stress or psychological tension in dealing with life's problems, namely through *coping with stress*. *Coping* stress is several efforts to overcome, overcome or deal with the best way according to the individual's ability to deal with stress from various psychological problems (Faiz et al., 2019).

Referring to the previously explained opinion, the indicator of overcoming stress from the problems faced by male students at MTs Siulak Gedang obtained an average result of 3.04, which is included in the high category based on the value at the interval that has been determined. So that on the results or value of this indicator, it can be said that male students at MTs Siulak Gedang can deal with stress from the problems they face, and based on several statements from this indicator, the highest value is found in the statement when facing problems students will get closer to God in order to help make the mind and heart calm where in this statement the result or average value is 3.67 which value, when viewed based on predetermined interval values, this value is included in the very high category. So based on the results or the average value, it can be concluded that always remembering and drawing closer to God when facing problems will help reduce stress from problems faced or experienced by students.

Based on Tables 1, 2 and 3, the overall responses of respondents can be seen in the following table:

Table 4. Overall Average Score of Respondents

Indicator	Average	Category
Able to regulate positive and negative emotions.	2.95	Capable
Able to realize and control emotions automatically.	2.96	Capable
Able to cope with the stress of the problems encountered	3.04	Capable
Average	2.98	Capable

Based on table 4 shows that indicators able to regulate positive and negative emotions get the capable category, and indicators able to realize and control emotions automatically and can deal with stress from the problems encountered also obtain the capable category. Of the three indicators, an average score is obtained in the capable category, and male students can regulate negative emotions in the MTs Siulak Gedang that they have.

Conclusion

Based on the results of the research and discussion that previous researchers have explained, it can be concluded that, in general, the ability to regulate the negative emotions of male students at MTs Siulak Gedang is good, meaning that male students at MTs Siulak Gedang are already able to regulate and control existing negative emotions on him well. As for the results of the questionnaire distributed to students, the results of each research questionnaire indicate that respondents have responded to obtain the results or the average value that goes into the high category. The results of the first indicator, which is an indicator to see students' ability to regulate positive and negative emotions, from the results of this indicator an average value of 2.95 is obtained, which means that when viewed from the value contained in the interval, the value belongs to the in the high category. The second indicator to see students' ability to realize and control emotions automatically, where this indicator also gets a score that is almost the same as the results of the average value in the first indicator, which is equal to 2.96, which means it is also included in in the high category. The third indicator, to see students' ability to deal with stress from their problems, obtains a value of 3.04, which is also included in the average score. In the high category, the same as the two values of the previous indicators described.

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