EMOTIONAL REGULATION SKILLS TO REDUCE BULLYING BEHAVIOR OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to elaborate on the theoretical basis and practice of emotion regulation skills to reduce bullying behavior in junior high school students. The research method used is library research method. The data collection method used is the documentation method. The data analysis technique used is content analysis. In order to maintain the accuracy of the assessment and prevent misinformation in data analysis, inter-library checks and rereading of the literature as well as attention to the supervisor’s comments are carried out. The results of this study are 1) Knowing the function of emotion regulation skills; 2) Strategy of emotion regulation skills; 3) Emotional regulation training steps; 4) The effectiveness of emotional regulation training on bullying behavior; 5) Emotional regulation of bullying victims; 6) Factors affecting emotion regulation; 7) The relationship of emotion regulation with the aspect of responsibility, prosocial.

Key words: Emotion Regulation, Bullying Behavior, Junior High School Students

I. PRELIMINARY

Adolescence is a time when individuals experience many drastic changes in various aspects such as cognitive and physical appearance. At this time there is also a transition or transition from children to adults, they have various new developmental tasks and are required to be able to act and speak in accordance with the moral values that develop in society. Meanwhile, according to Batubara (2010), adolescence is a transition period from children to adults. And there are various hormonal, physical, psychological and social changes. And these changes occur quickly and without us knowing it. Such physical changes are marked by the development of secondary sex signs, the occurrence of growth spurts, as well as changes in behavior and social relationships with their environment. The characteristics of adolescents according to Hurlock (Son, 2017) are as follows; 1) Rapid physical development is accompanied by rapid mental development, especially in early adolescence. All these developments give rise to the need for mental adjustment and the need to form new attitudes, values, and interests. 2) Adolescence as a period of change The rate of change in attitudes and behavior during adolescence parallels the level of physical change. During early adolescence, when physical changes occur rapidly, changes in behavior and attitudes are also rapid. If physical changes decrease, then changes in attitudes and behavior also decrease. 3) Adolescence as a problematic age Each period of development has its own problems, but the problem of adolescence is often a problem that is difficult to overcome for both boys and girls. Their inability to solve problems on their own in the way they believe in, many teenagers eventually find that the solutions are not always in line with their expectations. 4) Adolescence as a period of searching for identity In the early years of adolescence, adjustment to the group is still important for boys and girls. Gradually they begin to yearn for identity and are no longer content with being the same as their friends in every way, as before. This ambiguous status of adolescents creates a dilemma that causes adolescents to experience "identity crisis" or ego-identity problems in adolescents. 5) Adolescence is an age that creates fear. Cultural stereotypes that teenagers like to do what they want are not trustworthy and tend to behave destructively.

In accordance with its development, at this time teenagers attend junior high and high school levels. There they met and spent a lot of time with other teenagers. As for the previous characteristics, it is also stated that
adolescents are identical with people who behave at will and experience an identity crisis. In addition, teenagers are also known as individuals who have a very high curiosity about something, whether it is a good thing or a bad thing. According to Diananda (2018), teenagers have a great curiosity about human life around them and always want to know what their friends are experiencing. The teens also talked about the pleasures of intimacy and the joys of being in a relationship, including the possibility that they might get hurt from the relationship. Along with the high intensity of meetings between teenagers and their friends at school, it is not impossible that they are affected by various negative things from their peers. That way at this time they can easily carry out various negative actions according to the invitation of their peers. If a person fails to carry out developmental tasks at their actual age, development at the next stage will be disrupted, then trigger problems in adolescents. At this age, teenagers try to find adjustment with their peer group. He began to pay attention to the opinions of others, in addition to wanting freedom and self-confidence (Diananda, 2018).

The various negative actions can be in the form of theft, alcohol, illegal drugs and so on. These negative things can be referred to as bullying behavior. Rumini & Hastomo (Ratnasari, 2017) reveal that symptoms of behavior that violate the norms of both community norms, law and others in psychological terms are called bullying behavior. Bullying behavior can also be said to be the actions of individuals who are not able to adjust or adapt to their surroundings naturally. Bullying is an act of using power to hurt a person or group of people verbally, physically, or psychologically so that the victim feels depressed, traumatized, and helpless. Bullies are often referred to as bullies. A bully knows neither gender nor age. In fact, bullying often occurs in schools and is carried out by teenagers. Bullying is a form of violent behavior where there is psychological or physical coercion against a person or group of people who are weaker by a person or group of people. The bully who is usually called a bully can be a person, it can also be a group of people, and he or she perceives themselves to have the power to do anything to their victims. Victims also perceive themselves as weak, helpless and always feel threatened by bullies. The characteristics of bullies are usually aggressive, have a positive concept of violence, are impulsive, and have difficulty in empathizing. For example, the person concerned shows fear, suspicion (paranoia), impaired assessing reality, disturbances in social and work functions. This bullying behavior often causes conflicts, fights, acts of violence and other antisocial behavior towards the people around them. There are many real cases where adolescents engage in bullying behavior. Are as follows, According to a source from the Public Relations of Polda Metrojaya, (2013) there was a teenage boy in Depok, West Java, who had the heart to kill his father after a big fight on Sunday, December 9, 2012. The teenager used two kitchen knives to stab his father. In the city of Jember in 2013, a child had the heart to report his own mother to the police for being accused of stealing wood in his yard. On April 2, 2012, a teenager in Pekalongan killed his younger brother because of an argument over iced drinks. These events show bullying behavior by adolescents in the form of attacks on others and violations of norms.

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With many cases of bullying behavior carried out by school-age adolescents, it certainly indicates the lack of adolescents' ability to regulate their emotions. In this case, adolescents are less skilled at regulating the negative emotions they have, causing various bad effects for themselves and others. The regulation of emotions itself is one way that can be done to help children facilitate their emotional needs. Children need to be trained and provided with skills in terms of regulating their emotions, so that children will be able to assess the emotions they feel, regulate emotions and express positive and negative emotions appropriately (Syahadat, 2013). Where this emotion regulation will be useful as an effort to assist adolescents in controlling their negative emotions.

In accordance with several research results from various scientific articles, it will later be used as a theoretical basis that has the accuracy of emotional regulation training on bullying behavior of students in junior high school.

This study aims to: 1) determine the function of skills in emotional regulation training; 2) Strategy of emotion regulation skills; 3) Emotional regulation training steps; 4) Effectiveness of emotion regulation training on...

II. METHOD

Types of research
The research method used in this research is the library research method. Library research is one of the qualitative research methods where the research is carried out in the library, with documents, archives, and other types of documents as research materials (Prastowo, 2012).

Zed (2008) argues that the library method is not just a matter of reading and recording literature or books as is often understood by many people so far. The library method is a series of activities related to the methods of collecting library data, reading, and recording and managing research materials.

Research design
This library research method is used to develop concepts regarding emotional regulation training for bullying behavior in junior high school students which can later be used as the basis for theory and practice in developing emotional regulation training programs for guidance and counseling services. The steps for library research to be carried out in this study are as follows (Zed, 2008).

1. Have a general idea of the research topic.
2. Looking for information that support the topic.
3. Emphasize research focus.
4. Searching and finding the required reading materials and classifying reading materials.
5. Reading and taking research notes
6. Reviewing and enriching reading material again, and
7. Reclassify reading material and start writing.

Data source
Sources of research data are obtained from relevant literatures, namely national and international scientific articles.

Data collection technique
Data collection techniques that The method used in this library research is the documentation method, which is looking for data about things or variables in the form of notes, books, papers or articles, journals, and so on (Arikunto, 2010). The research instrument in this study was a check-list for the classification of research materials, schemas/maps of writing, and the format of research notes.

Data analysis technique
This content analysis technique aims for research to be referred to as material for re-examination in accordance with the context, and to obtain valid inferences (Krippendorff, 1993). In content analysis, the research will carry out the process of selecting, comparing, combining, selecting various meanings, until the relevant one is found (Sabarguna, 2005).

To maintain the immutability of the assessment process and prevent and overcome misinformation (misunderstanding) due to lack of knowledge of the researcher as well as rereading the literature and paying attention to the supervisor's comments. (Sutanto, 2005).
III. RESULTS

1. Based on research conducted by Cavicchioli, et al (2019) regarding the function of emotion regulation skills, namely 1) opposite action; 2) problem solving; 3) Building Mastery, and Positive Experience.

2. Based on research by I-Ju Hsieh and Yung Y. Chen (2017) shows that students who have low emotional regulation tend to have high aggressive attitudes or behavior. And conversely, students who have high emotional regulation tend to have low aggression.

3. Research conducted by Cracco (2017), about strategies for emotion regulation skills with types of cognitive maturation, and shifting bullying behavior.

4. Based on research that has been done by Balzarotti, et al., (2016) about emotion regulation strategies that use cognitive types.

5. Based on research Gross (2020) explains that emotion regulation is a strategy called cognitive reassessment, which involves changing the way you think about a situation to influence a person's emotional response.

6. Based on research conducted by Lennars (2019), emotion regulation is the ability to modify the experience and expression of emotions.

7. Research conducted by Nesayan (2017), which is about emotion regulation strategies, there are positive and negative emotional strategies. What this means is that positive emotion regulation will reduce problems in their relationships with others and help reduce bullying in various situations. In addition, the strategy of negative emotions through their self-evaluation such as fear, then they will think to overcome negative thoughts through more rational thoughts.

8. Based on research by Charcon Cuberos (2019) Emotional regulation is a process that allows individuals to identify, modulate, and express their emotions when they interact with other individuals or situations. The purpose of this is to achieve goals and objectives, to adapt to the context, or to achieve personal and social well-being.

9. Based on the results of research conducted by Irman (2015), the results of which are emotional regulation training steps that can be given to students include, 1) providing knowledge for students about the meaning, purpose and benefits of emotion regulation; 2) provide training for students to avoid or approach places, people or other potential cues that can regulate their emotional responses; 3) students are trained to be able to change the situation; 4) provide training for students to be able to implement attentional deployment; 5) provide training for students to be able to control their cognitive; 6) learners are trained to manage responses.

10. Based on research conducted by Rahmadhony (2020) on the effectiveness of emotional regulation training on bullying behavior, the results are, 1) a decrease in bullying behavior, which is seen in the worksheets that have been given; 2) Bullies will regret their actions.

11. Based on research by Moris (2017), emotion regulation is an effective way of nurturing, influencing children and adolescents. Parenting has an influence on emotional reactive which is considered important among children and adolescents. In addition, adolescents were more open to sharing positive influences when they were with their parents than when they were alone, and adolescents reported that their parents helped them regulate emotions, suggesting that parents maintain their influence on emotion regulation throughout adolescence.

12. Based on research by Uhlig (2018), emotion regulation in adolescents resulted in a significant increase in measures of emotional symptoms and hyperactivity/inattention items. In helping adolescents regulate their emotions, this research applies Rap&SingMT to provide group collaboration by identifying sensitive personal and friends themes in a safe music therapy environment, to improve skills for well-being in adolescence.
J lang's research (2018) shows that 80% of students who have bullied successfully perform emotional regulation skills against themselves, which is regulated through the empathy felt by students who are bullying.

Golmaryami's research (2016) confirms that bullying is a frequent occurrence, in a community sample of 284 ethnically diverse schoolchildren (54.2% girls) between the ages of 9 and 14 years where that age is the age of children approaching junior high school. This study reveals that there is a relationship between bullying and behavioral, social and emotional characters, therefore there is a need for emotional regulation.

Research conducted by Wardah (2020) showed that the regulation of emotions in junior high school students for victims of bullying described 1) strategies to emotion regulation; 2) engaging in goal directed behavior.; 3) control emotional responses; 4) Acceptance of emotional responses.

Based on research conducted by Putri, et al (2020) regarding the relationship of emotional regulation to dysmenorrhea in junior high school students which resulted in factors that influence regulation, including: 1) Age; 2) Interpersonal relationships and emotion regulation are related and influence each other; 3) Parents can have an influence on their children's emotions.

Based on research conducted by Farichah, et al (2019) on the effectiveness of rational emotive behavioral group counseling services in overcoming emotional regulation, it was found that rational emotive behavior group counseling in improving emotional regulation could be carried out effectively when compared to group counseling without using techniques.

In a study conducted by Chalimah (2018), there is a relationship between aspects of responsibility and emotion regulation. A person's sense of responsibility will prevent a person from actions that lower his self-esteem, so that individuals can easily make decisions. This belief in overcoming problems will reduce negative emotions and can calm him down after feeling excessive emotions.

Next is the research by Yusuf, et al (2017) on the relationship between emotion regulation and prosocial behavior in high school students, namely, the higher the emotional regulation ability, the higher the prosocial level. On the other hand, the lower the emotional regulation ability, the lower the prosocial behavior.

**IV. DISCUSSION**

Emotion regulation is a series of processes in which emotions are regulated according to individual goals, either in an automatic or controlled manner, consciously or unconsciously and involve many components that work continuously over time. Emotion regulation involves changes in the dynamics of emotions or the timing of their occurrence, magnitude, duration and offset of behavioral, experiential or physiological responses. Emotion regulation can influence, strengthen or maintain emotions, depending on the individual's goals. Regulation itself is a form of control that a person does over his or her emotions. Regulation can influence a person's behavior and experience. The result of regulation can be behavior that is enhanced, reduced, or inhibited in its expression. Emotion regulation comes from social sources. This social resource is part of the interest in other people and the norms of social interaction. Regulation is also influenced by a person's age, because of that, researchers took teenagers as research subjects because teenagers still have unstable emotions.

The forms of emotions that often appear in early adolescence include anger, shame, fear, anxiety, jealousy, envy, sadness, joy, affection, and great curiosity. In terms of negative emotions, teenagers generally have not been able to control them well. Teenagers' habit of controlling negative emotions can make them able to control emotions in many situations. Emotion itself is a person's effort to determine, maintain, or change the relationship between the individual and the environment to suit the individual's wishes.

Emotion regulation as the ability to respond to extrinsic and intrinsic processes to monitor, evaluate, and modify intense and persistent emotional reactions to achieve a goal. This means that if a person is able to manage his emotions effectively, he will have good endurance in dealing with problems. According to Kostiuk, emotion regulation is one of the important aspects of a person's emotional development. Emotion regulation is the ability to respond to ongoing demands from experience with a level of emotion in a tolerable manner and sufficient.
flexibility to carry out spontaneous reactions as long as necessary. The inability to regulate emotions causes a person to be unable to make reasonable evaluations, not creative in regulating emotions and also the inability to make decisions in various contexts.

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In the study of the function of emotion regulation skills, namely 1) opposite action; 2) problem solving; 3) Building Mastery, and Positive Experience. These skills function to be able to accept reaction emotions in general, reduce vulnerability to negative emotions, increase positive emotions, and change certain emotional states by behaving contrary to current emotions. In this case, it involves solving a root problem that can trigger emotions, before any intervention.

In the study of emotion regulation skills strategies with the type of cognitive maturation, and shifting bullying behavior. What is meant is, the type of emotion regulation skills with cognitive maturation must be done gradually by looking at the increase in their abilities and according to their age, because children's cognitive abilities will develop along with increasing age. The second type is emotional regulation with a shift in bullying behavior, namely during adolescence, children will experience increased emotional reactivity which can affect their biopsychosocial changes. Emotional regulation strategies with cognitive types are able to represent a positive assessment of individual psychological well-being.

In the study of emotion regulation strategies, there are positive and negative emotional strategies. What this means is that positive emotion regulation will reduce problems in their relationships with others and help reduce bullying in various situations. In addition, the strategy of negative emotions through their self-evaluation such as fear, then they will think to overcome negative thoughts through more rational thoughts.

In a study of emotional regulation training steps that can be given by BK teachers to students, namely discussing what is done in providing emotional regulation training to students in junior high school, such as 1) providing knowledge to students about the meaning, purpose and benefits of emotion regulation; 2) provide training for students to avoid or approach places, people or other potential cues that can regulate their emotional responses; 3) students are trained to be able to change the situation, namely in the form of aspects in the situation to eliminate or increase their ability to get a better emotional response; 4) provide training for students to be able to implement attentional deployment, which is more focused on certain aspects; 5) provide training for students to be able to control their cognitive, meaning that students can change certain situations that are being faced at school to be able to modify the emotional impact of these events; 6) students are trained to regulate the response, which means changing the tendency of the response that is felt to be inappropriate.

In a study on the effectiveness of emotional regulation training on bullying behavior, namely, 1) a decrease in bullying behavior, which is seen in the worksheets that have been given, that the subject can identify what behaviors are considered bullying and the types of emotions felt by the perpetrators and victims of bullying; 2) Bullies will regret their actions, while victims of bullying can identify types of negative emotions so that it will eliminate their motivation to go to school.

In the study of emotional regulation in junior high school students who are victims of bullying, it discusses how to regulate the emotions of junior high school students as victims of bullying 1) strategies to emotion regulation, which is the individual's belief in being able to solve a problem by staying silent without doing anything, scolding the bullies or crying.; 2) engaging in goal directed behavior is a person's ability not to be deceived by negative emotions that are being felt, so that students do not run away from the problems they are facing; 3) control emotional responses, namely the ability of a person to be able to control emotions so that students can place themselves and recognize the root of the problems they face and can calm themselves by being alone; 4) Acceptance of emotional responses,
In a study on the relationship of emotion regulation to dysmenorrhea in junior high school students, which resulted in factors that influence regulation, including: 1) Age, girls aged 7 to 17 years were more able to express emotions when compared to boys, while girls tend to seek more support when compared to boys who choose to express their emotions by doing physical exercise; 2) Interpersonal relationships and emotion regulation are related and influence each other. If individuals want to achieve a goal to interact with the environment and other individuals, emotions will increase. Often positive emotions increase when the individual achieves his goals and negative emotions increase when the individual finds it difficult to achieve his goals; 3) Parents can have an influence on their children's emotions. Parents establish the basis of children's emotional development and the relationship between parents and children determines the level of emotional development in adolescence. The emotional regulation of parents can also affect the relationship between parents and children because their level of control and self-awareness will be easily imitated by children who are in the developmental stage.

In a study on the effectiveness of rational emotive behavioral group counseling services in overcoming emotional regulation, it resulted that rational emotive behavior group counseling in improving emotional regulation could be carried out effectively when compared to group counseling without using techniques. This is because the implementation of Rational Emotive Behavioral group counseling services can focus on changing the counselee's irrational thinking into the counselee's thinking, so that it can improve the regulation of students' emotions.

In the study of the relationship between aspects of responsibility and emotional regulation, namely how the ability of a person (especially students) in realizing their responsibility for the control of the emotions they feel so that they can control the emotions they are feeling and can display emotional responses (physiological, behavioral, and tone of voice), This makes individuals not feel emotions excessively and are able to display appropriate emotional responses.

In a study of the relationship between emotion regulation and prosocial behavior in high school students, namely, the higher the emotional regulation ability, the higher the prosocial level. On the other hand, the lower the emotional regulation ability, the lower the prosocial behavior. What is meant is the ability to regulate emotions can make individuals avoid things that might make the individual in trouble if they cannot manage their emotions because of the negative impacts of behavior that arise due to the inability to control emotional impulses. In other words, if the individual has good emotional regulation skills, the individual is able to behave in accordance with the expectations of his environment.

V. CONCLUSION

Suggestion

Suggestions that can be given to researchers for further literature studies and further research are:

1 For the next library study researcher

Prepare the availability of adequate libraries in the form of books, journals, articles and various literatures from various sources that are more complete and diverse. It is hoped that further researchers will be able to maintain perseverance, craft, thoroughness in making important notes and maintain enthusiasm and patience in carrying out library research research.

2 For further research

The results of this study are only an initial study of the theoretical basis and practice of emotional regulation on maladaptive behavior of students in junior high school. Furthermore, it is hoped that research can be in the form of development research, namely in the form of emotional regulation training practices.

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