

Emotional regulation of students in following online learning: What are the implications of counseling?

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Abstract

Emotion regulation is a person's ability to regulate, manage and respond to emotions according to the situation that occurs. Individuals who are able to manage emotions well will have a positive impact on their lives. This research was motivated by various problems experienced by students regarding emotional regulation in participating in online learning at the UNP Laboratory Development High School. Problems experienced by students include students who feel uncomfortable, bored, sad, annoyed, angry, anxious about tasks that have not been done, worried about learning outcomes, stress during online learning. This is because students cannot meet with friends and teachers, students do not understand the task to be done, students find it difficult to understand the subject matter given by the teacher and many assignments. One of the factors that influence emotion regulation is education. Through the education obtained, it is hoped that individual knowledge and knowledge will increase, so that individuals are able to regulate and manage emotions well. The aims of the study were to describe the emotional regulation of students in participating in online learning. This type of research is a descriptive research using quantitative methods. The population of this study were all students of UNP Laboratory Development High School, totaling 645 people. The research sample amounted to 247 people selected using proportional random sampling technique. The research instrument used was a Likert scale emotional regulation questionnaire. The results of the study revealed that overall students' emotional regulation was in the good category 52.63 of students.

Keywords: *emotion regulation, online learning, senior high school, survey.*



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Introduction

School is an educational institution that aims to mature students, so that they can achieve optimal development (Alfath, Taufik & Ibrahim, 2015). Schools are closely related to teaching and learning activities. Learning is a process carried out to get new things (Novia, Yusri, Karneli, & Yuca, 2020). Prayitno (2014) also explains that learning is an effort to master something new. Students are one of the elements directly involved in the learning process and are the subject and object of achieving learning goals (Hardianto, Erlamsyah, & Nurfahanah, 2016). Not a few

students experience problems in the learning process. Amti and Marjohan (in Syafni, Syukur, & Ibrahim, 2013) explain that learning problems are certain conditions experienced by individuals that hinder their learning process. The learning problems experienced by students vary from academic problems, students who are slow in learning, bad attitudes and habits in learning, such as procrastinating on assignments and so on (Nirwana, et al, 2006). Putra, Yusri, & Nurfahanah (2016) also conveyed the same thing that students' learning activities do not always go well, learning problems often occur to students, such as difficulty understanding lessons, difficulty concentrating while studying and so on.

At the end of 2019, the world was shocked by the entry of a new virus known as corona virus disease (covid-19). The corona virus disease (Covid-19) pandemic has had a huge impact on all sectors, including the education sector (Febriani, Hariko, Yuca, & Magistarina, 2021). As a result, all activities outside the home and offices, including schools and universities, have been temporarily closed. (Mansyur, 2020). The learning process which was initially carried out face-to-face or directly is now carried out online (Firman & Rahayu, 2020). Online learning is a distance learning method using various technological media that can be accessed by students for learning activities (Maulana & Hamidi, 2020). During the online learning process, quite a few students experience problems in learning, which even has an impact on students' emotions. Facing online learning that is currently happening, students' emotions become unstable, when concentration decreases and emotions are less stable, it can hinder the smoothness of the student learning process (Ayuningtiyas, Fitriana, & Dian, 2020).

A survey conducted by the Association of Clinical Psychologists found that the most common problems encountered during online learning in all age groups were stress complaints at 23.9%, anxiety complaints at 18.9%, mood swing complaints at 9.1%, anxiety disorders at 8.8% and psychosomatic complaints 4.7% (Halidi & Fikri, 2020). Furthermore, the PEKA II Unicef Indonesia x CIMSA Indonesia poll found that 38% of students were afraid of not being able to understand the lesson, 36% of students were afraid of students being afraid of the uncertain results of their studies in the future and 10% of students had difficulty managing their study schedule (Hidayat, 2020). The emotional symptoms that children most often experience during online learning are sad emotions and irritability (Wijaya, 2021).

Emotions can influence success in learning and achievement. Excessive negative emotions can weaken enthusiasm, disrupt learning concentration and interfere with social adjustment (Yusuf, 2006). Aviriani and Khairani (2019) also explained that emotions can influence a person's way of thinking and even their actions. As explained by Sahputra, Syahniar & Marjohan (2016), with emotional intelligence, a person can put their emotions in the appropriate situation and regulate their mood. Normal emotions that individuals usually feel can be affection, joy, anger, fear, anxiety, love, jealousy, disappointment and others (Firman, 2018). Excessive emotions, whether positive or negative emotions, will have a bad impact on a person. So that students are able to face problems in the online learning process, especially problems related to excessive negative emotions, emotional regulation is needed. Emotion regulation is a series of processes by which emotions are regulated according to individual goals (Gross, 2007). Depression, anxiety disorders, stress, internalization and externalization disorders are part of emotional regulation problems (Thompson, 2011). Someone who has good emotional regulation can maintain or increase, regulate and reduce the emotions they feel, both positive and negative emotions (Zonya, O. L. & Sano, 2019).

Based on interviews conducted with UNP Laboratory Development High School students, on 7 February 2021 and an interview with one of the Guidance and Counseling teachers, on 19 July 2021 online via WhatsApp media, there were students who felt uncomfortable, bored, annoyed, sad because they could not meet with friends and teachers, angry with online learning because they don't understand the subject matter explained by the teacher, experiencing stress during online learning, such as students crying because they are confused about the assignments they will be doing and don't know which assignments to do anymore, afraid with learning

outcomes during online learning, worry about assignments that have not been completed, and worry about being late in the learning process.

There are five aspects used in determining a person's emotional regulation according to Gross (2007), namely situation selection, situation modification, attention deployment, cognitive change and response modulation. Emotion regulation is influenced by several factors. According to Hurlock (2012), factors that influence emotional management include education, age, temperament and environment.

Of the four factors that influence emotional regulation according to Harlock (2012), one of them is education. Science influences a person's emotional control based on their level of education. Through the education obtained, it is hoped that a person's knowledge and experience will increase, so that they are able to regulate and manage emotions well. Based on the phenomena that occur in the field, researchers are interested in conducting research entitled "Students' Emotional Regulation in Participating in Online Learning".

Method

This research used descriptive research with quantitative methods. The population in the study was all students at UNP Laboratory Development High School, totaling 645 people, with a sample of 247 people obtained using proportional random sampling technique. All respondents were asked to fill the inform consent before participating. The instrument used for data collection was a Likert scale model emotion regulation questionnaire. The emotional regulation questionnaire was consisted of 5 aspects such as situation selection, situation modification, attention deployment, cognitive change and response modulation (see table 1). Data were analyzed using descriptive techniques.

Table 1. Aspects of Emotional Regulation

Variable	Aspects	Indicators
Emotion Regulation	Situation selection	Choose actions that can generate positive emotions Choose a place that evoke positive emotions
	Situation modification	Seeking support or emotional encouragement from other people when experiencing certain events
	Attention deployment	Divert attention from unwanted situations Diverting attention physically to avoid unwanted situations
	Cognitive change	Interpret unwanted situations positively Know the consequences of the emotional impacts that arise
	Response modulation	Expressing felt emotions with positive behavior Control the negative emotions you feel

Findings and Discussion

Emotion regulation strategies play a crucial role in enhancing students' success in e-learning environments (Singh, 2023). Emotional regulation is essential in online learning process because it helps students manage stress, stay motivated, and overcome challenges, enabling them to focus and engage effectively with the digital learning process (Greenhow et al., 2022; Cuevas Lopez et al., 2021). Emotional regulation helps students navigate the challenges of online learning by maintaining motivation, and fostering resilience, enabling them to stay focused and adapt to the demands of a virtual environment (Biver et al., 2021; Canli & Karaşar, 2020; Thomas & Zolkoski, 2020).

Emotional regulation helps students avoid feeling lonely or isolated, even when they are physically apart from friends and classmates, supporting their overall emotional well-being (Fernández Cruz et al., 2020; Panayiotou et al., 2021). Furthermore, emotional regulation helps individuals manage their feelings, make better decisions, build healthy relationships, and navigate challenges with confidence (Low et al., 2021; Krifa et al., 2022)

The research results that have been processed and analyzed in accordance with the research objectives, namely to see a picture of students' emotional regulation in participating in online learning, can be explained as follows. The overall picture of students' emotional regulation in participating in online learning at the UNP Laboratory Development High School can be seen in the following table:

Table 2. Frequency distribution and percentage of students' emotional regulation in taking part in online learning as a whole (n=247)

Category	Intervals	f	%
Very Good (VG)	≥158	18	7.29
Good (G)	128 - 157	130	52.63
Fairly Good (FG)	98 – 127	96	38.87
Not Good Enough (NGE)	68 – 97	3	1.21
Not Good (NG)	≤ 67	0	0.00
Amount		247	100.00

Based on table 2, there are 18 students who have very good emotional regulation with a percentage of 7.29%, 130 students have good emotional regulation with a percentage of 52.63%, 96 students have quite good emotional regulation with a percentage of 38.87%, 3 students have good emotional regulation with a percentage of 38.87%. emotions are not good with a percentage of 1.21% and there are no students who have very low emotional regulation. Therefore, it can be concluded that overall, the tendency of students' emotional regulation in participating in online learning is in the good category, meaning that students' emotional regulation in participating in online learning is classified as good.

Next, it will be discussed a description of the data from research on students' emotional regulation in participating in online learning at the UNP Laboratory Development High School based on each aspect, which can be seen in the following table:

Table 3. Recapitulation of Frequency Distribution and Percentage of students' emotional regulation in participating in online learning seen from all aspects (n=247)

Variable	Sub Variable	Category				
		VG %	G %	FG %	NGE %	NG %
Emotion Regulation	Situation selection	14.98	38.06	37.65	9.31	0.00
	Situation modification	3.24	35.22	46.15	14.57	0.81
	Attention deployment	28.74	40.89	26.72	3.64	0.00
	Attention deployment	10.12	53.85	32.79	2.83	0.40
	Cognitive change	14.17	38.06	40.08	7.29	0.40
	Response Modulation	14.17	38.06	40.08	7.29	0.40
Total		7.29	52.63	38.87	1.21	0.00

Based on Table 3, the overall description of students' emotional regulation in participating in online learning in the situation selection aspect is in the good category with a percentage of 38.06%, meaning that the majority of students already have good emotional regulation related to situation selection, in the situation modification aspect it is in the fair category. good with a percentage of 46.15%, meaning that students have quite good emotional regulation related to situation modification, in the aspect of diverting attention they are in the good category with a percentage of 40.89%, meaning that the majority of students already have good emotional regulation related to diverting attention, in this aspect cognitive changes are in the good category with a percentage of 53.85% means that the majority of students already have good emotional regulation related to shifting attention and in the aspect of response modulation they are in the quite good category with a percentage of 40.08%, meaning students already have fairly good emotional regulation related to response modulation.

According to Singh (2023), emotional control is essential for helping students adjust to the demands of online learning. Emotional regulation keeps students motivated, engaged, and focused during the digital learning process by reducing stress and building resilience (Greenhow et al., 2022). The majority of students showed strong emotional control when joining an online learning. 52.63% of pupils were classified as having "good" emotional management, while 7.29% more demonstrated "very good" emotional regulation. This means that over half of the students can effectively control their emotions, which enables them to face the difficulties of online learning with assurance and concentration.

These results are consistent with Panayiotou et al. (2021), which highlight how emotional regulation promotes positive emotional well-being by reducing feelings of isolation or loneliness during online learning. Overall, this study shows that although UNP Laboratory Development High School students show generally effective emotional regulation, certain areas, such reaction modulation and scenario modification, need more work. Teachers can assist students fully benefit from online learning by tackling these issues, which will eventually enhance their academic performance and emotional health.

Conclusion

Based on the results of research and data analysis regarding students' emotional regulation in participating in online learning at UNP Laboratory Development High School, a conclusion can be drawn, namely that students' emotional regulation in participating in online learning as a whole is in the good category with a percentage of 52.63%, meaning that the majority of students already have good emotional regulation in participating in online learning.

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