

**DIFFERENCES IN STUDENTS' EMOTION REGULATION BASED
ON GENDER IN SMA NEGERI 1 PRABUMULIH****Diandra Rianatasya Arisa Noor^{1*}, Nur Wisma², Alrefi³**

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Abstract: This research aims to determine differences in students' emotional regulation based on gender at SMA Negeri 1 Prabumulih. This research used a comparative descriptive method by conducting an independent sample t-test for hypothesis testing. The population used in this research was 213 class XI students using 68 students (34 females and 34 males) as samples. Data collection was carried out by distributing the Emotion Regulation Scale via Google Form. The mean value obtained from the data processing results was 119.35 for females and 116.47 for males. The highest value obtained in this research through measuring the emotional regulation scale was 135 and the lowest value was 98. Sig. (2-tailed) which was obtained at 0.057 with a significance level value of 0.1. Based on this value, it means that H₀ is rejected and H_a is accepted. To determine whether the difference is significant or not, look at the t count and t table. Because the calculated t result's 1.938 is greater than the t table's 1.668, it can be concluded that there are significant differences in students' emotional regulation based on gender at SMA Negeri 1 Prabumulih.

Keywords: Emotion Regulation; Gender; Highschool

INTRODUCTION

Every person goes through growth and development in their lifetime. Growth is a quantitative increase in size or mass, which can be observed through changes in size or dimensions at the cell, organ, and individual level, resulting in the loss of old characteristics and the emergence of new ones (Bogin, 2015; Thahir, 2022). Development, on the other hand, is qualitative, lasting a lifetime, and is not limited. It is characterized by changes in ability and character and is a pattern of change that takes place throughout the human life span in a progressive, regular, and coherent manner (Hanafi, 2018).

However, the changes that occur in humans, especially during the transition period, can cause problems. According to Havighurst (Myrick, 2011), the adolescent phase begins at the age of 1-18 years, and the early adult phase begins at the age of 19-30 years. Erikson (Thahir, 2022), on the other hand, argues that adolescence begins at the age of 12-20 years, and early adulthood begins at the age of 21-40 years. According to Hurlock (Wisma et al., 2018) the period of student development stages generally occurs between 17-24 years. Based on

these opinions, it can be concluded that adolescence begins when individuals are between 12-19 years old.

During adolescence, individuals go through significant changes in both physical and psychological aspects. Physical changes such as rapid height gain in males or widening hips in females are a sign of physical maturity and reproductive organs. These changes in appearance can affect an adolescent's self-image and self-confidence. Emotional instability is also common during adolescence due to the physical changes experienced. Adolescents who cannot accept the physical changes may experience negative emotions. This emotional instability may make them appear to have a negative and temperamental nature. To minimize this occurrence, it is necessary for adolescents to successfully fulfill developmental tasks, so they feel happy and avoid negative emotions.

Developmental tasks are those that must be fulfilled at a particular time and will vary in each phase of human life. Gunawati et al. (Wisma et al., 2018) explain that the transition period experienced by students encourages them to face various demands and new developmental tasks. Erikson (Myrick, 2011) suggests that emotional consequences in the form of mistrust, doubt, shame, guilt (inferiority), confusion, isolation, stagnation, and despair will arise if tasks at different ages are not achieved.

Therefore, it can be concluded that fulfilling developmental tasks is crucial for individuals to develop optimally and achieve happiness. When adolescents are able to fulfill developmental tasks at each stage well, they will achieve happiness, but when they are unable to do so, they will face obstacles in fulfilling their developmental tasks in the next phase or stage. Not fulfilling developmental tasks will have emotional consequences on adolescents in the form of negative emotions that can lead to the emergence of stereotypes.

Cole (Sisrazaeni, 2016) states that adolescence is characterized by several prominent emotions, namely anger, fear, and love. Two of these emotions can be categorized as negative when expressed excessively and inappropriately. These emotions arise due to the role of adolescents in society where they are still often seen as children but are required to behave like adults. The negative emotions that arise in adolescents can cause symptoms of emotional disorders, such as depression, faint easily, irritability, anxiety, and doubt. To prevent this, it is necessary to regulate emotions in adolescents. Adolescents need to understand how to regulate their emotions well to avoid negative behaviors, such as self-defeating decision making and deteriorating relationships.

Emotion regulation refers to a person's ability to manage and adjust their emotions, including controlling the intensity, duration, and expression of emotions to suit the situation at hand. "Regulasi emosi merupakan kemampuan individu untuk mengatur perasaan, reaksi fisiologis serta kognisi yang berhubungan dengan emosi yang dimiliki individu" (Swastika & Prastuti, 2021). Good emotion regulation is essential for overall mental and physical well-being and can help maintain stable relationships and personal life. "Regulasi emosi yang tinggi akan membantu individu berpikir lebih positif dalam menghadapi suatu masalah, sedangkan regulasi emosi yang rendah akan membuat individu memiliki pemikiran yang negatif" (Choirunissa & Ediati, 2020). Adolescents who possess good emotion regulation skills are known to have better focus, impulse control, problem-solving skills, and are more flexible in their thinking, which can lead to greater self-satisfaction.

Regarding gender differences, studies have shown that females are more emotional and tend to prioritize their feelings more than males. Females are more aware of their emotions and actively try to change them, on the other hand, males tend to prioritize logic over emotions and often suppress or avoid experiencing and expressing their emotions, which can lead to negative outcomes such as substance abuse (Hoeksema, 2012). This behavior is especially worrying in adolescents, who are already experiencing emotional instability due to changes they are going through. Therefore, it is crucial for adolescents to learn good emotion regulation strategies to avoid negative outcomes.

Studies by Tamres et al. have also shown that females tend to use emotion regulation strategies such as problem-solving, avoidance, and positive reappraisal more often than males (Hoeksema, 2012). Females also tend to rate stressors as more severe than males. One of the reasons why males suppress their emotions more than females is because of societal views that encourage males to appear less emotional.

Various studies have been conducted to determine if there are differences in how males and females recognize and regulate their emotions. Mulyana et al., (2020) found that females are better at recognizing their emotions through verbal and facial expressions, while males tend to suppress and forget their emotional experiences. The study also found that male students were more likely to suppress their emotions than female students. Similarly, Ratnasari & Suleeman (2017) found that there were differences in the dimensions of expressive suppression between males and females, but no differences in the dimensions of cognitive reappraisal. In their study, males were found to have a higher level of regulation than females. Females, on the other hand, tend to express their emotions both verbally and nonverbally. According to research conducted by Hasmarlin & Hirmaningsih (2019), males are better at regulating their emotions compared to females. Specifically, this difference is also found in the expressive suppression dimension where males are expected to suppress their emotions more than females. Hasmarlin & Hirmaningsih also found that females are more free to express their emotions, while males are expected to keep their emotions to themselves. The study also found that females who tend to express their emotions are more accepted than males who do the same.

However, Husnianita & Jannah (2021) found that females are better at regulating their emotions than males. The study found that females scored higher in aspects such as acceptance, positive refocus, refocus on planning, rumination, and positive reappraisal. Females also tend to pour out their emotions more, especially when experiencing sadness, while males often express their emotions through anger. Nonetheless, other studies show that there are no differences in emotion regulation based on gender. Yolanda & Wismanto (2017) found that any differences found in emotional regulation were not due to gender but rather to cultural factors. The study concluded that overall, there were no differences in emotional regulation between males and females. Recent research by Widyadari & Fitriani (2023) also found no differences in emotional regulation between male and female junior high school students.

Based on interviews conducted with Guidance and Counseling teachers at SMA Negeri 1 Prabumulih, it was found that most of the disputes between students at the school are caused by male students. These disputes arise due to misunderstandings caused by a lack of mutual respect. Such misunderstandings are an indication that adolescents are facing

difficulties in regulating their emotions. This can lead to negative behavior, which in turn results in argumalests with peers and makes it difficult for students to maintain interpersonal relationships at school. On the other hand, female students tend to express their feelings more easily, which is why they rarely experience disputes with their peers. Despite the fact that previous studies have produced inconsistent results, based on the indicators of these problems, further research related to emotional regulation based on gender is needed, especially in SMA Negeri 1 Prabumulih.

METHOD

This study uses a quantitative approach with a comparative descriptive research method. The population of this study was class XI students at SMA Negeri 1 Prabumulih, and 68 students were selected as samples. The sample size was determined using the Slovin formula with a tolerance of 10%. The sampling technique used was quota sampling, which involved selecting 34 female and 34 male students. The data collection technique used in the research was a questionnaire in the form of a Likert scale. The instrumalest used in the research was the Emotion Regulation Scale, which has a total of 45 items, and the reliability results showed a score of 0.949 for student emotional regulation. The study uses 3 aspects from Gross (2014), which are Activation of regulatory goals, Engagemalest of processes that alter the emotion trajectory, and Impact on emotion regulation (outcomes).

The data analysis technique used in the research is the independent samples t-test, which tests assumptions such as normality and homogeneity. The hypothesis for this study is "H₀: there is no difference in students' emotional regulation based on gender at SMA Negeri 1 Prabumulih" and "H_a: there is a difference in emotional regulation based on gender at SMA Negeri 1 Prabumulih".

RESULT AND DISCUSSION

The data shows that the average emotional regulation score for females is 119.35 with a standard deviation of 4.954, while for males it is 116.47 with a standard deviation of 7.119. The overall average score is 117.91 with a standard deviation of 6.257. The highest score obtained was 135 and the lowest was 98.

Table 1. Description of Emotion Regulation Based on Gender

	N	Min	Max	Sum	Average	SD
Emotion Regulation	68	98	135	8018	117,91	6,257
Female	34	112	135	4058	119,35	4,954
Male	34	98	130	3960	116,47	7,119

The data is then classified into categories of Very Low, Low, Medium, High and Very High.

Table 2. Frequency Distribution and Categorization of Students' Emotion Regulation Score Based on Gender

Interval Score	Category	<i>f</i>		%	
		F	M	F	M
146 < X	Very High	0	0	0%	0%
124 < X ≤ 146	High	3	3	8,8%	8,8%
101 < X ≤ 124	Medium	31	30	91,2%	88,2%
79 < X ≤ 101	Low	0	1	0%	2,9%
X ≤ 79	Very Low	0	0	0%	0%
Total		34	34	100%	100%

Based on the data shown, out of 34 females, 3 (8.8%) are in the high category and the remaining 31 (91.2%) are in the medium category. Among males, 3 (8.8%) are in the high category, 1 (2.9%) is in the low category, and 30 (88.2%) are in the medium category.

Table 3. Aspect Description Activation of Regulation Goals

	Ideal	Max	Min	Sum	Average	%	SD	Cat.
Female		68	46	1832	53,88	67,35	4,33	S
Male	80	62	34	1778	52,29	65,36	5,80	S

Table 4. Aspect Description Engagemalest of the Processes that are Responsible for Altering the Emotion Trajectory

	Ideal	Max	Min	Sum	Average	%	SD	Cat.
Female		31	23	933	27,44	68,60	1,74	S
Male	40	30	23	892	26,24	65,60	2,02	S

Table 5. Aspect Description Impact on Emotion Regulation (Outcomes)

	Ideal	Max	Min	Sum	Average	%	SD	Ket
Female		44	32	1293	38,03	63,38	2,77	S
Male	60	44	28	1290	37,94	63,23	3,26	S

The table shows that emotional regulation for both genders is in the medium category. The total score for females' emotional regulation is 4058, with an average score of 119.35 and a standard deviation of 4.954. The highest average score is for the aspect of engagemalest of the processes responsible for altering the emotion trajectory with a score of 68.60%, while the lowest average score is for the aspect of impact on emotion regulation (outcomes) with a score of 63.38%.

For males, the total score for emotional regulation is 3960, with an average score of 116.47 and a standard deviation of 7.119. The highest average score is for the aspect of engagemalest of the processes responsible for altering the emotion trajectory with a score of 65.60%, while the lowest average score is for the aspect of impact on emotion regulation (outcomes) with a score of 63.23%.

After conducting a data analysis using the SPSS version 22 application, it was found that the data in this study was normally distributed, with a p-value (Sig.) of 0.200 and 0.165, respectively, at a significance level (α) of 0.1 or 10%. In the normality test, if the p-value (Sig.) in the Kolmogorov-Smirnov column is greater than the significance level (α), the data is considered normally distributed. Conversely, if the p-value (Sig.) is lower than α , the data is

not normally distributed. Additionally, the data in this study was found to have a homogeneous variant, with a Sig. value of 0.102. If the Sig. value is greater than the α value, the data is considered to have a homogeneous variant. On the other hand, if the Sig. value is lower than α , the data is not considered homogeneous.

Table 6. Data Normality Test Result

	Kode	Kolmogorov-Smirnov			Shapiro-Wilk		
		Stat.	Df	Sig.	Stat.	df	Sig.
Emotion	1	0,120	34	0,200	0,909	34	0,008
Regulation	2	0,129	34	0,165	0,965	34	0,347

Table 7. Data Homogeneity Test Result

	Levene Stat.	df1	df2	Sig.
Emotion	0,639	1	66	0,102
Regulation				

Once the assumption test is fulfilled, the independent samples t-test can be conducted. In this test, if the p-value (Sig. 2-tailed) is less than α , the null hypothesis is rejected, and vice versa. In the independent samples t-test using SPSS version 22, the p-value result was found to be 0.057. Since $0.057 < 0.1$, it can be concluded that the null hypothesis is rejected, and the alternative hypothesis is accepted. This means that there are differences in student emotional regulation based on gender at SMA Negeri 1 Prabumulih. Moreover, significant differences can be observed through the t-count and t-table values. If $|t\text{-count}| > t\text{-table}$, there is a significant difference in students' emotional regulation based on gender at SMA Negeri 1 Prabumulih. In this study, the t-count value is 1.938, and the t-table value is 1.668. Since the t-count value is higher than the t-table value, there is a significant difference in students' emotional regulation based on gender at SMA Negeri 1 Prabumulih.

Table 8. Independent Samples T-Test Result

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					90% Confidence Interval of The Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RE	Equal variances assumed	2,754	0,102	1,938	66	0,057	2,882	1,487	0,401	5,364
	Equal variances not assumed			1,938	58,887	0,057	2,882	1,487	0,397	5,368

Furthermore, independent samples t-test was conducted on each aspect.

Table 9. Independent Samples T-Test on Each Aspects

Aspect	Gender	Average	Sig. 2 Tailed
Activation of Regulatory Goals	Female	53,88	0,205
	Male	52,29	
Engagemalest of the Processes that are Responsible for Altering the Emotion Trajectory	Female	27,44	0,010
	Male	26,24	
Impact on Emotion Regulation (Outcomes)	Female	38,03	0,905
	Male	37,94	

After conducting an independent samples t-test for each aspect, it was found that there are significant differences in the engagemalest of the processes that are responsible for altering the emotion trajectory between females and males. The Sig value (2-tailed) was found to be 0.010. This indicates that the difference in emotion regulation between genders lies in the process of regulating their emotions. However, in terms of the activation of regulatory goals and impact on emotion regulation (outcomes), there is no significant difference in emotion regulation between male and female students at SMA Negeri 1 Prabumulih.

This study aimed to determine whether there are differences in emotional regulation between male and female students at SMA Negeri 1 Prabumulih. The study involved a sample of 68 students, 34 female students and 34 male students. Assumption tests and hypothesis tests were carried out to determine if there were significant differences. The researcher found that there were significant differences in emotional regulation between male and female students.

The findings are consistent with a study conducted by Husnianita & Jannah (2021), which also showed differences in emotional regulation between male and female. The results of this study are in agreemalest with the findings of Husnianita & Jannah that females tend to have higher regulatory values. However, it is important to note that the difference in emotional regulation arises from the process of females and males in regulating their emotions, and not from any inherent gender traits.

It is worth malestioning that emotional regulation activity can occur unconsciously, and females are more sensitive to emotional stimuli around them. Therefore, females tend to think about their emotions and use emotional regulation strategies more often than males who tend not to pay attention to their emotions. These findings can help educators and parents to better understand the emotional needs of male and female students and can be used to develop effective strategies to support them in their emotional developmalest.

Differences in the way males and females regulate their emotions can be influenced by innate genetic differences, such as hormonal differences during the maturation period. Emotional turmoil is often influenced by the hormones present in the body, and how individuals regulate their emotions is adjusted to their condition at the time the emotions are felt. For instance, females react differently depending on their situation. The way they respond to an emotion felt during malesstruation is different from their response when they are not experiencing malesstruation. However, this does not apply to males who do not experience malesstruation.

Gender roles in society also contribute to differences in individual emotional regulation processes. Martin et al., (2020) states that children learn behavior according to gender roles

in society, and they develop cognitive patterns based on their experiences and observations of the environment. For example, females are more accepted when they express their emotions well. In contrast, they are considered strange when they do not express their emotions. In Indonesia, females are more accepted when they immerse themselves in emotional experiences than males (Ratnasari & Suleeman, 2017).

The findings from two aspects indicate that there are no gender differences in emotional regulation. This suggests that gender is not the primary determinant of how someone regulates their emotions. Previous research supports this view, suggesting that parenting, socialization, and culture are also important factors that shape emotional regulation (Ratnasari & Suleeman, 2017; Yolanda & Wismanto, 2017).

However, this particular study found that females were better at regulating their emotions than males. This finding is supported by other research, such as a recent study conducted by Min et al. (2023), which found that males were more effective at regulating negative emotions, while females were more capable of regulating positive emotions. The research does not suggest that one gender is superior to the other in regulating emotions, but rather that each gender has its own strengths.

In line with this research, Stoica et al. (2021) also found that males and females have different ways of regulating negative emotions. These inconsistent results suggest that more research is needed to better understand gender differences in emotional regulation.

It is worth noting that this study differs from previous research that has suggested males are better at regulating their emotions than females. Conversely, other studies have found no visible differences between males and females in their ability to regulate emotions. Previous research has also linked emotional regulation to specific parts of the brain but has found that each person has their own unique process for regulating emotions, regardless of gender.

CONCLUSION

The aim of this study was to identify whether there were any differences in the emotional regulation of male and female students at SMA Negeri 1 Prabumulih. The results showed that there were indeed differences in emotional regulation based on gender. Upon analyzing the data, it was found that the female Mean value was 119.35 and the male Mean value was 116.47, highlighting a difference of 2.88. Therefore, female students were found to be better at regulating their emotions than male students at SMA Negeri 1 Prabumulih.

Based on the results, the researchers have a few suggestions. Firstly, the school could use these findings to improve the overall performance of the students, their academics, their emotional cognitive regulation, their self-management, and the relationships within the school environment. Secondly, the study may be used to provide information on students' emotions, thus helping the Guidance and Counseling teachers improve the quality of interactions between themselves and their students. This could lead to an improvement in the students' management and regulation of emotion as well as the counseling teachers' skills. Finally, the results could help students better understand their emotional regulation, leading to improved self-adjustment, mental well-being, learning ability, and conflict resolution skills.

It is hoped that this study can act as a reference for future research. Additionally, it is suggested that further research with a wider population of students be conducted to ensure the validity of the results.

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