The Role of Cognitive Reappraisal and Expressive Suppression toward Self-adjustment among Adolescence

Deby Elystiadi Dalimunthe[1], Fauziah Nasution[2]
[1]Program Studi Bimbingan Konseling Pendidikan Islam,
Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara
[2]Program Studi Bimbingan Konseling Pendidikan Islam,
Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara
e-mail: debydalimunthe1910@gmail.com[1] dan fauziahnasution@uinsu.ac.id[2]

Abstract

Self-adjustment is highly important in human life. It refers to the ability to adapt social behavior and environment. Factors influencing an individual's ability to self-adjust include emotional regulation in the context of interaction, as self-adjustment is closely intertwined with it. The aim of this study is to examine the influence of cognitive reappraisal and expressive suppression on students' self-adjustment. The research sample consists of 104 tenth-grade high school students selected through simple random sampling technique. Multiple linear regression analysis is employed in this study. The research findings reveal that the dimensions of cognitive reappraisal and expressive suppression have a significant influence on students' self-adjustment, accounting for 25.9%, while other factors account for the remaining 74.1%.

Keywords: self-adjustment; emotional regulation; high school students

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Introduction

Adolescence is often considered a transitional stage because it is during this period that teenagers begin to shed their childish qualities and learn new attitudes, values, and behaviors to replace what they have outgrown (Agnoli et al., 2011; Hurlock, 1991). Storms and mental tensions characterize adolescence, which is a significant phase of physical, intellectual, and emotional transformation that brings about sadness and concerns (conflicts) within individuals and conflicts with their environment (Mu'arifah et al., 2020; Aldao & Tull, 2015). During this time, most teenagers are pursuing education and undoubtedly experiencing self-adjustments within their educational institution as well as other social environments (Balzarotti, John, & Gross, 2010).

Adolescence is also a period of physical and psychological development that involves neurocognitive, affective, social, and academic changes (Burger & Samuel, 2017; Sawyer et al., 2012). Many teenagers struggle to adjust and overcome these challenges, which can impact their mental well-being and increase the risk of long-term mental health problems (Goldbeck et al, 2007). In fact, it is estimated that seventy-five percent of mental disorders occur for the first time before the age of 25 (Burns et al, 2007). Additionally, teenagers have lower levels of life satisfaction and are more likely to experience emotional distress at a higher intensity than younger children or older adults (Patalay & Fitzsimons, 2018). Therefore, adolescence is a developmental stage that carries a high risk of psychological issues, subjective well-being, and adjustment problems (Compas et al, 2017; Proctor, Linley, & Maltby, 2009). Psychological adjustment refers to a teenager's ability to adapt well to their environment, considering emotional, behavioral, and social aspects (González-Carrasco et al, 2017). Inappropriate adjustment to the immediate social context can increase behavioral problems such as substance abuse, aggressive violence, and delinquency (Donahue et al, 2014). Moreover, psychological maladjustment increases the likelihood of emotional problems such as distress (Ordóñez, Maganto, & González, 2015).

Self-adjustment is crucial for human life (Saputro & Sugiarti, 2021; Bantjes & Kagee, 2018). Self-adjustment occurs throughout the stages of life development, and thus, individuals will always be engaged in the process of self-adjustment (Sari & Jamain, 2019; Bantjes & Kagee, 2018). Self-adjustment refers to an individual's ability to engage in social behavior and adapt to their immediate social environment (Lee et al., 2022). It is a function of a person's capacity to manage change and meet the needs of oneself and the environment to fulfill established goals (Lipka et al., 2020; Lusiawati, 2013). The essence of self-adjustment lies in an individual's ability to align themselves with the circumstances that arise within themselves and their surrounding environment (Marengo et al., 2018; Artha & Supriyadi, 2013). Individuals with significant changes have clear directions and goals, enabling them to act in accordance with those objectives, directions, and organized efforts. Self-adjustment is a process whereby individuals mature and adapt to their needs and environment (Mandoa et al., 2021). A person with good self-adjustment can meet their own needs and solve problems without causing

harm to themselves or their environment, while adhering to religious principles (Inayati, 2017).

Previous studies have shown that optimal adjustment of students to their complex environment contributes to the mental and emotional well-being of adolescents (Adams & Proctor, 2010; Cappella et al., 2019). Good student adjustment is positively correlated with their emotional, psychological, and social well-being (Longobardi et al., 2019a; Longobardi et al., 2019b). It also influences overall academic success in adolescents (Al-Khatib, Awamleh, & Samawi, 2012). Conversely, poor self-adjustment leads to issues such as academic failure, antisocial behavior, and school dropout (Marengo et al., 2018).

In general, student adjustment has been found to support academic success and students' social lives (Cappella et al., 2019; Alharthi, 2020). Individuals with a high level of psychological adjustment have the ability to function normally during crises (Yildirim & Solmaz, 2020; Lipka et al, 2020). High positive psychological adjustment has been associated with increased satisfaction and quality of life for students, while reducing barriers related to student depression, anxiety, stress, and fatigue (Yildirim & Solmaz, 2020; Bantjes & Kagee, 2018).

Schneider mentioned six characteristics of self-adjustment, including the capacity to learn, utilization of past events, not showing excessive emotions, having low self-protective system, low personal disappointment, and rational thinking (Arum & Khoirunnisa, 2021). Depending on individual abilities, each student makes different modifications (Burger & Samuel, 2017). Comparatively, children who are neglected by their peers will not be able to showcase their full potential (Patalay & Fitzsimons, 2018; Arnett, 2008). Failing to adapt to the environment will not be beneficial. Students sometimes experience sadness and self-doubt, resulting in them behaving selfishly, withdrawn, or even antisocially (Alwi & Fakhri, 2022). These formed emotions contribute to increased self-adjustment in students (González-Carrasco et al, 2017).

One element that affects a person's ability to adapt is emotions. This can be said because emotional regulation is closely intertwined with social interaction and self-adjustment.

Emotions are important determinants of behavior, and their regulation facilitates adaptation, an essential aspect for well-functioning and overall well-being (Shahidin et al., 2022). Emotional regulation is commonly known as emotion regulation. The set of procedures individuals use to respond to emotional experiences is known as emotion regulation (Landa, 2018). Maintaining, enhancing, or decreasing positive and negative emotions is what individuals do to regulate their emotions (Shalmarona et al., 2021). Emotion regulation encompasses skills related to emotional awareness, evaluating emotions, modulating emotions, and using emotions adaptively (Mohammad-Aminzadeh et al., 2019; Hayes et al., 2022). The act of maintaining, inhibiting, or enhancing emotional experiences and expressions is known as emotion regulation (Roberton et al., 2012). The process by which we control the emotions we experience, when we experience them, how we experience and express them is known as emotion regulation (Bielinski et al., 2022; Velotti et al., 2021). The process of emotion regulation is divided into three stages: identification, selection, and implementation (Gross, 2015; Kerr et al., 2021).

Previous research has found a significant positive relationship between emotion regulation and self-adjustment, where emotion regulation significantly influences the self-adjustment of patients with major depressive disorder (Ehsan & Rabbani, 2020). Another study showed that children with low self-adjustment exhibit more problem behaviors compared to children with high self-adjustment. Children with high self-adjustment are good regulators, enabling them to adapt well to their environment (Rubin et al., 1995). Previous research indicates that emotion regulation is a central aspect of individual affective functioning, influencing well-being both positively and negatively depending on how effectively individuals manage their emotional responses to everyday events. Inappropriate or ineffective regulation can lead to longer-lasting or more severe negative effects (such as anger and/or anxiety), interpersonal difficulties, behavioral and health problems, as well as lower resilience to stressful events (Aldao et al., 2010, 2015; Gross, 2007). The findings of previous research indicate that a lack of emotion regulation leads to poor self-adjustment. Therefore, to achieve good self-adjustment, good emotion regulation is needed.

In this study, the researchers aimed to examine the influence of dimensions of emotion regulation namely cognitive reappraisal and expressive suppression on adolescence self-adjustment. Emotions and their regulation should be considered together as they can both act as risk or protective factors in student self-adjustment (Nader-Grosbois & Mazzone, 2014). This means that emotion regulation is a crucial factor that can affect the success of the adolescence 's self-adjustment process. To achieve this, students must be capable of regulating their emotions effectively in order to attain good self-adjustment. This research will address the existing gap of knowledge by examining the influence of cognitive reappraisal and expressive suppression on adolescence 's self-adjustment.

Method

Design

This study employs a correlational design aiming to examine the extent of the relationship between the dimensions of emotion regulation, cognitive reappraisal, and expressive suppression on students' self-adjustment.

Participants

The participants of this research consist of 104 tenth-grade students selected through simple random sampling method. There are 58 females (55.77%) and 46 males (44.23%). Informed consent was obtained from the participants prior to their involvement in the study. Their participation was voluntary and not coerced. Participant confidentiality was maintained according to the specified guidelines.

Measurement

The Emotion Regulation Questionnaire (ERQ) is the primary instrument used in this study. The ERQ is a measurement tool for assessing emotion regulation developed by Gross and Oliver (2003). The emotion regulation instrument used in this research is the Indonesian version of ERQ adapted by Radde et al. (2021). The emotion regulation scale consists of 10 valid statements divided into two dimensions: cognitive reappraisal and expressive

suppression. Both dimensions of emotion regulation have passed the reliability test using Cronbach's Alpha, with coefficient values of 0.788 and 0.707, respectively.

The Student Adaptation to College Questionnaire (SACQ) is another measurement scale used in this study. It was developed by Baker and Siryk (1984). The Indonesian version of SACQ adapted by Nyimas and Rulanggi (2022) is utilized in this research. The self-adjustment scale consists of 40 valid statements encompassing four dimensions: academic adjustment, social adjustment, personal-emotional adjustment, and goal-commitment institutional attachment. The SACQ scale has undergone an overall reliability test using Cronbach's Alpha, with a coefficient value of 0.885.

Data Analysis

In this study, the influence of cognitive reappraisal and expressive suppression dimensions on self-adjustment is analyzed using multiple linear regression. The data analysis in this research is conducted using the SPSS 25.00 software. The first step in multiple linear regression analysis is to test two assumptions: the first assumption is linearity, and the second assumption is normality, which is tested using the Kolmogorov-Smirnov statistic.

Result

The results of this study indicate a significant influence of the cognitive reappraisal and expressive suppression dimensions on students' self-adjustment. Special prerequisites for testing the linearity assumption and normality assumption were conducted prior to conducting the multiple linear regression analysis. The purpose of testing the linearity assumption is to determine the form of the relationship between the independent and dependent variables. The results of the linearity assumption test showed a deviation from linearity coefficient of $p = 0.087 > 0.05$, indicating a significant linear relationship between the cognitive reappraisal dimension and self-adjustment. Therefore, the linearity assumption in this regression model is satisfied.

The second linearity assumption test conducted using SPSS 25.00 yielded a deviation from linearity coefficient of p = 0.225 > 0.05, demonstrating a significant linear relationship between the expressive suppression dimension and self-adjustment. Hence, the linearity assumption in this regression model is fulfilled.

The results of the normality assumption test indicate that the residuals are normally distributed. The significance value obtained from the asymp. sig. (2-tailed) normality assumption test is 0.200 > 0.05, meaning it is greater than 0.05. Therefore, these results align with the decision-making basis of the Kolmogorov-Smirnov normality test, which states that the data is normally distributed.

Table 1 presents the value of R-squared, which is 0.259, indicating that the influence of the cognitive reappraisal and expressive suppression dimensions on self-adjustment is 25.9%. The standard error of the estimate, with a coefficient value of 11.547, signifies that a lower standard error of the estimate coefficient indicates a better regression model in predicting the dependent variable. The result of the F-test analysis is shown in Table 2, with an F value of 17.618 and a probability of 0.000. The regression coefficients of the cognitive reappraisal and expressive suppression dimensions are not equal to zero, as their probabilities are much lower than 0.05. Because the probability is smaller than 0.05, it implies that both dimensions of emotion regulation simultaneously have an effect on students' self-adjustment. Table 3 is the output table of coefficients.

Based on the information provided in Table 3, the cognitive reappraisal dimension variable shows a standardized beta value of β=0.445, p= .000. Meanwhile, the expressive suppression dimension variable demonstrates significant standardized beta β= 0.262, p= 0.003. This indicates that the cognitive reappraisal and expressive suppression dimensions have a significant influence on the level of self-adjustment individually. Self-adjustment increases as students' ability to regulate their emotions improves. On the other hand, the level of self-adjustment decreases proportionally with students' ability to regulate their emotions.

Table 1
Model Summary of Cognitive Reappraisal and Expressive Supression With Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,509[a]	0,259	0,244	11,547

a. Predictors: (Constant), Expressive Supression, Cognitive Reaprraisal

b. Dependent Variable: Self adjustment

Table 2
The result of ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	*Regression*	4698,266	2	2349,133	17,618	0,000[b]
	Residual	13467,273	101	133,339		
	Total	18165,538	103			

a. Dependent Variable: Self adjustment

b. Predictors: (Constant), Expressive Supression, Cognitive Reaprraisal

Table 3
The result of standardized coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,096	11,220		3,930	0,000
	Cognitive Reaprraisal	2,281	0,439	0,445	5,191	0,000
	Expressive Supression	1,841	0,602	0,262	3,058	0,003

a. Dependent Variable: Penyesuaian Diri

Discussion

This study found that the cognitive reappraisal and expressive suppression dimensions significantly influence students' self-adjustment, contributing to 25.9% of the variance, while 74.1% is influenced by other factors outside of emotion regulation variables. This indicates

that students' self-adjustment abilities are simultaneously influenced by these two dimensions of emotion regulation, namely cognitive reappraisal and expressive suppression."

The results of this study confirm previous research that demonstrates the significant role of emotion regulation toward self-adjustment. Garnefski et al.'s (2009) study found the influence of maladaptive cognitive emotion regulation strategies, such as ruminating and catastrophizing, on maladjustment in adolescents with Juvenile Idiopathic Arthritis (JIA). The study conducted by Yoo, Matsumoto, and LeRoux (2006) found that recognition of anger and emotion regulation predicted positive adjustment. Recognition of contempt, fear, and sadness predicted negative adjustment. Additionally, both emotion recognition and emotion regulation together predicted adjustment. Their research also revealed that emotion recognition and emotion regulation played independent roles in intercultural adjustment. Randi (2021) found that individuals who fail to achieve positive self-adjustment exhibit maladaptive self-adjustment, such as having unfocused attitudes, being emotional, unrealistic, acting blindly, and impulsive.

The ability to control emotions is one of the factors that facilitates adolescent self-adjustment. One of the most challenging developmental tasks for adolescents throughout their lives is self-adjustment (Nisfiannoor & Kartika, 2004). The life experiences that occur for each teenager require emotional regulation in order to cope with academic and daily life challenges in their environment (Fitri & Ikhwanisifa, 2017). Some ways individuals can adapt to the demands of life include avoiding problems, actively addressing problems, or regulating their emotions, thoughts, and actions (Mardiana & Hurriyati, 2022). Adolescents who are unable to manage their emotions efficiently exhibit more diagnostic symptoms of internalizing disorders, such as depression and anxiety (Mohammad-Aminzadeh et al., 2019). Other studies explain that emotion regulation plays a crucial role in self-adjustment and children's social functioning (Ahmetoglu et al., 2018).

Cognitive reappraisal is related to an individual's ability to perceive unpleasant events from a more positive perspective (Li et al., 2019; Gross, 2001; Gross, 2007). By creating a more positive perception of negative events, it can generate more positive emotional responses (Yun et al., 2021; Gross, 2007; Gross & John, 2003). The role of cognitive processes becomes

important in the application of cognitive reappraisal in managing negative emotions, especially in terms of changing perceptions to create positive emotions (Gross, 2001; Gross, 2007).

Meanwhile, expressive suppression is a strategy used by an individual to manage emotions by suppressing or restraining genuine emotional expressions (Gross, 2002; Gross & Levenson, 1997). This occurs when someone tries to cover up or hide the emotions felt from others or even from themselves (John & Gross, 2004; Richards & Gross, 2000). Expressive suppression is one form of emotion regulation that can be used in social situations that require individuals to refrain from openly expressing their negative emotions (Srivastava et al., 2009; Richards & Gross, 2000). Some reasons why individuals use expressive suppression are to avoid conflict, maintain self-image, or adhere to social norms that emphasize emotional control (Gross & Levenson, 1997).

Based on the results of this study, it is recommended that adolescents enhance their emotion regulation abilities through self-development training. Through this training, adolescents can experience changes in how they regulate their emotions, including changes in thought patterns, increased self-evaluation, improved ability to express positive emotions, manage negative emotions, and better social interactions (Aqila et al., 2021). However, this study has limitations. Firstly, the sample size is not representative of the entire population. Future research is expected to involve a more representative sample of adolescents. Secondly, the study design used cross-sectional data, which cannot explain causal relationships among variables. Future research is advised to use experimental designs or longitudinal studies. Thirdly, readers are cautioned against generalizing the results of this study to different contexts and situations.

Conclusion

The process of self-adjustment is a crucial aspect in improving the well-being of individuals, both academically and non-academically. This study reveals that emotion regulation is one of the many factors that influence the level of adolescent self-adjustment. The findings of this research demonstrate that the dimensions of emotion regulation, namely cognitive reappraisal

and expressive suppression, simultaneously affect adolescents' self-adjustment abilities. This indicates that self-adjustment improves when the ability to regulate emotions increases. Conversely, students' level of self-adjustment declines when their emotion regulation abilities are poor

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