

Concept Analysis of Emotion Regulation in Teenagers

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Article info	Abstract
<p>Article history: Received: Revised: Accepted:</p>	<p>Background: Teenager is a period of transition from childhood to adulthood marked by essential changes in puberty, psycho-social, cognitive, emotional, and educational. Therefore, emotion regulation strategies are fundamental to controlling negative emotions in a teenager. Objective: The study aimed to describe the concept of emotion regulation in a teenager. Method: The literature review used online databases such as ScienceDirect, Scopus, Emerald Insight, Springer Link, and Clinical Key with keywords emotion regulation and adolescent and concept analysis. Result: Antecedents of the concept of emotion regulation in adolescents: self-control, mental boundaries, and self-determination. Concept attributes situation selection, situation modification, attention distribution, cognitive change, and response modulation. Consequences of the concept: success in controlling emotions in adolescents and the effectiveness of emotion regulation. Conclusion: The concept of emotion regulation is also used in examining the effect of emotion regulation on forgiving behavior in junior high school students. Recommendation: Researchers hope that other studies can carry out these actions/interventions on children and parents.</p>
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<p>International Journal of Nursing and Health Services (IJNHS) Volume 5, Issue 4, August 20th, 2022 DOI: 10.35654/ijnhs.v5i4.607 E-ISSN: 2654-6310</p>	<p>This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International License CC BY -4.0</p>



INTRODUCTION

Emotion regulation is supported by various psychological disorders and mental health problems. Given the high prevalence of anxiety disorders among adolescents (between 15 and 20%)(1). Emotion regulation can be defined as the perceived ability to express and manage negative influences in response to complex and frustrating situations and positive emotions such as joy, enthusiasm, and pride(2). Every human being grows from childhood to adolescence and ends in adulthood. Each period has further developments, one of which is adolescence which includes biological, cognitive, and social-emotional changes(3). The increase in emotions in adolescents results from physical differences, especially hormones that occur during adolescence. In terms of social conditions, this increased emotion indicates that adolescents are in a new condition different from the previous period(3). At this time, many demands and pressures are directed at teenagers; for example, they are expected to no longer act like children. They must be more independent and responsible.

Teenagers, many developmental tasks must be fulfilled by a teenager to be able to develop optimally. One of the teenager development tasks is establishing relationships with peers and adjusting to the social environment. Teenagers need sufficient interpersonal competence to interact with peers or other social environments(4).

If a teenager cannot cope with various stressors, various unfavorable conditions such as anxiety, depression, and even psychotic disorders can appear (4). The impact that can occur on adolescents in situations such as the above is the emergence of various complex physical, emotional, and social problems, including education, for example, and various complaints. It is not transparent why multiple problems have social impacts, such as lazy school, skipping school, and attending class. - insults between students and others. If not addressed immediately, this condition can continue into adulthood and develop into more negative directions, such as forming antisocial personalities and chronic psychotic conditions(5).

According to Lamb and Freund (2010), problems related to juvenile delinquency are a result of the limitations of adolescent

development in terms of emotional development. It also shows that the better the dynamic regulation of students, the lower the level of juvenile delinquency in students(6). Based on the above explanation, the purpose of this paper is to describe a reason, and concept analysis, to clarify the meaning of the concept of emotion regulation in teenagers.

OBJECTIVE

The study aimed to describe the concept of emotion regulation in the teenager.

METHODS

Design

The method used in preparing this research is a Systematic Literature Review. This study uses a concept analysis method to describe, understand and clarify the concept of emotion regulation in a teenager. The Walker and Avant Concept Analysis This method aims to broaden understanding and clarify the concept of emotional control.

Database

The library sources for this literature review use journal articles from 2017-2021. Searching for articles through ScienceDirect, Scopus, Emerald Insight, Springer Link, and Clinical Key.

Keywords

Search keywords were "emotion regulation," "teenager," and "concept analysis." The steps of concept analysis are as follows: [1] Selecting the concept to be analyzed; [2] Explain the purpose of the analysis; [3] Identify all uses of the concept; [4] Define attribute description based on Literature Review; [5] Identification of case models; [6] Identification of counters, boundary lines, discovery relationships, valid cases; [7] Identification of antecedents (events that led to previous events) and their consequences related to the concept; [8] Determining empirical references; [9] Make a final definition of the concept(7).

Inclusion and exclusion criteria

The inclusion criteria in this study include a maximum publication period of 4 years (2017-2021), in Indonesian and English, using respondents who are still teenagers, original research articles not reviewed) originating from

national and international journals and operating analysis of the concept of emotion regulation in adolescents. Meanwhile, the exclusion criteria were not using journals published in 2017. The journal was not in full text. The respondents used were not teenagers and were not indexed on the Web of Science (ISI).

PICO Process

The PICO method is used to explain the research process and provide clinical information related to 4 components, namely P (Patient, Population, Problem), I (Intervention, Prognostic factor, Exposure), C (Comparison, Control), and O (Outcome).

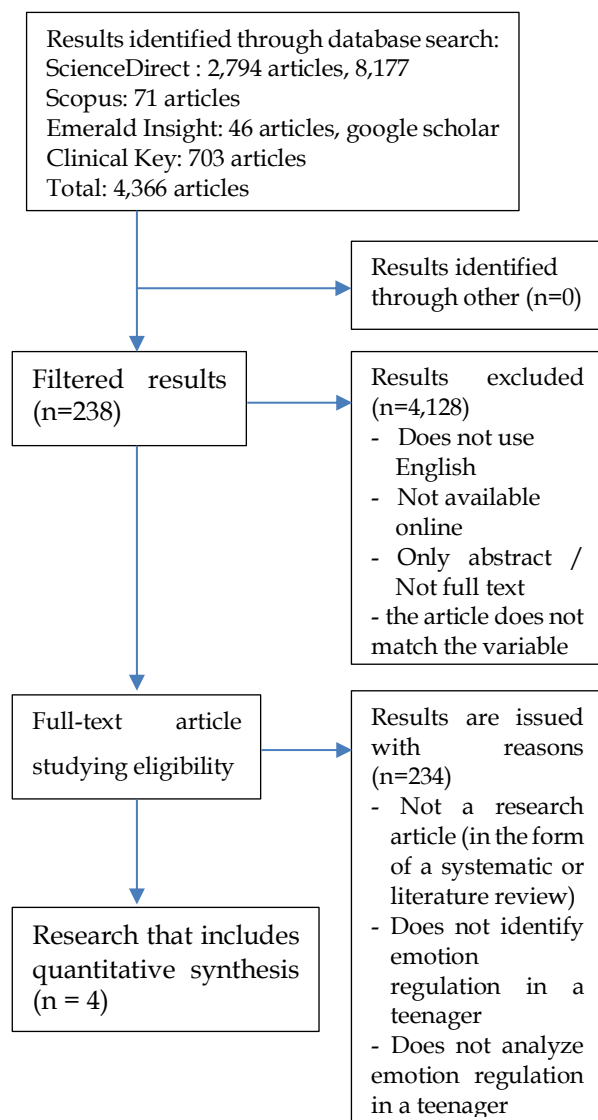


Figure 1. Process diagram Analysis of regulatory concepts and emotions in a teenager

RESULTS

Emotions are defined as whole-body responses that involve coordinated changes in the domains of subjective experience, behavior, and peripheral physiology. Emotions arise when an individual faces a situation and evaluates it according to his goals(8). Regulation is a form of control that a person does over his emotions. Regulation can influence a person's behavior and experiences. The result of regulation can be behavior that is enhanced, reduced, or inhibited in its expression. At the same time, emotion regulation is a series of processes in which emotions are regulated according to individual goals, either automatically or controlled, consciously or unconsciously, and involves many components that work continuously from time to time(9).

DISCUSSION

Using the Concept of Emotion Regulation

The use of emotion regulation has been widely discussed, especially studying emotion regulation from various disciplines, including determining between emotion regulation and assertiveness in high school students. This is done to determine the extent of the relationship between emotions: regulation and student assertiveness(10). The concept of emotion regulation is also used in examining the effect of emotion regulation on forgiving behavior in junior high school students, the purpose of this study was to determine the relationship between emotion regulation and forgiveness behavior in junior high school students. (Nugraha et al.(11) Conversely, emotion regulation can also collaborate with mindfulness therapy. The research conducted was on mindfulness as an emotion regulation strategy. This study aimed to determine mindfulness's effectiveness as an emotion regulation strategy(12).

Concept Attributes Emotion Regulation in Teenagers

Emotional regulation in a teenager is achieved by using emotion regulation strategies. There are five emotion regulation strategies: situation selection, i.e., situation selection based on anticipation of experiencing certain emotions in a situation. Situations can be approached or avoided based on adolescent

expectations to share desired or unwanted feelings in a given situation. Situation modification, i.e., situation, refers to actively changing the situation to change its emotional impact. Depending on the extent to which the situation is altered, attention scattering focuses attention with the intent of changing the emotional response. This can be done by focusing on other aspects of the situation or by diverting attention from the situation altogether⁽¹³⁾. There are three aspects of emotion regulation, namely: [1] Ability to regulate emotion regulation (Emotion regulation strategy (strategy), [2] ability not to be affected by negative emotions (Engaging in goal-directed behavior), [3] ability to control emotions (Control of emotional responses) impulses)⁽¹⁴⁾.

Identification of Case Models in the Context of Emotional Regulation Concepts
Case Models

A 4th-semester student found a teenager who was angry because he felt his wife was cheating on him, and then the teenager met someone suspected of having an affair with his wife. After meeting, then hit him. The teenager was taken to a mental hospital. When the nurse examines him, the nurse conducts an assessment to find out why the teenager is angry and beats people using the stages of emotion regulation strategies.

Healing process

In the first stage, The nurse approaches the adolescent patient, tries to calm him down with deep breathing techniques, and teaches the patient to avoid situations or people that make his emotions arise. In the second stage, Teenagers are asked to do activities that aim to change their status to reduce their feelings. For example, when their emotions arise, they are advised to hit the pillow. In the third phase, When the patient experiences excessive emotion, the nurse should be able to accompany the patient by asking him to talk about changing unpleasant situations to avoid overemotionally. Fourth stage; Nurses must be able to change the patient's mindset to be more positive to reduce the influence of strong emotions. For example, when patients are emotional, nurses teach patients to get closer to God and try to accept problems that trigger emotions in patients. In

the fifth stage, when the patient is angry, the nurse teaches the patient to vent his emotions by telling others so that his emotions can be reduced a little.

Identification of Consequences

After carrying out the five stages, it is hoped that adolescents will be able to control their emotions, look more relaxed and happy, and realize mistakes that trigger excessive emotional release.

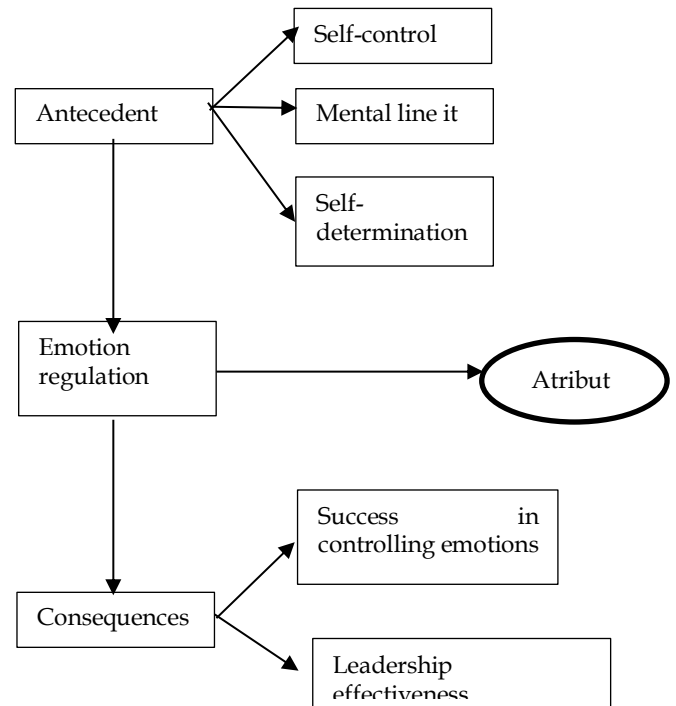


Figure 2 Emotion regulation in Adolescents

The Boundary

The line, in this case, is that teenagers are willing to try to control their emotions by drawing closer to God. Then the behavior change is that the patient can realize his mistake and is willing to carry out activities that aim to divert his emotions.

Antecedent and Consequences of the Concept of Emotion Regulation

Antecedents occur before the existing concept (Abuatiq, 2015) in emotion regulation related to self-control, mental limits, and self-determination. Adolescents who can control their emotions will have the characteristics of being able to calm themselves, regulate emotions, be able to overcome emotional

impulses in the form of channeling emotions by doing activities, able to maintain a positive attitude, and able to resist. Or delay the desire to act. Mental limits are closely related to individual emotions because they can better prepare individuals to face difficult times. Self-determination is the idea that individuals are directed to behave better. ⁽¹⁵⁾ Consequences occur due to the concept (Abuatiq, 2015). ⁽¹⁶⁾ The concept of emotional regulation is that success in controlling worship, by worshiping and getting closer to God, will be reflected in good behavior. Leadership effectiveness Emotionally intelligent individuals excel in human relations, demonstrate good leadership skills, and thrive. ⁽¹⁷⁾

Empirical Reference

Reference is the last step in measuring a concept. Empirical references to emotional control include self-confidence, emotional self-control, empathy, and leadership. The ability to control emotions cannot be assessed objectively. ⁽¹⁶⁾ Emotion regulation cannot be considered a static state (fixed), and each individual may have different levels of ability to control emotions. Which theoretically states that the concept of emotion regulation is that each individual has different emotions, and the ability of emotion regulation depends on the individual's coping. ⁽⁹⁾

CONCLUSION

The basic analysis of the concept of emotion regulation begins with the clarification of various definitions of the concept of emotion regulation. In general, emotion regulation is a series of processes by which emotions are regulated according to individual goals, either automatically or controlled, consciously or unconsciously, and involves many components that work continuously over time.

The concept of emotion regulation is also used in examining the effect of emotion regulation on forgiving behavior in junior high school students. Researchers hope that other studies can carry out these actions/interventions on children and parents.

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