

THE RELATION OF EMOTION REGULATION AND SUBJECTIVE WELL-BEING IN ADOLESCENT STUDENTS

Wiwien Dinar Pratisti*, Oktafiyana Kusuma Rini

Faculty of Psychology
Universitas Muhammadiyah Surakarta

wiwienpratisti@yahoo.com (Wiwien Dinar Prastiti)

Abstract

The purpose of this study was to examine the relationship between emotion regulations with subjective well-being in adolescent students. The hypothesis predicted that there was a positive relationship between emotion regulations with subjective well-being in adolescent students. Positive emotion regulation caused higher subjective well-being in adolescents, or vice versa. This study used a scale of emotion regulation and subjective well-being for collecting the data, and by engaging the students in class XI IPA1, IPA4 XI, XI IPS3 at SMA 1 Wonosari Klaten, they were selected by using random cluster sampling technique. The data were analyzed with Pearson product moment correlation. The results showed that there was a positive relationship between emotion regulation with subjective wellbeing ($r = 0.350$; $p < 0.05$). The effective contribution of emotion regulation to subjective well-being was 12.3%. The classification of emotion regulation and subjective well-being in adolescents were moderate. Some recommendations based on the results of this research were to include other forms of interventions that could improve emotion regulation and subjective well-being for adolescents; and to examine other variables that may affect the subjective well-being in adolescents for further research. While at the school, the parents provided the necessary intervention for the regulation of positive emotions and subjective well-being.

Keywords: subjective well-being, emotion regulation, adolescent, moderate of emotion regulation, moderate of subjective well-being.

Author's biography



Wiwien Dinar Pratisti, M.Si, Educational Staff (lecturer), in Faculty of Psychology, Universitas Muhammadiyah Surakarta, A Yani street, Pabelan, Kartasura. Tromol Pos 1 Surakarta 57102. Phone number (0271) 717417 ext 402, many research being done in well-being area.
Email: ums@ums.ac.id or wiwienpratisti@yahoo.com

GENERAL

Cahyat, Gönner, and Haug [3] explained that welfare consists of the basic needs that are material (material) or not material, including nutrition and health, knowledge and material wealth. On the other hand, the feeling of subjective well-being is a collection of one's feelings; it could be a feeling of well-being, a sense of happiness, a sense of respect, recognized taste, poor taste, a sense of deprivation and feelings alike. These feelings are very common and are influenced by all aspects of lives. These feelings can be temporary and may be influenced by short events.

Diener, Lucas and Oishi [5] stated that subjective well-being can be seen from one's feelings and emotions. Those feelings can vary between very pleasant and unpleasant. Unpleasant or negative feelings cause discomfort which is an indication of lack of subjective well-being. Discomfort or unpleasant feelings of course very much is related to the environment or social interaction. Utami [17] stated when a person has a high subjective well-being, she or he will experience the satisfaction of living and experience the excitement more often, and rarely experience unpleasant emotions, such as sadness and anger. Conversely, a person is said to have a lower subjective well-being when she or he is dissatisfied with his or her life, having little affection and excitement, and experience negative emotions more often such as anger or anxiety. As already mentioned above that everyone wants a prosperous and well-being not the exception by a teenager.

Gross [7] stated that adolescence comes from the Latin *adolescere*, meaning "grow up". Adolescence or teenage is a phase of unstable, moody, identity crisis or the search of identity. Besides characterized by unusually big physiological changes, adolescence is also marked by various changes in behavior, expectations, and relationships with parents and peers. Bradshaw et al [13] stated that measurement of well-being in adolescents can be seen from three aspects: personal welfare (personal well being), well-being in a relationship (relational well-being) and well-being at school (well-being at school). The indexes of well-being include the welfare of material conditions, living conditions, education and friendship. Heshmati et al [13] stated that subjective well-being contains some indicators, namely the sense of security and involvement in education.

According to Havighurst task, Syamsu [15] the development tasks of adolescent include: reaching mature relationship with peers, achieving social role as male or female, receiving physical state, developing intellectual skills, achieving social responsibility, being faithful and putting trust in God. Some of the opinions that have been described above are expected to be reached in adolescence. However, there are some teenagers who have not been able to achieve the developments tasks and influenced on subjective well-being outcomes.

In our preliminary studies regarding subjective well-being at SMA Negeri 1 Wonosari Klaten on February 25, 2014, which was conducted by using open ended questionnaire with the number of students who fill the measuring instrument was as many as 139, there were two people with exactly similar answer, there were four people who answered the questions that did not comply with the intent of the question, and there was one person whose data was incomplete . Therefore, there were total 131 data that could be analyzed. Based on the questions that had been raised by the investigators to the students of class XI IPA 1 to 4 of SMA 1 Wonosari, Klaten about the meaning of subjective well-being for adolescents, the results were as follows:

From the 131 students who answered the questionnaire there were 85 people (64,9%) who did not feel happy, 40 people or 30.5% already felt happy, and 6 people or 4.6% stated that they were probably already prosperous. Furthermore, according to the students' index of well-being there were: 29.8% of students described that living well was insufficient, 13% of students described that well-being would improve when the wishes were fulfilled, 4.6 % students said that well-being would improved when they could live independently, 26% of students said that well-being improved when they felt comfortable, safe, and peaceful there, 15.3% of students described that well-being would improve when they led prosperous and happy life, 2.3% of students stated that welfare was reached when they had quiet life, 6.9% of students stated that welfare was when they felt satisfied and acquired freedom in life, and 2.3% of students stated that well-being was reached when they were able to appreciate what

God had given. From these data, it could be seen that the majority of students did not feel prosperous. The students were supposed to feel safe and reached the state of well-being in any conditions they were experiencing.

According to Berk [2], adolescence is the period between childhood and adulthood. The early theorists view adolescence as a period of turmoil and distress due to biological or fully influenced by the social environment. The current research indicated that adolescence is the result of the biological, psychological, and social strength. On adolescence, teenagers' way of thinking will change from their childhood. Teenagers' way of thinking has reached the formal operational stage. Santrock [14] mentioned the characteristics of formal operational thinking; adolescents begin to think in a more abstract, idealistic, and logical than when they are still a child. Thinking abstractly, teenagers are no longer limited to the actual concrete experiences as a basic premise. Thinking idealistically, teenagers often think about what might be, teenagers think about the characteristics of the ideal of themselves, of others, and of the world. Thinking logically, teens begin to think like scientists, who develop plans to solve the problems and systematically examine solutions to problems.

According to Arianti [1], subjective well-being is a person's perception of his experience, which consists of an evaluation of cognitive and affective against life and represent the psychological well-being. Further, Diener et al, [17] explained that a person is said to have a high subjective well-being if he or she experiences life satisfaction and experiences the excitement more often, and seldom experience unpleasant emotions, such as sadness and anger. Conversely, a person is said to have lower subjective well-being when he or she feels dissatisfied with his or her life, having little affection and excitement, and experience negative emotions more often such as anger or anxiety. The cognitive and affective components of subjective well-being have a high interrelation.

Three components in subjective well-being, according to Diener [8] are:

- a. Life Satisfaction may consist of satisfaction that is felt in many areas of life, such as recreation, love, marriage, friendship, and so forth.
- b. Affect of pleasant, is divided into special positive emotions such as affection and self-esteem.
- c. Affect of unpleasant, can be separated into a special emotion and mood, such as shame, anger, sadness, guilt, and anxiety.

There are several factors that can influence the subjective well-being of adolescent students. The factors that may affect the subjective well-being and the Converse according to Robinson [10] include demographic factors that can influence the subjective well-being is the level of education, level of knowledge of the subject matter, social and cultural status and age. The results of Suh's research [10] suggested that the individualistic culture of students who have higher knowledge showed higher life satisfaction. The results of research conducted by Converse and Robinson [10] that compared the students of high school age (6-17 years old) with college students (over 17 years old) showed that high school students have greater dissatisfaction than adults.

Sheldon and Eliot [10] stated that one of the factors that influence the subjective well-being of students is emotional condition. Furthermore, Gunarsa [17] said that one of the characteristics, which can lead to problems in adolescence, is emotional instability. All the contradictions that arise in everyday life of the youth, teenagers will trigger emotions that could be fatal if they are not able to regulate their emotions well. Gross [11] stated that

according to the evolutionary view, emotion regulation is necessary because some parts of the human brain wants to do something in a particular situation, while the other part considers that the emotional stimuli is not in accordance with the current situation, thus making individuals do something else or do nothing.

According to Thompson [6] there were certain aspects of emotion regulation; they consisted of:

a. Monitoring of emotions (emotions monitoring)

Monitoring of emotions is the ability of individuals to realize and understand the entire process that goes on inside, such as: feelings, thoughts, and the background of the action.

b. Evaluating emotions (emotions evaluating)

Evaluating emotions is the individual's ability to manage and balance the experienced emotions. The ability to manage emotions, especially negative emotions such as anger, sadness, disappointment, resentment, and hatred will make the individuals do not get carried away and deeply affected by the negative emotion.

c. Modification of emotions (emotions modifications)

Modification of emotions is the ability of individuals to change the emotion in such a way so as to motivate themselves, especially when they are in a state of despair, anxiety, and anger.

Salovey & Sluyter [11] described some factors that affected the regulation of emotions; they were:

a. Age and Sex

A girl aged 7-17 years old has better ability to forget painful emotions compared to a boy who is also her age. More girls seek support and protection of others to regulate their negative emotions; on the other hand, boys usually resort to physical exercise to regulate their negative emotions.

b. Interpersonal relations

Interpersonal and individual relations also affect the regulation of emotion. Both are connected and influence each other; therefore, the emotion increases when individuals who want to achieve a goal interact with the environment and with other individuals. Usually, positive emotions increase when individuals achieve their goals and negative emotions increase when individuals face difficulties in achieving its goals. Other factors such as games they played, the television programs they watch, and playmates have regulatory developments affecting the ability to emotion regulations.

Based on the above explanation, it could be concluded that the factors affecting the regulation of emotions is a relation of parents with children, age and sex, and interpersonal relationships.

THEORETICAL FRAMEWORK

Until now research on subjective well-being had been done, but the sense of subjective well being still varied. On the other hand, research on well-being was very important because it affected economic, political, moral and psychological state of an individual. The definition

of subjective well-being is sometimes equated with happiness, prosperity, pleasure, or life satisfaction. One model of subjective well-being theory was suggested by Jayawickreme et al. [9]. The proposed model is a modification of systems theory proposed by Veenhoven and Cummins. This model is also developed based on Positive Psychology from Seligman. This theoretical model is called the engine of well-being. According to the engine of well being, well-being is an outcome of a system consisting of input, process and output, the way they work like a machine. Input is a requirement that must be met, can be either personality or external factors; process is an internal condition that serves as the input processing machines. Processing information requires cognitive ability and the ability to regulate emotions in order to be able to think more clearly and more prudently in dealing with something that can result in behavior that indicate well-being.

Middle adolescence (15-18 years old) developmental tasks are no longer dominated by the physical growth or influence of peers but leads to the development and self-management. The role of peers at this stage is more focused on friends of the opposite sex. The role of parents also decreases and just plays as supporting role. The significant progress at this stage is the maturity of behavior and the ability to control impulsive behavior. Havighurst defined developmental tasks as a psychosocial theory that sees the development of adolescent development as the result of a mix between individual needs and demands of society [12]. From the perspective of development, it shows that middle adolescences (class XI) ability to control impulsive behavior in the earlier developmental stage is the dominant. The ability to control impulsive behavior cannot be separated from the ability to regulate emotions. Thus, it can be stated that the role of emotion regulation is very important for young people in order to have better subjective well-being.

Based on the description above, it can be proposed the formulation of the research problem: "is there a relation between the regulation of emotions with subjective well-being in adolescent students?" The hypothesis in this study was: there was indeed a positive relationship between emotion regulations with Subjective well-being in adolescent students.

RESEARCH METHODS

The population used in this study was a class XI students of SMAN 1 Wonosari Klaten, which amounted to 8 classes. Each class contained about 40 students; hence, the total populations were about 320 students. The researchers used cluster sampling technique to collect the samples to be used in this study. The groups in this study were the classes in the population, which were class XI of SMA Negeri 1 Wonosari Klaten. The sample used in this study was the first XI, XI IPA 4, XI IPS 3. The emotion regulation scale consisted of 30 items of questions prepared based on the aspects of emotion regulation were taken from Thompson's concepts [6] namely: monitoring emotion, evaluating emotions, modifying emotion. The scale of subjective well-being was modified from Flourishing scale created by Ed Diener and Robert [4]. The modifications were made among languages, item number and item additions in unfavorable type. This was done to adjust environmental conditions studied. This scale referred to those aspects of life satisfaction, pleasant affect and affective not all romantic. The data analysis was conducted in Pearson product moment correlation.

RESULTS AND DISCUSSION

Based on the calculation results of the analyzed data, it was obtained the correlation coefficient $r = 0.350$, $p = 0.001$ ($p < 0.005$). From the results of analysis, it showed that the

hypothesis of the research, which stated that "there was a positive relationship between emotion regulations with subjective well-being teenagers," was acceptable. The higher the regulation of emotions, the higher subjective well-being in adolescents was; and vice versa, the lower the regulation of emotions, the lower subjective well-being in adolescents was.

Some habits of teenagers that could be done to understand and master the negative emotions were previously described by Gross [6], such as, monitoring the emotions, in which the individual could recognize and understand the entire process that goes on inside him (i.e., feeling, mind, and the background of the action). Monitoring these emotions could help people connect with the emotions and thoughts. Consequently, this connection enables the individual to call every emotion that appears as negative emotions inside them. Therefore, they would be to detain the negative emotion instead of releasing them in negative actions. The next step to understand and master the emotions is to evaluate the emotions that an individual's ability to manage and balance the emotions experienced [6]. The ability to manage emotions, especially negative emotions such as anger, sadness, disappointment, resentment, and hatred would make the individuals not being carried away and was deeply affected by these negative emotions. Negative emotions might influence the rational thinking of the affected person. For example, when individuals experience feelings of disappointment and hate, they are able to accept these feelings without trying to resist and instead try to balance the emotions constructively. The last way to understand and master the emotions is modification of emotions. It is defined as the ability of individuals to change the emotion in such a way so as to motivate themselves, especially when people are in a state of despair, anxiety, and anger [6]. This capability makes the individual capable of growing optimism in life. This capability enables the individuals to face the burdensome problems, to continue to struggle in the face of great obstacles, and to not easily discouraged and lose hope.

Furthermore, the results of this study also showed an effective contribution of emotion regulation variables on the subjective well-being of 12.3 % shown by the determinant of the correlation coefficient (r^2) of 0.123. This meant that there were 87.7% of the other variables that affected the subjective well-being in addition to social support variables. This was in accordance with the opinion of Weiten [18], which stated that there were other factors that influenced the subjective well-being; they were divided into two strong factors: love and marriage, and work and personality. On the other hand, the factors currently included positive self-esteem, social relationships, self-control, extraversion, optimism, and had a definite purpose in life. Besides, Taufik [16] added other variables that could affect a person's subjective well-being; they were a treasure, age, health, religion, and gratitude.

CONCLUSIONS AND SUGGESTIONS

Based on the research that had been described in previous chapters, it could be concluded that: (1) there was a very significant positive relationship between emotion regulations and subjective well-being of the students of SMA Negeri 1 Wonosari Klaten. This conclusion meant that the higher the regulation of emotion, the higher the welfare of subjectivity; (2) effective contribution emotion regulation variables with subjective well-being was 12.3%, which meant there were 87.7% of the other variables that affect the subjective well-being beyond the social support variables. These variables included health, social activities, religion, love, wealth, age and gratitude; (3) based on the analysis of the category of unknown variables emotion regulation, it had the empirical mean (RE) of 52.12 and the hypothetical mean (RH) was 45, which meant the regulation of emotions in subjects was classified as moderate; and (4) based on subjective well-known variables had the

empirical mean (RE) of 42.07 and the hypothetical mean (RH) was 36 which meant that subjective well-being in subjects was classified as moderate.

Based on the results of the study subjects, the subjects' emotion regulation was classified as moderate and subjective well-being was also classified as moderate. On the basis of the results of these conclusions, the suggestions made by the researchers were:

a. For the students of SMA 1 Wonosari Klaten

The students should be able to regulate emotions in a way to monitor, evaluate, and modify emotions to increase their subjective well-being.

b. For the teachers

The teachers should continue to monitor and seek to teach ways to improve the ability to regulate the emotions of the students by helping to monitor, evaluate, and modify the negative emotions of students in order to increase the students' subjective well-being.

c. Other researchers are expected to expand the scope of research and consider other variables related to the subjective well-being including health, social activities, religion, love, wealth, age and gratitude.

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