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The Role of the Quality of Perceived Social Support in the Emotion Regulation Strategies of Adolescents in Jakarta

Peran Kualitas *Perceived Social Support* Terhadap Strategi Regulasi Emosi Remaja di Jakarta

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Adolescents are prone to emotional turmoil. Feedback received from their environment, as a form of support, is required in the process of emotion regulation. Thus, it can be assumed that perceived social support will be associated with emotion regulation. However, research linking both variables has so far included only the relationship between quality social support and a single one of the emotion regulation strategies in late adolescence. This study fills the gap, and aims to examine the relationship between quantity and quality of perceived social support with emotion regulation strategies across the entire adolescent age range in Jakarta. The measuring tool used was the Social Support Questionnaire No. 6 (amount of perceived social support and satisfaction with perceived social support) and the Emotion regulation Questionnaire (cognitive reappraisal and expressive suppression strategies). The sample ecomprised adolescents in Jakarta who had achieved formal educational levels, and who came from families with middle to lower level *Status Ekonomi Social* (*SES*; Socioeconomic Status; *N* = 427). The authors used Pearson Product Correlation and linear regression data analysis techniques. The results showed that the quantity of perceived social support was not significantly associated with either dimension of emotion regulation. Perceived social support satisfaction was significantly associated with both of the dimensions of emotion regulation.

Keywords: adolescence, perceived social support, emotion regulation strategies, social support

Remaja rentan terhadap gejolak emosional. *Feedback* yang diterima dari lingkungan sebagai bentuk dukungan diperlukan dalam proses regulasi emosi. Dengan demikian, dapat diasumsikan bahwa *perceived social support* akan berhubungan dengan regulasi emosi. Namun penelitian yang menghubungkan keduanya sejauh ini hanya mencakup hubungan kualitas *social support* dan salah satu strategi regulasi emosi pada remaja akhir. Oleh karena itu studi ini bertujuan untuk melihat hubungan antara kuantitas dan kualitas *perceived social support* dengan kedua strategi regulasi emosi pada seluruh rentang usia remaja di Jakarta. Alat ukur yang digunakan adalah *Social Support Questionnaire 6* (jumlah *perceived social support* dan kepuasan *perceived social support*) dan *Emotion Regulation Questionnaire* (strategi *cognitive reappraisal* dan *expressive suppression*). Sampel studi ini adalah remaja yang berpendidikan formal di Jakarta dan memiliki latar belakang Status Ekonomi Sosial (SES) keluarga menengah ke bawah (*N* = 427). Penulis menggunakan teknik analisis data *Pearson Product Correlation* dan analisis regresi. Hasil penelitian menunjukkan bahwa jumlah *perceived social support* tidak berhubungan signifikan dengan kedua dimensi regulasi emosi. Kepuasan *perceived social support* berhubungan signifikan dengan kedua dimensi regulasi emosi.

Kata kunci: remaja, persepsi terhadap dukungan sosial, strategi regulasi emosi, dukungan sosial

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Adolescence is a time of change, and of the seeking of self-identity, which is full of turmoil. These days, adolescents are faced with various extensive changes in their lives, before reaching the high point of achieving maturity (Sarwono, 2010). The changes and demands faced in adolescence are related, *inter alia,* to psycho-sexual, emotional, physical and intellectual maturity, and their roles, both within and without their close environments (Arnett, 2007). Erikson (1968) stated that, in the adolescence period, there is a crisis between *identity* and *identity confusion*.

In efforts to develop their personal identities, adolescents are very prone to emotional turmoil and feelings of anxiety, whilst frequently suffering *mood swings* (Hall, 1916, in Papalia et al., 2007). Arnett and Maynard (2012) also stated that, during adolescence, people will experience more excessive negative emotions, compared to those experienced during childhood, or at maturity. All of these negative emotions, if not well regulated, will give rise to adolescent misbehavior (Cooper et al., 2003). The most prevalent adolescent misbehavior, such as the use of illegal drugs, is manifested in the form of emotional withdrawal. There are also adolescents who manifest this by engaging in confrontational and aggressive behavior, such as brawling (Gardner, 1988).

Such incidents of misbehavior, occurring in the Special Capital District (*Daerah Khusus Ibukota* -DKI) of Jakarta, rose between 2011 and 2012, from 30 to 41 cases, as recorded by the Greater Jakarta Regional Metropolitan Police Operations Bureau (*Biro Operasi Kepolisian Daerah Metropolitan Jakarta Raya*) (Bayuseno, 2012, cited in Prasetyo, 2012). The forms of adolescent misbehavior in the DKI Jakarta included student brawling and the use of illegal drugs. Recently, there has also been a number of cases of adolescent misbehavior, one of which was a case of brawling with edged weapons, in East Jakarta, involving 41 adolescents, students of three separate Technical High Schools (*Sekolah Menengah Kejuruan* - SMK) (Murti, 2017). Besides this, the Director of Narcotics Research (Narcotics, Psychotropic Substances and Illegal Drugs) of the Greater Jakarta Regional Metropolitan Police, stated that, based upon data from the National Narcotics Bureau (*Badan Narkotika Nasional* - BNN) the largest number of users of narcotics nationally is to be found in Jakarta, *i.e.* between 600,000 and 1.2 million users (Afinta, 2017, cited in Pratama, 2017).

Masa remaja merupakan masa peralihan dan pencarian identitas diri yang penuh gejolak. Pada masa ini, remaja dihadapkan pada berbagai perubahan yang ekstensif dalam kehidupan mereka sebelum mencapai titik puncak menuju kedewasaan (Sarwono, 2010). Perubahan-perubahan dan tuntutan yang diha-dapi dalam masa remaja antara lain berhubungan dengan kematangan psikoseksual, emosional, jasmani, intelektual, dan peranan di dalam maupun di luar lingkungan terdekat (Arnett, 2007). Erikson (1968) menyatakan bahwa pada masa remaja terdapat krisis antara *identity vs identity confusion*.

Dalam upaya mengembangkan identitas diri, para remaja menjadi sangat rentan terhadap gejolak emosional, perasaan cemas, dan sering mengalami *mood swing* (Hall, 1916, dalam Papalia et al., 2007). Arnett dan Maynard (2012) juga menyatakan bahwa pada masa remaja, individu akan lebih banyak mengalami emosi-emosi negatif yang berlebihan dibandingkan dengan masa kanak-kanak atau dewasa. Semua emosi negatif tersebut jika tidak teregulasi dengan baik akan menimbulkan perilaku kenakalan remaja (Cooper et al., 2003). Perilaku kenakalan remaja yang paling meluas seperti penggunaan obat-obat terlarang merupakan perwujudan dari bentuk pengunduran diri secara emosi. Adapula remaja yang mewujudkannya dengan perilaku melawan dan agresif seperti tawuran (Gardner, 1988).

Kasus kenakalan remaja yang terjadi di Daerah Khusus Ibukota (DKI) Jakarta meningkat dari tahun 2011 hingga 2012 yaitu dari 30 kasus menjadi 41 kasus yang tercatat pada data Biro Operasi Kepolisian Daerah Metropolitan Jakarta Raya (Bayuseno, 2012, sitat dalam Prasetyo, 2012). Bentuk kenakalan remaja yang paling banyak terjadi di Daerah Khusus Ibukota (DKI) Jakarta antara lain tawuran antar pelajar dan penggunaan obat-obatan terlarang. Akhir-akhir ini juga terdapat sejumlah kasus kenakalan remaja, salah satunya adalah kasus tawuran menggunakan senjata tajam di Jakarta Timur yang melibatkan 41 remaja yang duduk di tingkat Sekolah Menengah Kejuruan (SMK) dari tiga sekolah yang berbeda (Murti, 2017). Di samping itu, Direktur Reserse Narkoba (Narkotika, Psikotropika, dan Obat Terlarang) Kepolisian Daerah Metropolitan Jakarta Raya menyatakan bahwa berdasarkan data dari Badan Narkotika Nasional (BNN) didapati bahwa jumlah pengguna narkoba paling banyak di Jakarta yaitu 600.000 sampai 1,2 juta pengguna (Afinta, 2017, sitat dalam Pratama, 2017).

The principle factor contributing to adolescent risky behavior and misbehavior is maladaptive adolescent emotion regulation (Cooper et al., 2003). Emotion regulation refers to the strategies of an individual in processing felt emotions, as well as how the said individual experiences and expresses these emotions (Gross, 2007). Excessive negative adolescent emotional conditions, if not accompanied by adaptive emotion regulation, render adolescents incapable of regulating their emotions constructively, so that they are unable to demonstrate behavior in accord with societal norms (Cooper et al., 2003). High levels of negative emotions are related to high levels of aggressive and antisocial behavior, such as adolescent misbehavior (Eisenberg et al., 1995, cited in Cooper et al., 2006). Besides this, there has been research, the results of which stated that there is a significant negative correlation between emotion regulation and a tendency towards adolescent misbehavior (Faridh & Syifa'a, 2008). The better the emotion regulation of an individual, the lower is the tendency towards adolescent misbehavior. For this reason, with adaptive emotion regulation, a personal identity will be formed which is good, and also stable, so that the individual is capable of more effectively managing the negative emotions experienced (Gross, 2007).

In managing his or her emotions, the individual uses emotion regulation strategies. Gross and John (2003) stated that there are two types of strategy to regulate emotions, *i.e. cognitive reappraisal* and *expressive suppression*. The *cognitive reappraisal* strategy is to change the way of thinking about a faced situation, in order to change the emotional impact of an event, so as to be able to avoid a negative emotional impact, whilst the strategy of *expressive suppression* is one involving an effort not to display the presence of emotions felt. *Cognitive reappraisal* is an adaptive emotion regulation strategy, whilst *expressive suppression* a maladaptive emotion regulation strategy (Gross & John, 2003). Determination whether the emotion regulation strategy of an individual is adaptive or maladaptive may be made from the consequences produced (Aldao et al., 2010; John & Gross, 2004).

Individuals who use *cognitive reappraisal* tend to enjoy better personal well-being, compared to people who employ *expressive suppression* (Gross & John, 2003). Individuals who use *cognitive reappraisal* strategies are also more responsive to situations, and more interactive with their social environments

Faktor utama yang berkontribusi terhadap perilaku berisiko dan kenakalan remaja adalah regulasi emosi remaja yang maladaptif (Cooper et al., 2003). Regulasi emosi merujuk pada strategi individu dalam mengelola emosi yang dirasakan, serta bagaimana individu mengalami dan mengekspresikan emosi tersebut (Gross, 2007). Kondisi emosi negatif remaja yang berlebihan dan tidak disertai dengan regulasi emosi yang adaptif membuat para remaja tidak dapat meregulasi emosinya secara konstruktif sehingga individu tidak dapat menunjukkan perilaku yang sesuai dengan masyarakat (Cooper et al., 2003). Tingkat emosi negatif yang tinggi berhubungan dengan tingginya perilaku agresif dan antisosial seperti perilaku kenakalan remaja (Eisenberg et al., 1995, sitat dalam Cooper et al., 2006). Selain itu terdapat penelitian yang menyatakan bahwa terdapat korelasi negatif yang signifikan antara regulasi emosi dengan kecenderungan kenakalan remaja (Faridh & Syifa'a, 2008). Semakin baik regulasi emosi individu maka semakin kecil kecenderungan perilaku kenakalan remaja. Oleh karena itu, dengan adanya regulasi emosi yang adaptif, maka akan terbentuk identitas diri yang baik dan stabil pula sehingga individu mampu mengelola emosi-emosi negatif yang dialami dengan lebih efektif (Gross, 2007).

Dalam mengelola emosinya, individu menggunakan strategi regulasi emosi. Gross dan John (2003) menyatakan terdapat dua jenis strategi untuk meregulasi emosi yaitu *cognitive reappraisal* dan *expressive suppression*. Strategi *cognitive reappraisal* merupakan pengubahan cara berpikir tentang situasi yang dihadapi untuk mengubah dampak emosional dari suatu kejadian sehingga dapat menghindari dampak emosional yang negatif. Sedangkan, strategi *expressive suppression* adalah strategi yang melibatkan upaya untuk tidak menunjukkan keadaan emosi yang sedang dirasakan. *Cognitive reappraisal* merupakan strategi regulasi emosi yang adaptif. Sedangkan *expressive suppression* merupakan strategi regulasi emosi yang maladaptif (Gross & John, 2003). Penentuan bahwa regulasi emosi individu termasuk dalam adaptif dan maladaptif dilihat dari konsekuensi yang dihasilkan (Aldao et al., 2010; John & Gross, 2004).

Individu yang menggunakan *cognitive reappraisal* cenderung memiliki kesejahteraan diri yang lebih baik dibandingkan dengan individu yang menggunakan *expressive suppression* (Gross & John, 2003). Individu yang menggunakan strategi *cognitive reappraisal* juga lebih responsif terhadap situasi dan

(Hsieh, 2010). Besides this, the results of research by Hsieh (2010) indicate that the more frequent use by individuals of *expressive suppression* strategies may cause internalization problems (for instance: anxiety and depression), and externalization problems (for instance: aggression and divergence problems) for themselves.

During a time of change and the seeking of a personal identity, adolescents require support from their social environments, particularly at times of problem-facing (Kumalasari & Ahyani, 2012). *Social support* refers to comfort, concern, or assistance, offered by, or obtained from, various sources in the social environment of the individual, such as the family and *significant others* (Pierce et al., 1997).

Perceived social support is the *social support* perceived by the individual, on the basis of the belief that they will be helped by others (Sarason et al., 1990). *Perceived social support* comprises the amount of *perceived social support* and the satisfaction with the *perceived social support.* The number of sources of support available relates to the perception of the individual related to the number of people who are available and reliable, when the individual needs assistance, whilst the level of satisfaction with *social support* received is the degree of satisfaction of the individual concerning the *social support* received (Sarason *et al*., 1990).

Perceived social support may make an individual feel more ready to face, and assisted in facing, the various changes and demands there are. If an individual experiences confusion, and other negative emotions, that individual may still face those well, because there are other people ready to assist. As an example; if an individual experiences confusion in seeking a solution to a problem, then people around that individual may provide *feedback*. This *feedback* may take the form of the provision of guidance, or alternatives, and actual resolution solutions. Kim et al. (2008) stated that *perceived social support* is positively related to *psychological well-being*, and is negatively related to *psychological distress* and *psychopathology*.

Adolescents who are still in the transition phase need adequate support from those around them. Because of this, those around them should be able to give appropriate support to adolescents, when

lebih interaktif dengan lingkungan sosial (Hsieh, 2010). Di samping itu, hasil penelitian Hsieh (2010) menunjukkan bahwa individu yang lebih sering menggunakan strategi *expressive suppression* dapat memiliki masalah internalisasi (contoh: kecemasan dan depresi) dan eksternalisasi (contoh: perilaku agresi dan perilaku menyimpang) bagi individu.

Pada masa peralihan dan pencarian identitas diri, remaja membutuhkan dukungan dari lingkungan sosial terutama saat sedang menghadapi masalah (Kumalasari & Ahyani, 2012). *Social support* (dukungan sosial) mengacu pada kenyamanan, kepedulian, atau bantuan yang tersedia atau diperoleh dari berbagai sumber di lingkungan sosial individu seperti keluarga dan *significant others* (Pierce et al., 1997).

Perceived social support adalah *social support* yang dipersepsi oleh individu berdasarkan kepercayaan bahwa dirinya akan ditolong orang lain (Sarason et al., 1990). *Perceived social support* terdiri dari jumlah *perceived social support* dan kepuasan *perceived social support*. Jumlah sumber dukungan yang tersedia adalah persepsi individu mengenai jumlah orang yang tersedia dan dapat diandalkan ketika individu membutuhkan bantuan. Sedangkan, tingkat kepuasan terhadap *social support* yang diterima adalah derajat kepuasan individu atas *social support* yang didapatkan (Sarason et al., 1990).

Perceived social support dapat membuat individu merasa lebih siap dan terbantu dalam menghadapi berbagai perubahan dan tuntutan yang ada. Ketika individu mengalami kebingungan, dan emosi-emosi negatif lainnya, individu tetap dapat menghadapinya dengan baik karena ada orang lain yang siap sedia untuk membantunya. Contohnya ketika individu mengalami kebingungan dalam mencari solusi untuk masalahnya maka orang di sekitarnya dapat memberikan *feedback* kepadanya. *Feedback* tersebut dapat berupa pemberian arahan atau alternatif dan solusi penyelesaian yang tepat. Kim et al. (2008) menyatakan bahwa *perceived social support* berhubungan positif dengan *psychological well-being* dan berhubungan negatif dengan *psychological distress* dan *psychopathology*.

Remaja yang sedang dalam masa transisi memerlukan *social support* yang adekuat dari sekitarnya. Oleh karena itu, seharusnya orang-orang yang berada di sekelilingnya dapat memberikan dukungan yang

they are facing problems. With the existence of adequate *social support*, adolescents may regulate their emotions adaptively, so that they avoid adolescent misbehavior.

Previous research concerning the connections between family *social support* and emotion regulation was performed using students of the University of Michigan, aged between 18 and 22 years. Research by Rami (2013) focused upon family *social support* and the emotional regulatory strategies examined were those of *cognitive reappraisal*. The results indicated that the higher the quality of *social support* received, the greater the tendency of individuals to use the emotional regulatory strategies of *cognitive reappraisal*, indicating that the individuals had adaptive emotion regulation. Rami (2013) recommended the conduct of research into a wider range of subjects, rather than merely tertiary students aged between 18 and 22 years, and that the coverage of their *social support* might also be broadened, being not only that received from the family. For this reason, this study followed up on previous research.

Observing that maladaptive emotional reaction was the principle causative factor in various cases of adolescent misbehavior, the authors had the intent to examine the quantity and quality of the *perceived social support* and of the emotional regulatory strategies of adolescents in Jakarta. The adolescents in the context of this research were those laying claim to formal education, and coming from families classified as of middle and lower socioeconomic status. The authors chose formally educated adolescents on the basis of cases of adolescent misbehavior recorded, many occurring in groups of adolescents who were formally educated, whereas it was to be hoped that adolescents with formal education would be able to regulate their emotions more adaptively Furthermore, this selection of research subjects from families of middle and lower socioeconomic status was based upon the great tendency towards the use of maladaptive emotion regulations found in such adolescents (Morris et al., 2007). By being aware of the connections between the *perceived social support* and the emotion regulation of adolescents in Jakarta, the authors might then be able to determine the aspects of *perceived social support* (The amount of, and the satisfaction with, *perceived social support*) which might assist adolescents to regulate their emotions. Previous research has indicated that *social support* makes a positive contribution to the use of the

tepat kepada para remaja ketika mereka menghadapi masalah. Dengan adanya *social support* yang adekuat, remaja dapat meregulasi emosinya secara adaptif sehingga terhindar dari kenakalan remaja.

Penelitian sebelumnya mengenai hubungan *social support* keluarga dengan regulasi emosi dilakukan untuk populasi mahasiswa University of Michigan yang berusia 18-22 tahun. Penelitian Rami (2013) berfokus pada *social support* keluarga dan strategi regulasi emosi yang diteliti adalah *cognitive reappraisal*. Hasilnya menunjukkan bahwa semakin tinggi kualitas *social support* yang didapatkan individu maka individu akan semakin tinggi kecenderungan individu menggunakan strategi regulasi emosi *cognitive reappraisal*, yang mengindikasikan bahwa individu memiliki regulasi emosi yang adaptif. Rami (2013) menyarankan untuk membuat penelitian yang cakupan subjeknya lebih luas tidak hanya pada mahasiswa yang berusia 18-22 tahun saja dan cakupan *social support*-nya juga diperluas tidak hanya dari keluarga saja. Oleh karena itu, studi ini akan menindaklanjuti penelitian sebelumnya.

Melihat bahwa regulasi emosi yang maladaptif merupakan faktor penyebab utama dari berbagai kasus kenakalan remaja, penulis bermaksud untuk meneliti mengenai hubungan kuantitas-kualitas *perceived social support* dan strategi regulasi emosi pada remaja di Jakarta. Remaja dalam konteks penelitian ini adalah remaja yang berpendidikan formal dan memiliki latar belakang Status Ekonomi Sosial (SES) keluarga yang menengah ke bawah. Penulis memilih remaja yang berpendidikan formal karena berdasarkan kasus-kasus kenakalan remaja yang dipaparkan banyak terjadi di kalangan remaja yang berpendidikan formal. Padahal, seharusnya remaja yang berpendidikan formal diharapkan dapat meregulasi emosinya dengan lebih adaptif. Selanjutnya, pemilihan subjek penelitian yang berasal dari keluarga yang memiliki Status Ekonomi Sosial (SES) menengah ke bawah ini didasarkan pada kecenderungan tingginya penggunaan strategi regulasi emosi yang maladaptif pada populasi remaja dengan Status Ekonomi Sosial (SES) keluarga yang menengah ke bawah (Morris et al., 2007). Dengan mengetahui hubungan antara *perceived social support* dan regulasi emosi pada remaja di Jakarta, penulis dapat mengetahui aspek *perceived social support* (jumlah dan kepuasan *perceived social support*) yang bisa membantu remaja untuk meregulasi emosinya. Penelitian sebelumnya menunjukkan bahwa *social support* berkontribusi positif pada peng-

emotional regulative strategy of *cognitive appraisal* (Rami, 2013). *Cognitive appraisal* also has a positive connection with personal well-being, compared to *expressive suppression* (Gross & John, 2003). Because of this, the hypotheses for this research were:

Hypothesis 1: The greater the amount of, and satisfaction with, social support, the greater the quantity of emotional regulatory strategies of *cognitive appraisal*.

Hypothesis 2: The greater the amount of, and satisfaction with, social support, the lower the number of emotional regulatory strategies of *expressive suppression*.

gunaan strategi regulasi emosi *cognitive appraisal* (Rami, 2013). *Cognitive appraisal* juga memiliki hubungan yang positif dengan kesejahteraan diri bila dibandingkan dengan *expressive suppression* (Gross & John, 2003). Oleh karena itu, hipotesis penelitian ini adalah:

Hipotesis 1: Semakin tinggi skor jumlah dan kepuasan terhadap dukungan sosial, semakin besar peningkatan skor strategi regulasi emosi *cognitive appraisal*.

Hipotesis 2: Semakin tinggi skor jumlah dan kepuasan terhadap dukungan sosial, semakin besar penurunan skor strategi regulasi emosi *expressive suppression*.

Method

Participants

The population for this research was all adolescents (aged from 12 to 21 years), having formal education, living in Jakarta, coming from families of middle and lower socioeconomic status. The term "family socioeconomic status" refers to the 2018 socioeconomic status groupings made by the *Frontier Consulting Group*, compiled based upon the criteria of average monthly household expenditure on basic needs, but excluding non-routine expenditure. This socioeconomic grouping is considered more reflective of real conditions, compared to other groupings. This socioeconomic grouping was used as a *screening* question for the selection of participants. The individuals included in the category of middle and lower socioeconomic status for this research were those in the socioeconomic groups B to E, *i.e.* their monthly family expenditure was at or below IDR 4,800,000 (approximately USD 341.22).

The technique for sample selection for this research was *convenience sampling*. The *convenience sampling* used was a method of sample selection whereby the authors circulated questionnaires to individuals who conformed to the criteria for research subjects, and who were willing to become participants (Creswell, 2012). Besides this, the authors also used the *snowball sampling* technique, whereby they requested partici-

Metode

Partisipan

Populasi dalam penelitian ini adalah seluruh remaja (berusia 12 hingga 21 tahun) yang berpendidikan formal di Jakarta dan berasal dari keluarga dengan Status Ekonomi Sosial (SES) menengah ke bawah. Adapun kategori Status Ekonomi Sosial (SES) keluarga mengacu pada penggolongan Status Ekonomi Sosial (SES) tahun 2018 dari *Frontier Consulting Group* yang disusun berdasarkan kriteria rata-rata pengeluaran rumah tangga per bulan. Penilaian kriteria ini didasarkan pada besarnya pengeluaran rumah tangga keluarga setiap bulan untuk keperluan pokok, tetapi tidak termasuk pengeluaran non rutin. Penggolongan Status Ekonomi Sosial (SES) ini dianggap lebih mencerminkan kondisi riil dibandingkan penggolongan yang lain. Penggolongan Status Ekonomi Sosial (SES) digunakan sebagai pertanyaan *screening* untuk menyeleksi partisipan. Individu yang termasuk dalam partisipan kategori menengah ke bawah dalam penelitian ini adalah individu yang termasuk Status Ekonomi Sosial(SES) B sampai E yaitu pengeluaran per bulan IDR 4.800.000 (sekitar USD 341,22) ke bawah.

Teknik pemilihan sampel pada penelitian ini adalah *convenience sampling*. *Convenience sampling* merupakan metode pemilihan sampel dengan cara penulis menyebarkan kuesioner kepada individu yang sesuai dengan kriteria sebagai subjek penelitian dan bersedia untuk menjadi partisipan (Creswell, 2012). Selain itu, penulis juga menggunakan teknik *snowball sampling* dengan meminta partisipan yang telah

pants who had filled in the questionnaires to distribute others to other people, whose characteristics also fitted those of research participants. The number for the sample in this research was 427 people, with a degree of significance of 0.05.

The questionnaire distribution was conducted in the classical way, through schools and individually. To obtain the data of adolescents aged between 12 and 17 years, the authors went to several schools, the majority of whose pupils had a background of middle and lower family socioeconomic status. A large portion of these pupils were recipients of the Jakarta Smart Card (*Kartu Jakarta Pintar* – KJP; a program designed to improve schooling and schooling opportunities for pupils from middle and lower socioeconomic class families in Jakarta, from the provincial government of the DKI, to assist with the costs of their schooling). The authors distributed questionnaires to the subjects they had selected, based upon the data obtained from the schools, whose characteristics were those which suited the researchers, and who were willing to fill in the questionnaires. Besides this, to obtain data on adolescents aged between 18 and 21 years, the authors distributed the questionnaires in a number of universities which hold classes for people currently in employment, or night classes. Based upon survey results, it was known that a large number of tertiary students taking classes for people in employment had middle and lower socioeconomic status. The majority of these students worked whilst studying because of economic factors, and in order to be able to pay for tuition. The authors also distributed questionnaires to people whom they knew to be recipients of economic track scholarships.

The authors distributed questionnaires to individuals whose characteristics qualified them to participate in the research. The questionnaires were distributed in two ways, *i.e.* in *hardcopy* versions and in online versions via a link from the application *Google Form*. After potential participants had gone through the *screening* process, based upon socioeconomic status criteria, the authors obtained a total of 427 participants, the details of whom were, 213 males and 214 females. The total number of early adolescence participants (aged between 12 and 17 years) was balanced by the number of late adolescence participants (aged 18 to 21 years), to give numbers of 214 early adolescents and 213 late adolescents. Besides this, students undergoing education at Junior High School level numbered 108, numbers at Senior High

mengisi kuesioner untuk menyebarkan kepada orang lain yang sesuai dengan karakteristik partisipan penelitian. Jumlah sampel dalam penelitian ini adalah 427 partisipan dengan taraf signifikansi 0,05.

Penyebaran kuesioner dilakukan secara klasikal melalui sekolah dan individual. Untuk mendapatkan data remaja yang berusia 12 hingga 17 tahun, penulis pergi ke beberapa sekolah yang mayoritas muridnya berlatar Status Ekonomi Sosial (SES) menengah ke bawah. Sebagian besar muridnya merupakan penerima Kartu Jakarta Pintar (KJP) dari Pemerintah Provinsi Daerah Khusus Ibukota (DKI) Jakarta agar dapat membantu membiayai pendidikan mereka. Penulis membagikan kuesioner kepada subjek yang telah dipilih peneliti berdasarkan data yang didapatkan dari sekolah yang kriterianya sesuai dengan karakteristik penelitian dan bersedia untuk mengisi kuesioner. Selain itu, untuk mendapatkan data remaja yang berusia 18 hingga 21 tahun, penulis membagikan kuesioner di beberapa universitas yang memiliki kelas karyawan atau kelas malam. Berdasarkan hasil survei diketahui bahwa sebagian besar mahasiswa yang mengikuti kelas karyawan memiliki latar Status Ekonomi Sosial (SES) keluarga yang menengah ke bawah. Mayoritas mahasiswa bekerja sambil berkuliah karena faktor ekonomi dan agar dapat membiayai kuliah. Penulis juga membagikan kuesioner kepada orang-orang yang penulis ketahui sebagai penerima beasiswa jalur ekonomi.

Penulis menyebarkan kuesioner kepada individu yang sesuai dengan kriteria penelitian. Kuesioner disebarkan melalui dua cara, yaitu dalam bentuk *hardcopy* dan versi daring melalui link dari aplikasi *Google Form*. Setelah melewati proses *screening* berdasarkan kriteria Status Ekonomi Sosial (SES), penulis memeroleh partisipan sejumlah 427 orang dengan rincian 213 partisipan laki-laki dan 214 partisipan perempuan. Total partisipan remaja awal (usia 12 hingga 17 tahun) seimbang dengan total partisipan remaja akhir (usia 18 hingga 21 tahun) yaitu sebanyak 214 remaja awal dan 213 remaja akhir. Selain itu partisipan yang sedang menempuh pendidikan Sekolah Menengah Pertama (SMP) sejumlah 108 orang, Sekolah Menengah Atas (SMA)/Sekolah Menengah Kejuruan (SMK)/sederajat sejumlah 106 orang, dan

School/Senior Technical High School, or the equivalent, level were 106, and at University level there were 213. Of the participants, the majority were domiciled in East and North Jakarta. This accords with the data from the *Frontier Consulting Group* survey, that, of families of middle and lower socio-economic background status in Jakarta, 55.6% live in East Jakarta and 57.4% live in North Jakarta (A. Apip, personal communication, March 2nd, 2018).

Instruments and Techniques for Data Collection

Perceived social support was measured using the *Social Support Questionnaire 6 (SSQ6)* instrument, created by Sarason et al. (1987). This instrument had already been translated and used in an Indonesian context (Witan & Halim, 2006). The *Social Support Questionnaire 6 (SSQ6)* consists of two parts, which measure the dimensions of *perceived social support*. These two dimensions are; quantity, *i.e.* the number of other people felt to be prepared to give *social support* to an individual (*Social Support Questionnaire Number Score [SSQN]*); and quality, *i.e.* the degree of satisfaction of an individual with the *social support* which that individual perceives to be received from those people (*Social Support Questionnaire Satisfaction Score [SSQS]*). The *Social Support Questionnaire Number Score (SSQN)* and the *Social Support Questionnaire Satisfaction Score (SSQS)* form independent, stand-alone dimensions, but, as regards their administration, are still in a single questionnaire series. *Social Support Questionnaire 6 (SSQ6)* comprises 12 points, with six points to each dimension. This instrument is in *self-reporting* form, and the participants must answer the questions themselves. For reliability testing, the *Cronbach's alpha* coefficient was used. The reliability coefficient values of the *Social Support Questionnaire Number Score (SSQN)* instrument, with six points, was .914 and of the *Social Support Questionnaire Satisfaction Score (SSQS)* instrument, also with six points, was .830. Figure 1 shows examples of the points, or the measurements, using the *Social Support Questionnaire 6 (SSQ6)* instrument.

In Figure 1, Part (a) is a scale of the amount of *perceived social support quantity* (*Social Support Questionnaire Number Score [SSQN]*). Participants were asked to write in the details of the specific people (initials and relationship to the writer) who, according to them, were able to give assistance, or upon whom they could rely, in a problematic situation. If the participant wrote "None", then it

kuliah sejumlah 213 orang. Dari keseluruhan partisipan, mayoritas berdomisili di Jakarta Timur dan Jakarta Utara. Hal ini sesuai dengan data survei dari *Frontier Consulting Group* bahwa mayoritas keluarga yang memiliki Status Ekonomi Sosial (SES) menengah ke bawah 55.6% berdomisili di Jakarta Timur dan 57.4% berdomisili di Jakarta Utara (A. Apip, komunikasi pribadi, 2 Maret 2018).

Instrumen dan Teknik Pengumpulan Data

Perceived social support diukur menggunakan instrumen *Social Support Questionnaire 6 (SSQ6)* yang dibuat oleh Sarason et al. (1987). Alat ini sudah diterjemahkan dan digunakan dalam konteks Indonesia (Witan & Halim, 2006). *Social Support Questionnaire 6 (SSQ6)* terdiri dari dua bagian yang mengukur dimensi dalam *perceived social support*. Kedua dimensi tersebut adalah kuantitas yaitu jumlah orang lain yang dirasakan tersedia memberikan *social support* pada individu (*Social Support Questionnaire Number Score [SSQN]*) dan kualitas yaitu derajat kepuasan individu terhadap *social support* yang individu persepsikan diterima dari orang-orang tersebut (*Social Support Questionnaire Satisfaction Score [SSQS]*). *Social Support Questionnaire Number Score (SSQN)* dan *Social Support Questionnaire Satisfaction Score (SSQS)* merupakan dimensi yang berdiri sendiri namun dalam pengadministrasiannya tetap dalam satu rangkaian kuesioner. *Social Support Questionnaire 6 (SSQ6)* terdiri dari 12 butir dengan enam butir setiap dimensinya. Instrumen ini merupakan *self-report* dan partisipan harus menjawab pernyataan yang ada sendiri. Untuk pengujian reliabilitas digunakan koefisien *Cronbach's alpha*. Nilai koefisien reliabilitas instrumen *Social Support Questionnaire Number Score (SSQN)* dengan jumlah enam butir adalah sebesar 0,914 dan *Social Support Questionnaire Satisfaction Score (SSQS)* dengan jumlah enam butir sebesar 0,830. Gambar 1 menunjukkan contoh butir atau pengukuran menggunakan instrumen *Social Support Questionnaire 6 (SSQ6)*.

Pada Gambar 1, bagian (a) merupakan skala *perceived social support number* (*Social Support Questionnaire Number Score [SSQN]*). Partisipan diminta untuk menuliskan secara spesifik orang-orang (inisial nama dan hubungannya) yang menurutnya dapat memberi bantuan atau dapat diandalkan dalam situasi pada soal. Jika partisipan memilih "Tidak ada", maka partisipan tidak perlu

was not necessary for the following boxes to be filled in. The requirements were similar in Part (b). The participants were allowed to write the details of a maximum of nine persons. Evaluation of each point in Part (a) depended upon the number of boxes filled in. Each box filled in by the participant received a score of 1, whilst the answer "None", and uncompleted boxes, were given a score of 0. The minimum score awarded was 0, and the maximum score achievable for each point was 9. The final score, after adding up the scores of all points, was then divided by six, as there were six points in the *Social Support Questionnaire Number Score (SSQN)*. The range of final scores for the *Social Support Questionnaire Number Score (SSQN)* was between 0 and 9. The higher the score achieved, the greater was the number of people believed by the individual to be reliable and willing to give assistance if difficulties were being faced, whilst the lower the score achieved, the lower was the number of people felt by the individual to be reliable and willing to assist when problems were faced.

mengisi kotak-kotak yang ada di sebelahnya, begitu juga bagian (b). Partisipan hanya boleh menuliskan maksimal sembilan orang. Penilaian pada setiap butir bagian (a) tergantung dari banyaknya kotak yang diisi. Setiap kotak yang diisi oleh partisipan mendapatkan skor 1, sedangkan jawaban "Tidak ada" dan kotak yang tidak diisi mendapatkan skor 0. Skor minimal adalah 0 dan skor maksimal adalah 9 pada setiap butir. Skor akhir diperoleh dengan menjumlahkan skor pada setiap butir lalu dibagi enam karena total butir *Social Support Questionnaire Number Score (SSQN)* ada enam. Rentang skor akhir *Social Support Questionnaire Number Score (SSQN)* adalah 0 hingga 9. Semakin tinggi skor berarti semakin banyak jumlah orang yang dirasakan individu dapat diandalkan dan bersedia untuk membantunya ketika individu menghadapi kesulitan. Sedangkan semakin rendah skor berarti semakin sedikit jumlah orang yang dirasakan individu dapat diandalkan dan bersedia untuk membantunya ketika individu menghadapi kesulitan.

A

Who can really make you laugh, when you are sad?

No-one	1.	4.	7.
	2.	5.	8.
	3.	6.	9.

B

How satisfied?

very satisfied	quite satisfied	somewhat satisfied	somewhat unsatisfied	quite unsatisfied	very unsatisfied

Figure 1. Examples of points of measurement of amount of and satisfaction with social support, as perceived by the participant.

A

Siapa yang sungguh-sungguh dapat membuat Anda tertawa saat Anda sedang sedih?

Tidak Ada	1.	4.	7.
	2.	5.	8.
	3.	6.	9.

B

Seberapa puas?

sangat puas	cukup puas	agak puas	agak tidak puas	cukup tidak puas	sangat tidak puas

Gambar 1. Contoh butir pengukuran jumlah dan kepuasan terhadap dukungan sosial yang dipersepsikan oleh partisipan.

In Figure 1, Part (b) is the scale of *perceived social support satisfaction* (*Social Support Questionnaire Satisfaction Score [SSQS]*). The participants were requested to give a value, concerning the degree of satisfaction felt, regarding the *social support* perceived to have been received from the people in Part (a). The participants could choose one of six possible responses. The categories of choice were from "6 (*very satisfied*)" down to "1 (*greatly unsatisfied*)". The minimum score in Part (b) was 1, and the maximum score, for each point, was 6. The range of final scores in the *Social Support Questionnaire Satisfaction Score (SSQS)* was between 1 and 6. The higher the score, the more satisfied was the individual with the *social support* perceived to have been received, whilst the lower the score, the greater was the dissatisfaction of the individual with the *social support* perceived to have been received.

Adolescent emotion regulation was measured using the *Emotion Regulation Questionnaire (ERQ)*, constructed by Gross and John (2003). This instrument had also been translated, and used, in an Indonesian context (Ratnasari & Suleeman, 2017; Suwartono & Bintamur, 2019). The *Emotion Regulation Questionnaire (ERQ)* measures the degree of the tendency of an individual to use *cognitive reappraisal* (dimensions of positive emotion regulation), and *expressive suppression* (dimensions of negative emotion regulation) regulatory emotional strategies. The *Emotion Regulation Questionnaire (ERQ)* consists of 10 points, of which six points measure *cognitive reappraisal* and four measure *expressive suppression*. The *Emotion Regulation Questionnaire (ERQ)* is an instrument of *self-reporting*, whose points are in the form of questions which must be answered personally by the participant. The reliability coefficient value of the *cognitive reappraisal* instrument, which has six points, was 0.656 and that of the *expressive suppression* instrument, which has four points, was 0.672.

Points number 1, 3, 5, 7, 8, and 10 are those illustrating *cognitive reappraisal*, whilst points number 2, 4, 6, and 9 are those illustrating *expressive suppression*. The *Emotion Regulation Questionnaire (ERQ)* is in the form of a Likert scale, having a range of values between "1 (*greatly disagree*)" and "7 (*greatly agree*)". The minimum score for the part relating to *cognitive reappraisal* is 6 and the maximum is 42, whilst the minimum score in the part relating to *expressive suppression* is 4, and the maximum is 28. The final results of the *Emotion*

Pada Gambar 1, bagian (b) merupakan skala *perceived social support satisfaction* (*Social Support Questionnaire Satisfaction Score [SSQS]*). Partisipan diminta untuk memberikan penilaian mengenai derajat kepuasan terhadap *social support* yang dipersepsikan diterima dari orang-orang pada bagian (a). Partisipan dapat memilih salah satu jawaban dari enam pilihan yang ada. Kategori pilihan jawabannya dari "6 (*sangat puas*)" hingga "1 (*sangat tidak puas*)". Skor minimal pada bagian (b) adalah 1 dan skor maksimalnya adalah 6 pada setiap butir. Rentang skor akhir *Social Support Questionnaire Satisfaction Score (SSQS)* adalah 1 hingga 6. Semakin tinggi skor berarti semakin puas individu dengan *social support* yang dipersepsikan diterima. Sedangkan semakin rendah skor berarti semakin tidak puas individu dengan *social support* yang dipersepsikan diterima.

Regulasi emosi remaja diukur menggunakan instrumen *Emotion Regulation Questionnaire (ERQ)* yang dibuat oleh Gross dan John (2003). Alat ini juga sudah diterjemahkan dan digunakan dalam konteks Indonesia (Ratnasari & Suleeman, 2017; Suwartono & Bintamur, 2019). *Emotion Regulation Questionnaire (ERQ)* mengukur tinggi atau rendahnya kecenderungan individu dalam menggunakan strategi regulasi emosi *cognitive reappraisal* (dimensi regulasi emosi positif) dan *expressive suppression* (dimensi regulasi emosi negatif). *Emotion Regulation Questionnaire (ERQ)* terdiri dari 10 butir yang enam butirnya mengukur *cognitive reappraisal* dan empat butirnya mengukur *expressive suppression*. *Emotion Regulation Questionnaire (ERQ)* merupakan instrumen *self-report* yang butir-butirnya merupakan pernyataan yang harus diisi oleh partisipan sendiri. Nilai koefisien reliabilitas instrumen *cognitive reappraisal* dengan jumlah enam butir adalah sebesar 0,656 dan *expressive suppression* dengan jumlah empat butir sebesar 0,672.

Butir nomor 1, 3, 5, 7, 8, dan 10 merupakan butir yang menggambarkan *cognitive reappraisal*. Sedangkan, butir nomor 2, 4, 6, dan 9 merupakan butir yang menggambarkan *expressive suppression*. *Emotion Regulation Questionnaire (ERQ)* merupakan skala Likert yang memiliki rentang nilai dari "1 (*sangat tidak setuju*)" hingga "7 (*sangat setuju*)". Skor minimal pada bagian *cognitive reappraisal* adalah 6 dan skor maksimalnya adalah 42. Sedangkan skor minimal pada bagian *expressive suppression* adalah 4 dan skor maksimalnya adalah 28. Hasil

Regulation Questionnaire (ERQ) consist of two total scores, *i.e.* the total scores of the *cognitive reappraisal*, and the total scores of the *expressive suppression*, portions. The two of these are different, but for administrative purposes are always delivered in one set of questionnaires.

The higher the *cognitive reappraisal* score, the higher is the tendency of the individual to use *cognitive reappraisal* strategies, whereas the lower these scores, the lower is the tendency of the individual to use them. Similarly, the higher the *expressive suppression* scores, the higher also is the tendency of the individual to use *expressive suppression* strategies, whilst the lower these scores are, so too is the tendency of the individual to use them. Examples of these points may be seen in Figure 2.

akhir dari *Emotion Regulation Questionnaire (ERQ)* ini terdiri dari dua skor total yaitu skor total *cognitive reappraisal* dan skor total *expressive suppression.* Keduanya merupakan bagian yang berbeda namun dalam pengadministrasiannya tetap dalam satu set kuesioner.

Semakin tinggi skor *cognitive reappraisal* menggambarkan bahwa semakin tinggi kecenderungan individu menggunakan strategi *cognitive reappraisal* sedangkan skor yang semakin rendah menggambarkan semakin rendah kecenderungan individu menggunakan strategi *cognitive reappraisal*. Begitu juga, semakin tinggi skor *expressive suppression* menggambarkan bahwa semakin tinggi kecenderungan individu menggunakan strategi *expressive suppression* sedangkan skor yang semakin rendah menggambarkan semakin rendah kecenderungan individu menggunakan strategi *expressive suppression.* Contoh butir dapat dilihat pada Gambar 2.

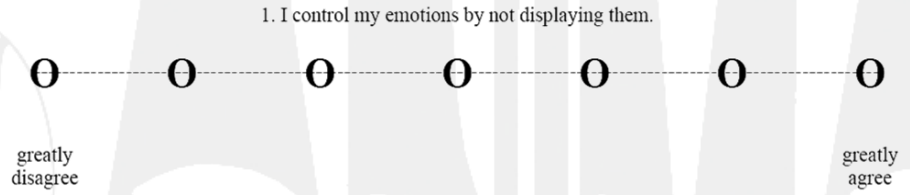
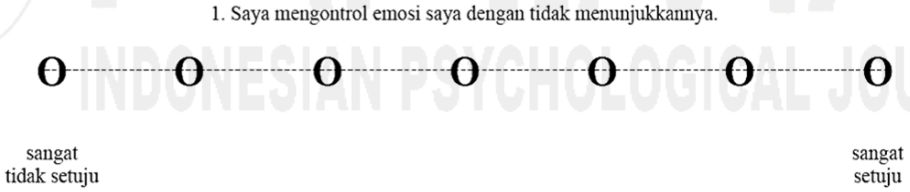


Figure 2. Examples of measurement of emotion regulation.



Gambar 2. Contoh pengukuran regulasi emosi.

Data Analysis Method

The authors conducted statistical testing, *i.e.*, correlation using *International Business Machines Corporation (IBM) Statistical Product and Service Solutions (SPSS)* software. The authors used the *Pearson Product Moment Correlation* data analysis technique, to see the significance and direction of linear connections between *perceived social support* and the emotion regulation of adolescents in Jakarta. Following that, the authors carried out the linear regression data analysis method to test the two hypotheses of the research. After hypothesis testing, they then calculated the *effect size*, based upon the values of the *product moment* (r).

Metode Analisis Data

Penulis melakukan uji statistik yaitu korelasi menggunakan *software International Business Machines Corporation (IBM) Statistical Product and Service Solutions (SPSS)*. Penulis menggunakan teknik analisis data *Pearson Product Moment Correlation* untuk melihat signifikansi dan arah hubungan linear antara *perceived social support* dan regulasi emosi remaja di Jakarta. Setelah itu, penulis melanjutkan analisis data dengan teknik analisis regresi linier metode Enter untuk menguji kedua hipotesis penelitian. Setelah pengujian hipotesis, penulis kemudian menghitung *effect size* berdasarkan nilai korelasi *product moment* (r).

Results

Descriptive Diagrams of the Research Results

On the basis of Table 1, concerning the descriptive diagrams of the research results, the average value of the two variables may be determined. *Perceived social support* comprises the dimensions of the totals of *perceived social support* (*Social Support Questionnaire Number Score [SSQN]*) and satisfaction with *perceived social support* (*Social Support Questionnaire Satisfaction Score [SSQS]*). The averaged value of the *Social Support Questionnaire Number Score (SSQN)*, obtained from all participants, was 3.39. Theoretically, the range of scores of the *Social Support Questionnaire Number Score (SSQN)*, which might have been obtained by the participants, was between 0 and 9. The higher the scores, the greater was the number of people who were felt by the participant to be reliable, and willing to assist, if the individual encountered difficulties. The average values of the *Social Support Questionnaire Satisfaction Score (SSQS)* of all participants was 5.17. The range of scores of the *Social Support Questionnaire Satisfaction Score (SSQS)*, which it was possible for the participant to achieve, was between 1 and 6. Thus, the majority of participants felt fairly satisfied with their existing *social support*. The higher the score, the more satisfied was the participant with the perceived existing *social support* received.

Hasil

Gambaran Deskriptif Hasil Penelitian

Berdasarkan Tabel 1, mengenai gambaran deskriptif hasil penelitian, dapat diketahui nilai rata-rata pada kedua variabel. *Perceived social support* terdiri dari dimensi jumlah *perceived social support* (*Social Support Questionnaire Number Score [SSQN]*) dan kepuasan *perceived social support* (*Social Support Questionnaire Satisfaction Score [SSQS]*). Nilai rata-rata *Social Support Questionnaire Number Score (SSQN)* yang diperoleh dari seluruh partisipan adalah 3,39. Secara teoritis, rentang skor *Social Support Questionnaire Number Score (SSQN)* yang mungkin diperoleh partisipan adalah 0 hingga 9. Semakin tinggi skor berarti semakin banyak jumlah orang yang dirasakan individu dapat diandalkan dan bersedia untuk membantunya ketika individu menghadapi kesulitan. Selanjutnya, nilai rata-rata *Social Support Questionnaire Satisfaction Score (SSQS)* dari seluruh partisipan adalah 5,17. Rentang skor *Social Support Questionnaire Satisfaction Score (SSQS)* yang mungkin diperoleh partisipan adalah 1 hingga 6. Dengan demikian, mayoritas partisipan merasa cukup puas terhadap *social support* yang ada. Semakin tinggi skor berarti semakin puas individu dengan *social support* yang dipersepsikan diterima.

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Table 1
Descriptive Diagram of Research Results

Variable	Male (n = 213)		Female (n = 214)		All Participants (N = 427)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Amount of *Perceived Social Support*	3.05	2.01	3.72	2.07	3.39	2.06
Satisfaction with *Perceived Social Support*	4.99	0.83	5.12	0.67	5.17	0.76
Cognitive Reappraisal	32.24	4.82	31.34	5.24	31.79	5.05
Expressive Suppression	17.46	4.86	15.18	4.71	16.32	4.91

Tabel 1
Gambaran Deskriptif Hasil Penelitian

Variabel	Laki-Laki (n = 213)		Perempuan (n = 214)		Seluruh Partisipan (N = 427)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Jumlah *Perceived Social Support*	3.05	2.01	3.72	2.07	3.39	2.06
Kepuasan *Perceived Social Support*	4.99	0.83	5.12	0.67	5.17	0.76
Cognitive Reappraisal	32.24	4.82	31.34	5.24	31.79	5.05
Expressive Suppression	17.46	4.86	15.18	4.71	16.32	4.91

Besides this, one may also determine from the descriptive diagram the values of emotion regulation, based upon the two dimensions of emotion regulation, *i.e. cognitive reappraisal* and *expressive suppression*, that the average value of *cognitive reappraisal* of all participants was 31.79. The range of score totals which might have been achieved was from a minimum of 6 to a maximum of 42, so that the median value was 21. The averaged values of *cognitive reappraisal* of all participants was higher than the median of this score range, so that it may be said that the majority of the participants had a quite high *cognitive reappraisal* value. What is more, the average value of *expressive suppression* of all participants was 16.32. The range of score totals which might have been achieved by a participant was between 4 and 28, so that the median value was 14. Thus, the majority of average values for *expressive suppression*, of all the participants, both female and male, was a little higher than the median value.

Data Analysis

In Table 2, it may be determined that, from the results of the correlation of the two dimensions of *perceived social support* and the dimension of *cognitive reappraisal* of emotion regulation, there was only one significant correlation for the significance value of alpha 0.01 (*two-tailed*), that being with the dimension of satisfaction with *perceived social support*. Thus, it may be interpreted that there was a significant connection between satisfaction with *perceived social support* and *cognitive reappraisal*, in the emotion regulation of the adolescents in Jakarta, with $r(425) = .197$, $p < .01$. Furthermore, the results of correlation testing indicated that one dimension of *perceived social support* had a significant correlation with the dimension of *expressive suppression.* In more detail, satisfaction with *perceived social support* had a correlation with *expressive suppression* in the emotion regulation to the degree of a significant value of alpha .01 (*two-tailed*). This indicated that there was a significant connection between satisfaction with *perceived social support* and *expressive suppression* in the emotion regulation of adolescents in Jakarta, with $r(425) = -0{,}142$, $p < .01$.

Based upon this correlation testing, the authors then continued with regression analysis. The results of regression analysis testing are illustrated in Figure 3. These results of regression analysis indicated that it was only satisfaction with social support which made

Selain itu dapat diketahui pula gambaran deskriptif nilai regulasi emosi berdasarkan dua dimensi regulasi emosi yaitu *cognitive reappraisal* dan *expressive suppression*. Nilai rata-rata *cognitive reappraisal* dari seluruh partisipan adalah 31,79. Rentang total skor yang dapat diperoleh partisipan adalah minimum 6 dan skor maksimalnya adalah 42 sehingga diperoleh nilai tengah sebesar 21. Mayoritas nilai rata-rata *cognitive reappraisal* seluruh partisipan lebih tinggi dari nilai tengah rentang skor ini sehingga dapat diketahui bahwa mayoritas partisipan memiliki nilai *cognitive reappraisal* yang cukup tinggi. Selanjutnya, nilai rata-rata *expressive suppression* dari seluruh partisipan adalah 16,32. Rentang total skor yang dapat diperoleh partisipan adalah 4 hingga 28 sehingga dapat diambil nilai tengah sebesar 14. Dengan demikian mayoritas nilai rata-rata *expressive suppression* dari seluruh partisipan baik perempuan maupun laki-laki sedikit lebih tinggi dari nilai tengah dimensi ini.

Analisis Data

Dalam Tabel 2, dapat diketahui bahwa dari hasil korelasi dua dimensi *perceived social support* dengan dimensi *cognitive reappraisal* pada regulasi emosi, hanya terdapat satu korelasi yang signifikan pada taraf nilai signifikansi alpha 0,01 (*two-tailed*), yaitu dengan dimensi kepuasan *perceived social support*. Dengan demikian, dapat diinterpretasikan bahwa terdapat hubungan yang signifikan antara kepuasan *perceived social support* dan *cognitive reappraisal* dalam regulasi emosi pada remaja di Jakarta, $r(425) = 0{,}197$, $p < 0{,}01$. Selanjutnya, hasil pengujian korelasi menunjukkan bahwa satu dimensi *perceived social support* memiliki korelasi yang signifikan dengan dimensi *expressive suppression*. Secara terperinci, kepuasan *perceived social support* memiliki korelasi dengan *expressive suppression* dalam regulasi emosi pada taraf nilai signifikansi alpha 0,01 (*two-tailed*). Hal ini menunjukkan bahwa terdapat hubungan yang signifikan antara kepuasan *perceived social support* dan *expressive suppression* dalam regulasi emosi pada remaja di Jakarta, $r(425) = -0{,}142$, $p < 0{,}01$.

Berdasarkan hasil uji korelasi ini, penulis kemudian melanjutkan dengan analisis regresi. Hasil pengujian analisis regresi ditunjukkan melalui Gambar 3. Hasil analisis regresi menunjukkan hanya kepuasan pada dukungan sosial yang berkontribusi pada tingkat

a contribution to the level of emotion regulation used. However, satisfaction with social support makes a positive contribution to *Cognitive Appraisal*, and a negative contribution to *Expression Suppression*.

regulasi emosi yang digunakan. Akan tetapi, kepuasan dukungan sosial memberikan kontribusi positif pada *Cognitive Appraisal*, dan kontribusi negatif terhadap *Expression Suppression*.

Table 2
Correlation Testing of the Dimensions of Perceived Social Support and Emotion Regulation

		Emotion Regulation *Cognitive Reappraisal*	Emotion Regulation *Expressive Suppression*
Amount of *Perceived Social Support*	Coefficient of Correlation	.042	- .090
	p value (2-tailed)	.387	.063
	N	427	427
Satisfaction with *Perceived Social Support*	Coefficient of Correlation	.197**	-.142**
	p value (2-tailed)	.000	.003
	N	427	427

Note. **significant correlation at level .01 (*two-tailed*); * significant correlation at level .05 (*two-tailed*).

Tabel 2
Uji Korelasi Dimensi Perceived Social Support dan Regulasi Emosi

		Regulasi Emosi *Cognitive Reappraisal*	Regulasi Emosi *Expressive Suppression*
Jumlah *Perceived Social Support*	Koefisien korelasi	0,042	-0,090
	p value (2-tailed)	0,387	0,063
	N	427	427
Kepuasan *Perceived Social Support*	Koefisien korelasi	0,197**	-0,142**
	p value (2-tailed)	0,000	0,003
	N	427	427

Catatan. **korelasi signifikan pada level 0.01 (*two-tailed*); *korelasi signifikan pada level 0.05 (*two-tailed*).

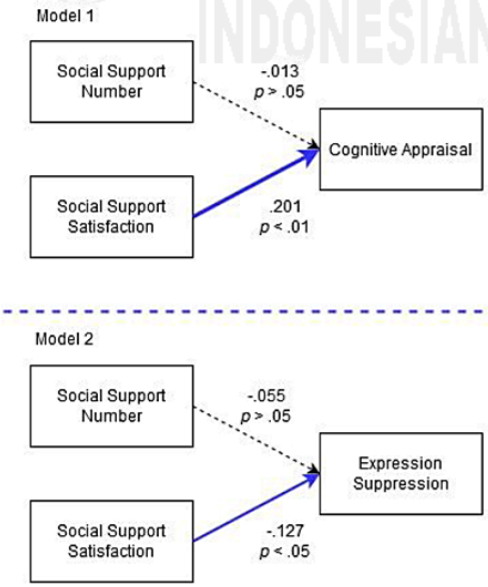
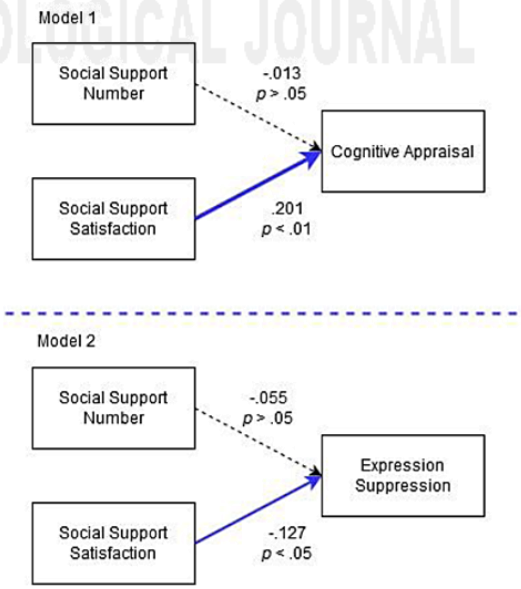


*Figure 3.*Results of regression analysis.
Note. Thick arrows indicate strength and significance of contributions to aspects of emotion regulation.



*Gambar 3.*Hasil analisis regresi.
Catatan. Panah yang dicetak tebal menunjukkan kekuatan dan signifikansi kontribusi terhadap aspek regulasi emosi

Figure 3 and regression analysis indicated that the two models stated in the two hypotheses are partially accepted. In Model 1, satisfaction with social support is the only aspect which makes a positive contribution to *Cognitive Appraisal*, with b = - 0.201, $t(424)$ = 4.048, $p < 0.001$. The two aspects of social support explain the variability of *Cognitive Appraisal*, with R^2 = 0.04, $F(2.424)$ = 8.581, $p < 0.001$, whilst Model 2 indicates that satisfaction with social support is the only social support aspect which reduces *Expressive Suppression* emotion regulation, with b = - 0.127, $t(424)$ = - 2.544, $p < 0,05$. These two aspects of social support explain the variability of *Expressive Suppression*, with R^2 = 0.023, $F(2.424)$ = 4.994, $p < 0.05$.

The results of regression analysis indicate that satisfaction with social support is the only significant predictor. Because of this, the authors conducted *effect size* calculations using correlation values between satisfaction with social support and each aspect of emotion regulation. Paying attention to the sizes of the correlations in Table 2, they then conducted calculations of the *effect size* (f^2). The *effect size* was calculated using the formula:

$$f^2 = \frac{r^2}{1 - r^2}$$

According to the normally utilized guide, f^2 = 0.02 is classified as a *small effect size* and f^2 = 0.15 is classified as a *medium effect size* (Cohen, 1988). The results of the measurement of *effect size*, for connections between satisfaction with social support and *Cognitive Appraisal*, was 0.042 (*small-medium effect size*), whilst the *effect size* between satisfaction with social support and *Expressive Suppression* was 0.02 (*small effect size*).

Gambar 3 dan analisis regresi menunjukkan bahwa kedua model yang tertuang pada hipotesis diterima secara parsial. Pada Model 1, kepuasan terhadap dukungan sosial menjadi satu-satunya aspek yang berkontribusi positif terhadap *Cognitive Appraisal* dengan b = - 0,201, $t(424)$ = 4,048, $p < 0,001$. Kedua aspek dukungan sosial menjelaskan variabilitas *Cognitive Appraisal* dengan R^2 = 0,04, $F(2,424)$ = 8,581, $p < 0,001$. Sedangkan, Model 2 menunjukkan bahwa kepuasan terhadap dukungan sosial adalah satu-satunya aspek dukungan sosial yang menurunkan regulasi emosi *Expressive Suppression* dengan b = - 0,127, $t(424)$ = - 2,544, $p < 0,05$. Kedua aspek dukungan sosial tersebut menjelaskan variabilitas *Expressive Suppression* dengan R^2 = 0,023, $F(2,424)$ = 4,994, $p < 0,05$.

Hasil analisis regresi menunjukkan kepuasan terhadap dukungan sosial merupakan satu-satunya prediktor yang signifikan. Oleh karena itu, penulis melakukan perhitungan *effect size* dengan menggunakan nilai korelasi antara kepuasan terhadap dukungan sosial dan masing-masing aspek regulasi emosi. Dengan memperhatikan besaran korelasi pada Tabel 2, penulis kemudian melakukan perhitungan *effect size* (f^2). *Effect size* dihitung dengan rumus:

$$f^2 = \frac{r^2}{1 - r^2}$$

Menurut panduan yang umum digunakan, f^2 = 0,02 tergolong *small effect size* dan f^2 = 0,15 tergolong *medium effect size* (Cohen, 1988). Hasil pengukuran *effect size* untuk hubungan antara kepuasan terhadap dukungan sosial dan *Cognitive Appraisal* adalah 0,042 (*small-medium effect size*). Sedangkan *effect size* antara kepuasan terhadap dukungan sosial dan *Expressive Suppression* adalah 0,02 (*small effect size*).

Discussion

Several principle conclusions which can be drawn, based upon this research data, are: (1) the amount of *perceived social support* does not contribute to either *cognitive reappraisal* or *expressive suppression* in the emotion regulation of adolescents in Jakarta; (2) satisfaction with *perceived social support* makes a positive contribution to *cognitive reappraisal* in the emotion regulation of adolescents in Jakarta, and; (3) satisfaction with *perceived social support*

Diskusi

Beberapa kesimpulan utama yang dapat ditarik berdasarkan data penelitian ini adalah: (1) jumlah *perceived social support* tidak berkontribusi terhadap *cognitive reappraisal* maupun *expressive suppression* dalam regulasi emosi pada remaja di Jakarta; (2) kepuasan *perceived social support* berkontribusi positif terhadap *cognitive reappraisal* dalam regulasi emosi pada remaja di Jakarta; dan (3) kepuasan *perceived social support* berkontribusi negatif ter-

has a negative contribution towards *expressive suppression*. This means that the amount (quantity) of *social support* offered to a person does not have a significant connection with a tendency to use *cognitive reappraisal* and *expressive suppression* emotion regulation. This supports the statements made by Burleson (2009), Cavallo and Higgins (2013), Fiorillo and Sabatini (2011), Rafaeli and Gleason (2009), together with those by Sarason et al., (1990), that the perception of an individual of the *social support* on offer (quality), is more important than the amount (quantity), of interactions with others. This is said to be the case because it is not yet certain that the *social support* received from the social circle of an individual is on target and accords with what is needed by that individual. If this *social support* is not seen as assisting, then this will not help matters, and will have only a negative impact, and be a burden for the individual receiving it (Bolger & Amarel, 2007; Falci & McNeely, 2009).

Then it was found that there is a significant connection between satisfaction with *perceived social support* and *cognitive reappraisal* in emotion regulation. This can be construed as meaning that the more satisfied individuals are with the *social support* to be had around them, the greater their tendency to use *cognitive reappraisal* emotion regulation. People who provide *social support* can share their past experiences when faced with negative events, so that when individuals are facing their own negative events, they can view the events they are experiencing from a positive viewpoint, and be sure that they can get through them (Cohen & Wills, 1985). The results of this research support those of the research previously conducted by Rami (2013), which showed that there is a significant positive connection between the quality of *perceived social support* and *cognitive reappraisal*. However, there were several differences, *i.e.* the subjects of the research by Rami (2013) were tertiary students of the *University of Michigan*, aged between 18 and 22 years (N = 117), and the research was focused on only family *social support*, and the emotion regulation strategy examined was *cognitive reappraisal*; whilst this research looked at the quality (satisfaction) and quantity (amount) of *perceived social support* and the subjects included all of adolescent age, between 12 and 21 years (N = 427), and the sources of *social support* were of a more varied nature, *i.e.* family, friends, and other *significant others*.

hadap *expressive suppression*. Artinya, banyaknya (kuantitas) *social support* yang dimiliki seseorang tidak memiliki hubungan yang signifikan dengan kecenderungan menggunakan regulasi emosi *cognitive reappraisal* dan *expressive suppression*. Hal ini mendukung pernyataan Burleson (2009), Cavallo dan Higgins (2013), Fiorillo dan Sabatini (2011), Rafaeli dan Gleason (2009), serta Sarason et al., (1990) bahwa persepsi individu terhadap *social support* yang tersedia (kualitas) lebih penting daripada banyaknya (kuantitas) interaksi dengan orang lain. Dikatakan demikian karena belum tentu *social support* yang didapatkan dari jaringan sosial individu tepat sasaran dan sesuai dengan yang dibutuhkan oleh individu. Jika *social support* tersebut tidak dipandang sebagai bantuan maka hal tersebut tidak akan berguna dan hanya akan membawa dampak negatif dan menjadi beban bagi individu yang menerimanya (Bolger & Amarel, 2007; Falci & McNeely, 2009).

Kemudian, ditemukan bahwa terdapat hubungan yang signifikan antara kepuasan *perceived social support* dan *cognitive reappraisal* dalam regulasi emosi. Hal ini dapat diartikan bahwa semakin puas individu dengan *social support* yang ada di sekitarnya maka semakin tinggi kecenderungan individu menggunakan regulasi emosi *cognitive reappraisal*. Orang-orang yang menyediakan *social support* dapat membagikan pengalamannya ketika menghadapi peristiwa negatif, sehingga ketika individu menghadapi peristiwa negatif, individu dapat memandang peristiwa yang dialami dari segi positif dan yakin bahwa individu dapat melaluinya (Cohen & Wills, 1985). Hasil penelitian ini mendukung hasil penelitian dari Rami (2013) sebelumnya bahwa terdapat hubungan positif yang signifikan antara kualitas *perceived social support* dan *cognitive reappraisal*. Namun, terdapat beberapa perbedaan yaitu subjek penelitian Rami (2013) adalah mahasiswa *University of Michigan* yang berusia 18-22 tahun (N = 117), dan penelitiannya hanya berfokus pada *social support* keluarga serta strategi regulasi emosi yang diteliti adalah *cognitive reappraisal*; sedangkan penelitian ini melihat kualitas (kepuasan) dan kuantitas (jumlah) *perceived social support* yang subjeknya mencakup seluruh remaja yang berusia 12-21 tahun (N = 427) dan sumber *social support* yang lebih variatif yaitu keluarga, teman, dan *significant others* lainnya.

Furthermore, the results of regressive analysis testing indicated that satisfaction with *perceived social support* made a negative contribution to *expressive suppression* emotion regulation. This indicated that the more satisfied the individuals were with the *social support* available in their environment, the lower their tendency was to use *expressive suppression* emotion regulation. The results of this research supported the statements made by Lakey and Cassady (1990), as well as those by Marigold et al. (2014), that *social support* can increase individual *self-esteem*. Individuals who receive adequate *social support* from their environment will see themselves as meaningful, will feel cared for and loved, so that they will open up more to others around them. Thus, satisfaction with *perceived social support* causes an individual to avoid the use of maladaptive emotion regulation strategies, *i.e.* of *expressive suppression*.

Research Limitations

Although the hypotheses of this research were partially supported, the research had limitations, indicated through the *effect size*, which was classified as being small. The authors observed that the *perceived social support* instrument used in this research was the *Social Support Questionnaire 6 (SSQ6)*, which measures the number of other people felt to be prepared to give *social support* to an individual (*Social Support Questionnaire Number Score [SSQN]*), and the quality of the support, *i.e.* the degree of individual satisfaction with the *social support* perceived to have been received from those people (*Social Support Questionnaire Satisfaction Score [SSQS]*). In future studies, it may be possible to combine the *Social Support Questionnaire 6 (SSQ6)* instrument and the *Medical Outcomes Study - Social Support Survey (MOS-SSS)* instrument, constructed by Sherbourne and Stewart (1991). The *Medical Outcomes Study - Social Support Survey (MOS-SSS)* would be an instrument which measured the perception of individuals concerning the availability of various types of functional *social support* received. By combining these two instruments, this could enrich the coverage of knowledge, including that of the types of *functional support*, the number of other people felt willing to give *social support*, and satisfaction with *social support*, all at the same time.

Selanjutnya, hasil pengujian analisis regresi menunjukkan bahwa kepuasan *perceived social support* berkontribusi negatif pada regulasi emosi *expressive suppression*. Hal ini mengindikasikan bahwa semakin puas individu dengan *social support* yang ada di sekitarnya, maka semakin rendah kecenderungan individu menggunakan regulasi emosi *expressive suppression*. Hasil penelitian ini mendukung pernyataan Lakey dan Cassady (1990), serta Marigold et al. (2014) bahwa *social support* dapat meningkatkan *self-esteem* individu. Individu yang mendapatkan *social support* yang adekuat dari lingkungannya, akan memandang dirinya berarti, merasa dipedulikan, dan dicintai sehingga akan lebih membuka diri pada orang-orang di sekitarnya. Dengan demikian kepuasan *perceived social support* membuat individu terhindar dari penggunaan strategi regulasi emosi yang maladaptif yaitu *expressive suppression*.

Keterbatasan Penelitian

Walaupun hipotesis penelitian ini terdukung secara parsial, penelitian ini memiliki keterbatasan yang diindikasikan melalui *effect size* yang tergolong kecil. Penulis mengamati bahwa instrumen *perceived social support* yang digunakan dalam penelitian ini adalah *Social Support Questionnaire 6 (SSQ6)* yang mengukur jumlah orang lain yang dirasakan tersedia memberikan *social support* pada individu (*Social Support Questionnaire Number Score [SSQN]*) dan kualitas yaitu derajat kepuasan individu terhadap *social support* yang individu persepsikan diterima dari orang-orang tersebut (*Social Support Questionnaire Satisfaction Score [SSQS]*). Pada studi selanjutnya, dapat mengombinasikan instrumen *Social Support Questionnaire 6 (SSQ6)* dan *Medical Outcomes Study - Social Support Survey (MOS-SSS)* yang dibuat oleh Sherbourne dan Stewart (1991). *Medical Outcomes Study - Social Support Survey (MOS-SSS)* merupakan instrumen yang mengukur persepsi individu mengenai ketersediaan berbagai tipe functional *social support* yang diterima. Dengan mengombinasikan kedua instrumen tersebut, maka dapat memperkaya cakupan pengetahuan melingkupi jenis *functional support*, jumlah orang lain yang dirasakan tersedia memberikan *social support*, dan kepuasan terhadap *social support* di waktu yang sama.

Recommendations

The authors make several recommendations regarding methodology for subsequent studies, which, it is hoped, can increase the values of *effect size*, such as: (1) research into *perceived social support* and emotion regulation strongly require attention to be paid to the age of the subjects, and; (2) to support the accumulation of knowledge concerning these two variables, it is necessary to conduct research covering mature-age participants, related to amounts of *perceived social support*. Besides this, several practical recommendations which the authors can make are: (1) for families, friends and members of the public, it is necessary to pay attention to what sort of *social support* is required, from the viewpoint of adolescents, so that whatever *social support* is given may be exact in its goals, and must accord with the needs of the adolescent, recalling that the quality of any *social support* is more important than its quantity, and; (2) educational institutions could conduct *workshops*/ *seminars* for parents and the general public, related to the correct type of *social support*, and how to increase the use of adaptive emotion regulation by adolescents.

Saran

Penulis juga memberikan beberapa saran metodologis untuk studi berikutnya yang diharapkan dapat meningkatkan besaran nilai *effect size* seperti: (1) penelitian *perceived social support* dan regulasi emosi sangat perlu memperhatikan usia subjek; dan (2) untuk mendukung akumulasi pengetahuan tentang kedua variabel ini maka perlu penelitian yang melibatkan partisipan usia dewasa terkait jumlah *perceived social support*. Selain itu beberapa saran praktis yang dapat penulis berikan adalah: (1) bagi keluarga, teman, dan masyarakat, perlu memperhatikan *social support* apa yang dibutuhkan remaja dari sudut pandang remaja sehingga *social support* yang diberikanpun dapat tepat sasaran dan sesuai dengan kebutuhan remaja mengingat bahwa kualitas *social support* lebih penting dari pada kuantitas dukungan sosial; dan (2) bagi institusi pendidikan, dapat memberikan *workshop*/seminar kepada orangtua dan masyarakat umum terkait dengan *social support* yang tepat dan cara meningkatkan regulasi emosi yang adaptif bagi remaja.

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