

THE RELATIONSHIP BETWEEN EMOTION REGULATION AND FORGIVENESS IN CLASS XI STUDENTS OF SMA NEGERI 12 BUNGO

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Abstract

This research is motivated by the fact that there are students who avoid friends who have problems and prefer not to solve their problems or forgive friends who have problems. The purpose of this research is to describe 1) the regulation of students' emotions, 2) the attitude of forgiveness of students, and 3) the relationship between emotional regulation and forgiveness in students. This study was conducted using a correlational descriptive quantitative method, a population of 206, and a sampling technique using stratified random sampling with a sample number of 136. The instrument used in this study is a questionnaire. The data analysis in this study is percentage and correlational. The results of this study revealed that: 1) Emotional regulation is in the good category, 2) Forgiveness is in the poor category, and 3) There is a relationship between emotional regulation and forgiveness with a moderate correlation. This research is recommended by students to be able to monitor emotions, evaluate the emotions experienced, and modify the emotions experienced into a good attitude, to students so that they can better harmonize their emotional regulation skills so that they can increase the attitude of forgiveness or forgiveness in students, and to BK teachers so that they can provide services on ways or tips in regulating students' emotions.

Keywords: Regulation, Emotion, Forgiveness

Abstrak

Penelitian ini dilatarbelakangi adanya peserta didik yang menghindari teman yang bermasalah dan lebih memilih untuk tidak menyelesaikan permasalahannya atau memaafkan teman yang bermasalah. Tujuan penelitian ini adalah untuk mendeskripsikan 1) Regulasi emosi peserta didik, 2) Sikap forgiveness peserta didik, dan 3) Hubungan regulasi emosi dengan forgiveness pada peserta didik. Penelitian ini dilakukan dengan metode kuantitatif deskriptif korelasional, populasi sebanyak 206, teknik pengambilan sampel menggunakan stratified random sampling dengan jumlah sampel 136. Instrumen yang digunakan dalam penelitian ini adalah angket. Analisis data dalam penelitian ini adalah persentase dan analisis korelasional. Hasil penelitian ini mengungkapkan bahwa: 1) Regulasi emosi berada kategori baik, 2) forgiveness berada pada kategori kurang baik, 3) Terdapat hubungan regulasi emosi dengan forgiveness dengan korelasi sedang. Penelitian ini direkomendasikan peserta didik agar bisa memonitor emosi, mengevaluasi emosi yang dialami dan memodifikasi emosi yang dialami menjadi sikap yang baik, kepada peserta didik agar lebih bisa menyelaraskan kemampuan regulasi emosi sehingga mampu meningkatkan sikap forgiveness atau sikap memaafkan dalam

diri peserta didik, dan kepada guru BK agar dapat memberikan layanan mengenai cara atau kiat-kiat dalam meregulasi emosi peserta didik.

Kata kunci: *Regulasi, Emosi, Forgiveness*

INTRODUCTION

Teenagers can feel like the happiest person at some point and sometimes also feel like the saddest person. Adolescents can sulk, not knowing how to express their feelings adequately. With little or no provocation, they can become very angry at their parents, projecting their unpleasant feelings onto others. Adolescence is also considered a time full of conflict because it experiences changes in itself that can cause problems. According to Arnesty, (2023) Adolescents are individuals who have a certain uniqueness. Here are some of the uniqueness of adolescents, namely, the uniqueness of needs, the uniqueness of personality, the uniqueness of intelligence, and the uniqueness of talents.

One of the psychological changes that occur in adolescence is socioemotional changes, where adolescents have quite high emotional tension. These changes can cause a variety of emotions, both positive and negative. One of the important but often stressful needs of adolescents is the ability to manage emotions. (Ashma, 2023). Emotion regulation is the process of individuals in managing their emotions. Emotion regulation is a strategy that is carried out consciously and subconsciously to increase maintain, or subtract one or more components of the emotional response. Meanwhile, Lathifah dkk., (2024) State that emotion regulation is a strategy that is carried out consciously or unconsciously to maintain, strengthen, or reduce one or more aspects of the emotional response, namely emotional experience and behavior. Individuals who have emotional regulation can maintain or increase the emotions they feel, both positive and negative. On the other hand, individuals can also reduce their emotions, both positive and negative.

According to Desinta, (2023) Said that there are three aspects in regulating emotions,: (1) emotional regulation is not only carried out when a person experiences negative emotions but can recognize his emotions both in terms of positive and negative emotions. (2) being able to be aware of their emotions consciously, with awareness in recognizing their emotions will be able to help manage the emotions they feel so that a person can develop an adaptive emotional response from what he feels. (3) have a way of experiencing a problem so that it does not cause pressure on him. Emotional regulation can also be used as a strategy for coping for individuals when facing events that make them depressed. Emotional regulation makes things even better when handled appropriately, so emotional regulation depends on the situation.

To arrive at an adaptive emotional state, students are expected to be able to understand and master emotions. Irregular students are one of the signs that a person has reached maturity in emotional development. However, if the learner is not able to overcome critical situations in conflicts and problems and follow the turmoil of his emotions, then he is likely to be trapped on the wrong path. To resolve conflicts and problems as well as emotional turmoil that occurs in these students, forgiveness is needed. (Ferawati &

Rahmandani, 2020). Forgiveness is important in solving problems. In addition, emotions are also related to the occurrence of forgiving behavior. If individuals are unable to forgive others' mistakes, then individuals will continue to feel resentment, anger, and hatred. Forgiveness is related to emotions. The ability to regulate individual emotions can make it easier for individuals to control the emergence of conflicts and manage the emergence of conflicts. Research conducted by Amri, (2023) states that individuals who forgive will be less and less likely to be involved in conflict. That is why forgiveness is one way to prevent conflict. The act of forgiveness has a big impact on relationships, both in the short term and in the long term.

According to McCullough, there are 3 aspects of forgiveness, namely: first, avoidance motivation. The second is revenge motivation. Third, benevolence motivation (Aviolita, 2021). Based on the results of the observations that I have made during the implementation of the School PLBK at SMA Negeri 12 Bungo from July to December 2023. Some students avoid their problematic friends, some students insinuate their problematic friends, some students do not greet their problematic friends, some students immediately vent their anger with problematic friends, and some students reply to friends who insult them. Based on the results of interviews that I conducted in July-September 2023 with students at SMA Negeri 12 Bungo, information was obtained that there are students who still feel resentment towards friends who have problems, there are students who still do not want to forgive friends who have problems, there are students who feel that friends who have problems should apologize to them.

METHOD

This study uses a quantitative research method with a type of correlational descriptive research, which aims to describe a certain state or situation as it is systematically, accurately, and actually and then determine the relationship between the variables to be studied. According to Budianto, (2024), correlational descriptive research is a research method with a problem-solving procedure that is investigated by describing or describing the state of the research object at present based on the facts that appear and as they are sought. The subject of this study is a student of class XI of SMA Negeri 12 Bungo. With a total population of 206 students, the sampling technique uses stratified random sampling with a sample of 136 students. The instrument used in this study is a questionnaire. The data analysis in this study is a percentage and a Korean analysis.

RESULTS AND DISCUSSION

Emotion regulation

Based on the data obtained from the description of the level of emotional regulation, can be seen in the table. Next:

Table. Frequency distribution and category of students' emotion regulation scores

Classification	Category	(%)	F
163-195	Excellent	1,47	2
132-162	Good	10,29	14
101-131	Pretty Good	65,44	89
70-100	Not Good	22,79	31
39-69	Very Bad	0,00	0
Total		100	136

In table 1, it shows that the emotional regulation of students is 29 students (21.32%) in the very good category, 57 students (41.91%) in the good category, 45 students (33.09%) in the fairly good category, 5 students (3.68%) in the poor category. And there are no student participants who are in the very poor category.

Based on the data obtained from the description of the student forgiveness rate, can be seen in Table. Following:

Table. Frequency distribution and category of student forgiveness scores

Classification	Category	(%)	F
158-190	Excellent	1,47	2
128-157	Good	5,88	8
98-127	Pretty Good	56,62	77
68-97	Not Good	36,03	49
38-67	Very Bad	0,00	0
Total		100	136

In table, shows that the student forgiveness there are 2 students (1.47%) in the very good category, 8 students (5.88%) in the good category, 77 students (56.62%) in the fairly good category, 49 students (36.03%) in the poor category. And there are no student participants who are in the very poor category.

The Relationship between Emotion Regulation and Forgiveness

Table. Results of Correlation of Emotion Regulation with Forgiveness

Correlations		Emotion Regulation	Forgiveness
Emotion Regulation	Pearson Correlation	1	.596**
	Sig. (2-tailed)		<,001
	N	136	136
Forgiveness	Pearson Correlation	.596**	1

	Sig. (2-tailed)	<,001
N	136	136
**. Correlation is significant at the 0.01 level (2-tailed).		

After data processing was carried out using the SPSS statistical program version 29.0.2.0 and using the Pearson technique, in table 20 a correlation or r calculation of 0.596 and a table of 0.168 of 134 was obtained at a significance level of 0.05 or a confidence level (95 percent). The calculation \geq the next rtable is only seen with the provision that the value of r means $0.596 \geq 0.168$ so that it can be concluded that the working hypothesis (H_a) is acceptable and there is a significant relationship with the medium correlation coefficient. This means that the better the emotional regulation, the higher the student's forgiveness, on the contrary, the less good the emotional regulation, the lower the student's forgiveness.

DISCUSSION

Therefore, a discussion was proposed based on the analysis, interpretation, and research findings regarding the relationship between emotional regulation and forgiveness in students in class XI of SMA Negeri 12 Bungo.

Emotion Regulation

Based on the results of the study, it was shown that the emotional regulation of students was 2 students (1.47%) in the very good category who had very good emotional regulation, 14 students (10.29%) in the good category who had good emotional regulation, 89 students (65.44%) were in the fairly good category who had good emotional regulation, 31 students (22.79%) were in the poor category. And there are no students who are in the very poor category. So, the emotional regulation of students in class XI of SMA Negeri 12 Bungo is in a good category with a percentage of 65.44%. The ability to regulate the level of emotions, both positive and negative, calm down from the impact of strong emotions, distract attention, and regulate oneself to stay focused on goals, as well as avoid inappropriate behavior due to these emotions, is very important in human adaptation. Thus, research based on emotion regulation has become the main focus. (Islah, 2020).

Emotional regulation is very important in the development of learners, especially because of the negative impact that can arise if learners are unable to manage their emotions properly. Without effective emotion regulation skills, learners may have difficulty exhibiting positive social behaviors and may create a bad self-image. On the other hand, learners who can regulate their emotions well and have good emotional regulation skills, including the ability to forgive, will be more successful in social behavior and form a good image. Students who are aware that they are experiencing negative emotions tend to avoid situations that can worsen their feelings or try to overcome the mistakes made by others against them. This helps students feel more appreciated. (Nabila & Herani, 2021).

Based on the results of the above opinion, it can be concluded that emotional regulation is very decisive in the attitude of student forgiveness. Because when a person has good emotional regulation, it allows a student to be able to forgive those who have hurt him. If the regulation of emotions is not good, it allows the student not to forgive or even take revenge on the person who hurt him.

Meanwhile, based on the indicators of emotional regulation of students, they are as follows:

- a. Emotional regulation is seen from the ability to monitor emotions in grade XI of SMA Negeri 12 Bungo is in the fairly good category, with a percentage of 46.32%. The ability to monitor emotions (Emotions Monitoring), which is the ability to be aware and understand the entire process that occurs in oneself, the mind, and the background of the individual's actions (Islamiyah & Khoirunnisa, 2022:36). It can be concluded that most students have emotional regulation seen from the ability to monitor emotions quite well. Emotion regulation in the aspect of monitoring emotions has good enough results to increase student forgiveness when students can realize the emotions that spike in students.
- b. Emotion regulation is seen from the ability to evaluate emotions in class XI of SMA Negeri 12 Bungo is in a good category with a percentage of 44.12%. The ability to evaluate emotions (Emotions Evaluating), which is the ability to manage and balance the emotions experienced by individuals. The ability to manage negative emotions such as anger, sadness, disappointment, resentment, and hatred will make the individual uncarried and deeply affected which can result in the individual not being able to think rationally (Islamiyah & Khoirunnisa, 2022:36). It can be concluded that most students have regulations judging from the ability to evaluate good emotions. Emotion regulation in the aspect of evaluating emotions has good results in increasing student forgiveness when students can manage the emotions experienced. Especially negative emotions.
- c. Emotion regulation is seen from the ability to modify emotions in grade XI of SMA Negeri 12 Bungo is in the fairly good category with a percentage of 50.00%. The ability to modify emotions (Emotions Modifications), which is the ability to change emotions so that they can motivate themselves, especially when individuals are in despair, anxiety, and anger. This ability makes the individual able to survive the problem he is expecting (Islamiyah & Khoirunnisa, 2022:36). It can be concluded that most students have emotional regulation seen from the ability to modify emotions quite well. Emotional regulation in the aspect of modifying emotions has good enough results to increase forgiveness in students at SMA Negeri 12 Bungo where students are quite capable of modifying the emotions experienced.

Forgiveness

Based on the results of the study, it was shown that the forgiveness of students was 2 students (1.47%) in the very good category, 8 students (5.88%) in the good category, 77 students (56.62%) in the fairly good category, 49 students (36.03%) in the poor category. And there are no students who are in the very poor category. So, the forgiveness of students in class XI of SMA Negeri 12 Bungo is in a good category with a percentage of 56.62%.

Forgiveness is closely related to emotions. The regulation of students' emotions can make it easier for students to control the emergence of conflicts, and to be able to control the emergence of conflicts. Good emotional management in individuals can control their behavior and emotions so that they can have things that are good for them and reject things that are not good for them. Forgiveness is a form of emotional regulation in students. Because forgiveness is based on a commitment to improve relationships and is an unconditional responsibility from within the individual will reduce the urge to take revenge for previous painful treatment. Forgiveness is an attitude or behavior in which a person chooses to forgive and not take revenge on someone who hurt him. (Luthfinuddin dkk., 2024). According to Enright Forgiveness is a complexity regarding the integration of behavior, cognition, and affection. Enright mentioned forgiveness as the ability to replace negative thoughts, actions, and feelings with more positive thoughts, actions, and feelings toward the individual who has hurt them. Forgiveness is more accepting of what has happened, refraining from anger, and making oneself feel better. (Wulandari & Khusumadewi, 2021).

Based on the results of the above opinion, it can be concluded that forgiveness is an attitude or behavior that a student has where a student chooses to forgive others and does not choose to take revenge. This is a manifestation of the ability to regulate emotions possessed by these students.

Meanwhile, based on the student forgiveness indicators, they are as follows:

- a. Forgiveness is seen from the motivation of students in class XI of SMA Negeri 12 Bungo is in a good category with a percentage of 41.91%. The motivation for avoidance is that the motivation to take revenge on a relationship decreases, so it will throw away the desire to take revenge on the person who has hurt us (E. R. Dewi dkk., 2024). It can be concluded that most students have an attitude of forgiveness seen as a good motivation for avoidance. Forgiveness in the motivational aspect of avoidance has good results where students choose to avoid or forgive.
- b. Forgiveness is seen from the motivation for revenge of grade XI students of SMA Negeri 12 Bungo is in the fairly good category with a percentage of 38.24%. The motivation for revenge is that the motivation to avoid the perpetrator decreases, so it will throw away the desire to maintain distance (distance) from the person who has hurt it (Thalib dkk., 2023). It can be

concluded that most students have an attitude of forgiveness judging from the motivation for revenge which is quite good. Forgiveness in the aspect of revenge motivation has a good result when students choose not to take revenge.

- c. Forgiveness is seen from the motivation of the virtuous students of class XI of SMA Negeri 12 Bungo is in a good category with a percentage of 51.47%. The motivation for virtue is that it is increasingly motivated by good intentions and the desire to make peace with the perpetrator even though the violation is a dangerous act, so there is a desire to make peace or see the well-being of the person who hurt him (Malik & Suminar, 2022). It can be concluded that most students have an attitude of forgiveness judging from the motivation of virtue that is quite good. Forgiveness in the aspect of virtue motivation has quite good results where students choose to continue to do good to someone who has hurt them.

The Relationship Between Emotion Regulation and Student Forgiveness

After data processing was carried out using the SPSS statistical program version 29.0.2.0 and using the Pearson technique, in table 20 a correlation or r calculation of 0.596 and a table of 0.168 of 134 was obtained at a significance level of 0.05 or a confidence level (95 percent). The calculation \geq the next r table is only seen with the provision that the value of r means $0.596 \geq 0.168$ so that it can be concluded that the working hypothesis (H_a) is acceptable and there is a significant relationship with the medium correlation coefficient. That is, the better the emotional regulation, the higher the student's forgiveness, conversely, the less good the emotional regulation, the lower the student's forgiveness.

According to Burney, healthy emotional expression (anger control) shows good anger management strategies and learning to find positive solutions to a problem. Forgiving behavior is used by adolescents to be able to release all the burden of suffering so that they do not hold grudges, or bear the burden of thoughts, and feelings of pain. According to Wade and Worthington, several factors affect forgiving behavior, namely empathy, perpetrator response, relationship quality, rumination, religious commitment, personal factors, and emotional intelligence (emotion regulation). Emotional regulation is the ability to understand the emotional state of oneself and others. Able to control emotions, and utilize emotions in making decisions, planning, and providing motivation. A person who can control emotions well tends to forgive the mistakes of others more easily. (Widyadari & Fitriani, 2023).

In their efforts to arrive at an adaptive emotional state, adolescents are expected to be able to understand and master emotions. Irregular adolescence is one of the signs that a person has reached maturity in emotional development. However, if a teenager is not able to overcome critical situations in conflicts and problems and follow his emotional turmoil, then it is likely that he will be stuck on the wrong path. To resolve conflicts and problems

as well as emotional turmoil that occurs in adolescents, forgiveness is needed (Baiti & Setiawati, 2023). According to M. P. Dewi & Widyastuti, (2023) explained that there are efforts that can be made to improve the ability to regulate emotions and forgiveness, namely by participating in positive activities such as seminars so that students can add new positive relationships.

The results of this study are also supported by other research, namely research conducted by Wulandari & Khusumadewi, (2021) This research is a type of quantitative research with a product moment technique with a sample of 211 students taken using a simple random sampling technique. The results of the study show (1) that emotional maturity with forgiveness in students majoring in psychology at the State University of Surabaya and (2) There are no negative signs in the chore which shows that the higher the tendency to emotional maturity, the higher the forgiveness will be. Based on this research, it can be explained that good emotional regulation is one of the things that increases a person's forgiveness. The higher the emotional regulation you have, the higher the forgiveness attitude you have. If the regulation of emotions is not good, it allows the student not to forgive or even take revenge on the person who hurt him.

CONCLUSION

Based on the research conducted on the relationship between emotional regulation and student forgiveness in class XI of SMA Negeri 12 Bungo, several conclusions can be drawn. The findings indicate that the emotional regulation of class XI students falls into the category of quite good. Similarly, the level of forgiveness among these students is also categorized as quite good. Furthermore, the study reveals a significant relationship between emotional regulation and forgiveness among students. This means that the proposed hypothesis is accepted, confirming that there is indeed a correlation between emotional regulation and student forgiveness, with the strength of this relationship being moderate.

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