

THE RELATIONSHIP BETWEEN RELIGIOSITY AND EMOTIONAL REGULATION IN HIGH SCHOOL (SMA) STUDENTS IN BANDA ACEH

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ABSTRACT

Emotional regulation is a way to assess, deal with, manage and express emotions in certain situations. The factor that influences emotional regulation in individuals is religiosity. A person who has religiosity involves religion in behaving and taking action, so that it has an effect on controlling his emotions. This research aims to describe religiosity and emotional regulation, as well as to see the relationship between religiosity and emotional regulation in high school students. Research respondents involved 364 students selected from five high schools in Banda Aceh City. Samples were collected using random sampling techniques with the Slovin formula, data collection used a Likert scale of religiosity and emotional regulation. The research results show that the correlation coefficient (r) between the variables studied was 0.721, which indicates a strong correlation between religiosity and emotional regulation. This finding can be interpreted as the higher the religiosity, the higher the student's emotional regulation and vice versa.

Keywords: *Relationship, Religiosity, Emotional Regulation, Students*

HUBUNGAN RELIGIUSITAS DENGAN REGULASI EMOSI PADA SISWA SEKOLAH MENGAH ATAS (SMA) DI BANDA ACEH

ABSTRAK

Regulasi emosi merupakan suatu cara untuk dapat menilai, menghadapi, mengelola dan mengekspresikan emosi pada situasi tertentu. Faktor yang mempengaruhi regulasi emosi pada individu adalah religiusitas. Seseorang yang memiliki religiusitas melibatkan agama dalam berperilaku dan mengambil tindakan, sehingga berpengaruh dengan pengontrolan emosinya. Penelitian ini bertujuan untuk melihat gambaran religiusitas dan regulasi emosi, serta untuk melihat hubungan antara religiusitas dengan regulasi emosi pada siswa SMA. Responden penelitian melibatkan 364 siswa yang dipilih dari lima SMA di Kota Banda Aceh. Sampel dikumpulkan menggunakan teknik *random sampling* dengan rumus slovin, pengumpulan data menggunakan skala likert religiusitas dan regulasi emosi. Hasil penelitian menunjukkan koefisien korelasi (r) antara variabel yang diteliti sebesar 0,721 yang menunjukkan adanya korelasi yang kuat antara religiusitas dengan regulasi emosi. Temuan ini dapat diartikan semakin tinggi religiusitas maka semakin tinggi regulasi emosi siswa tersebut begitu juga sebaliknya.

Kata kunci : *Hubungan, Religiusitas, Regulasi Emosi, Siswa*

Introduction

Adolescence is a phase of development that has interesting characteristics to talk about, in this phase individuals will experience many changes, such as physical, emotional and psychosocial. This causes adolescents to experience mood swings, so it becomes a problem for adolescents. Berk (Hasmarlin, 2019) explained that every individual, especially teenagers, will get tasks and demands, so they must be able to face these various demands, both academically and non-academically. Yahya (Putro, 2017) in terms of emotional development students are expected to be able to control emotions, regulate and respond to certain situations, think first before acting, express emotions constructively and creatively and can create emotional regulation strategies.

Gross (Rahmah, 2021) said emotional regulation is a strategy used by individuals to assess, face, manage and express emotions in certain situations, in order to get emotional balance. Every person's behavior can be reflected in the way they regulate emotions. Individuals who are able to regulate emotions there are factors that affect emotional regulation, one of which is religiosity. Umasagi (Mauliza, 2021) said religiosity is the most important factor in emotional regulation, Religiosity is a religious view or experience that is always present in a person and causes a control function in oneself, this can prevent the emergence of behavior that is not in accordance with norms in society.

Previous research by Angelia, (2020), entitled "The Relationship between Religiosity and Emotional Regulation of Elementary School Students". The results of the study used a correlation test between variables of religiosity and emotion regulation. From the results of the correlation test, it was found that there was a significant relationship between the variables of religiosity and emotion regulation ($r = 0.248$, $p < 0.05$). The higher the value of the religiosity variable, the higher the emotion regulation variable.

Based on observations made in one of the high schools in Banda Aceh that there are symptoms of low emotional regulation in students. From the behavior shown, students always make noise in class such as disturbing friends, saying dirty words, often quarreling with classmates, making friends cry, making noise in class such as suddenly pulling their friend's chair so that friends fall, happy to laugh at others, and easily provoked by anger with friends' words.

Based on the phenomenon and judging from the conditions observed, many students have difficulty in managing their emotions, causing conflicts between roles and negative emotions. Therefore, this study aims to determine the relationship between religiosity and emotion regulation in high school students in Banda Aceh. The hypothesis proposed is that there is a relationship between religiosity and emotional

regulation in Banda Aceh high school students.

Literature Review

Emotion Regulation

According to Gross (Mauliza 2021), emotional regulation is a strategy carried out consciously or unconsciously to maintain, strengthen or reduce one or more aspects of emotional response, namely emotional and behavioral control. According to Reivich and Shatte (Munawaroh, 2018: 68) managing emotions requires a picture that is in accordance with situations that can provoke emotions. Thompson (Islamiyah, 2022) revealed that emotional regulation is a process consisting of individual internal and external factors that trigger the process of directing, controlling and modifying emotions in certain situations.

Emotional regulation is needed for the process of controlling emotions that are present so that aspects are developed. According to Gross & Thomshom (Susanti, 2020) explained several aspects of emotion regulation as follows: *the ability to monitor emotions (emotions monitoring)*, *the ability to evaluate emotions (emotions evaluating)*, and *the ability to modify emotions (emotions modification)*. According to Rusmaladewi et al., (2020) there are several factors that can affect emotional regulation, including: age, gender, parenting, religiosity and culture.

Religiosity

According to Hamzah et al, (Merizka, 2019) religiosity is how high the level of religious of individuals refers to the concept of tawhid in Islamic teachings, namely aqidah, which means how far individuals have faith and understanding in the pillars of faith and lead to morals, the extent to which individuals behave which leads to their obedience with the creator, namely Allah.

According to Glock & Stark (Dahlina, 2018), there are five dimensions of religion, namely the dimension of belief (ideological), the dimension of worship or religious practice (ritualistic), the dimension of appreciation (experimental), the dimension of practice (consequential), and the dimension of religious knowledge (intellectual). Things that influence a person to behave are inseparable from the factors that influence him as well as religiosity. According to Thouless and Husen (Amien 2021), the factors that affect religiosity are factors within individuals such as heredity, age level, personality, psychological conditions, external factors of the individual, namely family environment, education and society.

Method

This study used a quantitative descriptive approach method with correlation techniques, which grouped research variables into two groups: independent variables and dependent variables. The study was conducted on high school students in Banda Aceh with a total of 364 students taken from five high schools in Banda Aceh, namely SMAN 1 Banda Aceh, SMAN 2 Banda Aceh, SMAN 4 Banda Aceh, SMAN 5 Banda Aceh and SMA 11 Banda Aceh. The sampling process is carried out using *probability sampling with random sampling techniques*.

Data collection in this study using Likert scale instruments consisted of religiosity scale and emotion regulation scale, which before the study was carried out validity and reliability tests. Data analysis was carried out using descriptive and collerational analysis on Microsoft Excel program and SPSS software.

Research Results

Based on the results of data analysis, the level of categorization of religiosity in high school students in Banda Aceh is mostly dominant in the medium category. It can be said that students have sufficient involvement or understanding of religion but do not reach a very high or very low level of religion. The following is a table of the results of the descriptive analysis of religiosity:

Table 1

| Category | Interval | Frequency | Percentage |
|-----------|--------------------|-----------|------------|
| Very Low | $x < 137$ | 1 | 0% |
| Low | $137 < X \leq 182$ | 10 | 3% |
| Keep | $182 < X \leq 227$ | 296 | 81% |
| Tall | $227 < X \leq 272$ | 56 | 15% |
| Very High | $X > 272$ | 1 | 0% |
| Total | | 364 | 100% |

Based on the results of data analysis, the level of categorization of emotion regulation in high school students in Banda Aceh is mostly dominant in the medium category. This shows that students have the ability to manage their emotions in a healthy and balanced way. And variations in emotion regulation including low, high, very low and very high levels indicate diversity in students' ability to manage emotions.

Table 2

| Category | Interval | Frequency | Percentage |
|-----------|--------------------|-----------|------------|
| Very Low | $x < 80$ | 1 | 0% |
| Low | $80 < X \leq 107$ | 92 | 25% |
| Keep | $107 < X \leq 134$ | 256 | 70% |
| Tall | $134 < X \leq 161$ | 15 | 4% |
| Very High | $X > 161$ | 0 | 0% |
| Total | | 364 | 100% |

The first step to test the data is to find out in advance whether the data comes from a normally distributed population or not. The normality test was performed with the kolmogorov-Smirnov test through the SPSS 24 for Windows program. Based on the results of the normality test, it is known that the significance value is $0.200 > 0.05$, it can be concluded that the residual value is normally distributed. Further descriptions of data normality tests can be seen in the following table:

Table 3 data normality test results

| One-Sample Kolmogorov-Smirnov Test | | |
|--|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 364 |
| Normal Parameters ^{a, b} | Mean | 0.0000000 |
| | Std. Deviation | 11.37555727 |
| Most Extreme Differences | Absolute | 0.033 |
| | Positive | 0.017 |
| | Negative | -0.033 |
| Test Statistics | | 0.033 |
| Asymp. Sig. (2-tailed) | | .200 ^{c, d} |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |
| d. This is a lower bound of the true significance. | | |

After the normality test then proceed with the linearity test. Based on the results of the linearity test shows that the significance value of $0.731 > 0.05$ can be concluded that the data is linearly distributed. The results of data processing can be seen in the following table:

Table 4 linear test results data

| ANOVA Table (Uji Linieritas) | | | | | | | |
|-------------------------------|----------------|--------------------------|----------------|-----|-------------|-------|-------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Regulasi Emosi * Religiusitas | Between Groups | (Combined) | 8971.645 | 68 | 131.936 | 0.994 | 0.496 |
| | | Linearity | 1144.348 | 1 | 1144.348 | 8.624 | 0.004 |
| | | Deviation from Linearity | 7827.297 | 67 | 116.825 | 0.880 | 0.731 |
| | Within Groups | | 39146.102 | 295 | 132.699 | | |
| | Total | | 48117.747 | 363 | | | |

To see the relationship between religiosity and emotion regulation, a collerational analysis was carried out, based on the results of the correlation analysis that had been done, the relationship between religiosity and emotion regulation had a correlation of $r = 0.721$. The value of significance in this study is 0.000 or it can be said that the significance value is greater than 0.05 so it can be concluded that in this study there is a significant correlation between variable X (religiosity) and variable Y (emotion regulation). The results of data processing can be seen in the following table:

Table 5 data correlation results

| Correlations | | | |
|--|---------------------|--------------|----------------|
| | | Religiusitas | Regulasi Emosi |
| Religiusitas | Pearson Correlation | 1 | .721** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 364 | 364 |
| Regulasi Emosi | Pearson Correlation | .721** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 364 | 364 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Discussion

The results of data analysis showed that religiosity in dominant students was in the medium category, meaning that in this study students were quite good in attachment to their religion and had beliefs and appreciation for religious teachings. This can be seen from the number of students choosing one of the statement items with a medium category, namely, "I believe that everything that happens in my life has been arranged" meaning that the majority of students have faith in the existence of divine provisions or plans. However, it is not to the extent that the level of belief is very high or very low, then the moderate level in this context can reflect a balanced or quite good attachment to the religious beliefs of the student.

Students who are said to have good religiosity, those who not only know about religion and its teachings, but those who are able to implement it in daily activities. This is in line with the opinion of Diener et. al., (Angelia, 2020) said that religiosity can help students in reducing or regulating negative emotions. Individuals who have their religiosity who carry out regular spiritual activities, they are accustomed to praying together and participating in religious learning activities. When compared according to Sayyidah's theory (2022) with this study, there is a suitability in the level of religiosity of high school students in Banda Aceh which is shown based on several aspects, namely, beliefs, religious practices, experiences, religious knowledge and experience/consequences.

In this study, based on aspects of religiosity, generally the majority of Banda Aceh High School students are in the medium category. In the aspect of belief, the dominant students were in the medium category as many as 221 students (61%), in the aspect of religious practice, the dominant students were in the medium category as many as 217 students (60%), in the aspect of experience, the dominant were in the high category as many as 182 students (50%), in the aspect of religious knowledge, the dominant was in the medium category as many as 211 (58%) and the dominant experience/consequence aspect was in the medium category as many as 161 students (44%).

This can be seen from one of the statements that many students choose, namely, "I consider religion to play a role in regulating my life". This means that students believe that religion influences a person's life and regulates the way students interact, behave and guide in various aspects of life. In line with previous research, by Linawati (2017) the religiosity of students is dominant in the high category of 71.4%. Students who have high religious will cling to the theological views of their religion and recognize the truth of their religious teachings. These beliefs or ideologies about hopes or something one wants to achieve, the ideology one wants to achieve will certainly affect the purpose of life. Based on the results of

the categorization of religiosity by gender, it can be seen that the majority of male students are in the medium category, which is as many as 144 students or 78%, while religiosity in female students is also almost half have a moderate level of religiosity, which is as much as 152 or 84%.

The results of data analysis show that emotional regulation in dominant students is in the medium category, this can be seen from the aspect of emotion regulation, namely evaluating emotions, generally students are in the medium category, which is as many as 194 students (53%). So it can be concluded that students can identify and control emotions, but still have difficulty in regulating emotions optimally. This can be seen from one of the statements on the aspect of evaluating emotions that many students choose, namely, "when I am in a stressful situation I choose to be calm" means that students have good emotional awareness, able to recognize and identify their emotions appropriately when emotions arise. This is a positive sign for students because emotional awareness is the first step in managing and understanding self-feelings.

The results of Hasmarlin's (2019) research also show that emotional regulation in adolescents is in the moderate category. That is, the ability to regulate emotions in adolescents is quite good, which is quite able to accept emotions so that they display emotions appropriately. As Hwang (Nugroho, 2023) argues that the unique emotional regulation process in individuals is the regulation of emotional experiences in the achievement of social desires so that the main physically and psychologically appropriate responses to intrinsic (regulatory influence on individual feelings) and extrinsic (regulatory influence on the environment) demand are obtained.

Based on the results of gender categorization, men had a moderate level of emotional regulation, which was 143 students. While the level of emotional regulation in female students was in the medium category as many as 113 students. This means that male high school students in Banda Aceh have an easier time regulating their emotions than women. In line with the theory expressed by Santoso (2021), women are more emotional and full of feelings, while men are more rational and use logic.

Based on the results of research and data analysis, it is known that there is a relationship between religiosity and emotional regulation in Banda Aceh High School students. The correlation coefficient value of $r = 0.721$ and the significance value of 0.000 indicate that religiosity with emotion regulation has a strong relationship, in accordance with the correlation coefficient interpretation guidelines from Sugiyono (Desi, 2023) which states that the correlation coefficient is in the range of 0.61 to 0.80 included in the strong relationship category. So that H_a 's hypothesis can be declared correct. Therefore, the results

of data analysis show that at the level of significance, religiosity has a strong relationship, so it is in line with emotional regulation in students.

Conclusion

Based on the results of the study, it can be concluded that the picture of religiosity in high school students in Banda Aceh shows the results dominant is in the medium category. Most aspects of religiosity are also in the medium and high categories. The gender also shows that the categorization of male students is in the medium category as many as 144 and female students as many as 152, it can be said that female students have more religiosity.

Emotion regulation in high school students in Banda Aceh is dominant in the medium category, in terms of aspects, one of which is monitoring emotions, there is a very low category and followed by other aspects of monitoring students' emotions, difficulty in realizing and recognizing the emotions that arise, and it is difficult to identify the cause of these emotions. In other aspects, it leads to the ability to regulate emotions. The gender category also shows the level of emotional regulation of men and women shows moderate categorization and women are more prone to difficulty in emotional regulation than men.

Based on the results of the analysis conducted, it can be known that the variable of religiosity with emotion regulation has a positive and significant relationship. The value of the correlation coefficient is 0.721 and the significance value of 0.000 which shows that the two variables have a strong relationship.

Suggestion

Based on the results of research on religiosity and emotion regulation in students are in the medium category, meaning that at certain times students may be difficult in emotional regulation and during time student religiosity will go down or up, then students who are involved or not involved can increase religiosity and emotional regulation by participating in activities related to these variables.

For guidance and counseling teachers in developing guidance and counseling services, in the personal and social fields. So that students can know that reflexivity is one of the most important factors in the ups and downs of emotional regulation in students. By doing activities such as classical tutoring, even large class tutoring. In teaching and learning activities, teachers need to instill religious values to further improve emotional regulation in students.

For further research, it can conduct trials with different research approaches, for example by using qualitative or mix, using instruments that have been made and reviewing statement items and minimizing statement items, and when researching the variables of religiosity with the majority of respondents being Muslim, it would be nice to use Islamic theory.

For schools, it facilitates students **such as** holding religious activities at least once a week or once a month. Such as emotional regulation training activities, holding mentoring activities or mentoring involving teachers or counselors who can guide students in the development of spirituality and emotional regulation, and schools in collaboration with teachers open open discussion forums on spiritual and emotional issues.

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