



Emotion Regulation Process for Students Who Perpetrate Self-Injury

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Abstract

Emotion Regulation Process for Students Who Perpetrate Self-Injury. *Self-injury is a form of intentional behavior to harm oneself in order to reduce psychological suffering. While the majority of individuals try to focus on the problems they face, different things happen to those who tend to hurt themselves. Self-injury is related to students' emotional regulation, because a person's emotional response can take him in the wrong direction and the emotions he feels are not appropriate to the situation. Therefore, researchers aim to determine the process of emotional regulation in students who commit self-injury. This research uses a qualitative method with a case study approach. Data were analyzed using data reduction, data presentation and drawing conclusions. The research results show the emotional regulation process in subjects C and F. The emotional regulation process starts with selecting a situation for the subject until the final*

process is a change in the subject's response to deciding to carry out self-injury and the subject feels satisfied..

Keywords: *Self Injury, Emotion Regulation, Students*

A. Introduction

In general, humans will definitely not be free from conflict or problems throughout their lives. Therefore, humans are often referred to as social creatures because they will always interact with other humans every day. The more an individual interacts with other individuals, the more information the individual will obtain or receive, so that the information obtained will become the individual's life experience. This experience will, of course, be colored by various types of emotions, both positive and negative, so that these emotions will affect life. a person, because when someone feels positive or negative emotions, this will bring about physical and psychological changes in that individual (Estefan & Wijaya, 2014).

Adulthood is also said to be a difficult and problematic period. This is usually because an individual has to adjust to their new role. If an individual cannot overcome it, it will cause problems for the individual himself. When an individual is 20 years of age or older (before 30 years), there is a condition where his emotional tension is unstable or uncontrollable. Individuals will tend to feel unstable, restless, and easy-going. At this time, a person's emotions are very turbulent and easily tense. Individuals also feel that they will worry more easily about their new status (Jahja, 2011: 36).

Problems are one of an individual's challenges in living life, and especially in modern times like today, a person's challenges in living life will become increasingly difficult. Humans are always required to be able to survive amidst economic, moral, and educational crises. There is no individual who does not have a problem or conflict (Maidah, 2013). Problems that exist in everyday life are essentially a stepping stone to making individuals more mature in their actions. It

is normal for an individual to make efforts to express the various emotions they feel, but the expression in question should be done with appropriate and efficient efforts. In this case, individuals should respond well to these emotions. The good response in question is an adaptive behavioral response that does not harm oneself or others. Therefore, an ability to control and manage emotions is needed, which is called emotional regulation.

Individuals who will carry out emotional regulation will first go through a process of regulating emotions. Gross and Thompson (2007) define emotion regulation as a collection of various processes through which emotions are regulated. Gross (In Consedine et al., 2003) listed five series of emotional regulation processes, namely: (1) situation selection; (2) changes in situation; (3) deployment of attention; (4) cognitive changes; and (5) change in response. This series starts with an external or internal situation that the person encounters, after which the person will pay attention if the situation is pertinent to him, after which he will give an assessment, and finally an emotional response will show itself.

When an individual is faced with a problem, ideally, the individual responds well to the emotional effects. The good response in question is an adaptive behavioral response that does not harm others or oneself. In this case, a proper understanding of a problem is needed. Individuals who give proper appreciation to each problem will be able to control their emotions, not dwell on them, and also not give excessive emotional responses. Proper appreciation of a problem will make an individual able to adapt to their emotions. When individuals are able to adjust to their emotions, they will arrive at happiness more quickly. This is in accordance with what Karl C. Garrison said in Mappiare (2003: 78): that a person's happiness in life is not due to the absence of any form of emotion in him but rather to his habit of understanding and controlling emotions.

But in fact, there are some individuals who actually give incorrect appreciation when confronted with a problem. They give appreciation to the problem precisely by hurting themselves, and this method is believed to provide

them with momentary peace and be able to free them from the psychological pain they are experiencing. According to them, the physical pain he received from his self-injuring activities was insignificant and not commensurate with the psychological pain he felt. They are called perpetrators of self-injury.

B. Method

This is qualitative research with a case study approach. According to Sugiyono (2012), qualitative research methods are research methods that are based on the philosophy of postpositivism and are used to research the conditions of natural objects (as opposed to experiments), where the researcher is the key instrument, data collection techniques are carried out through triangulation (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. According to Salim in Maidah (2013), a case study is an approach to studying, explaining, or interpreting a case study in a natural context without any external influence.

Data collection is carried out to obtain the information needed to achieve research objectives. The data collection techniques used in this research are as follows:

1. In-depth interviews

Interviews are a form of data collection technique in which researchers ask questions directly to informants (Ghony, 2012: 176). In this interview, the researcher tried to dig up as much data and information as possible from research informants. Interviews were conducted with informants who were perpetrators of their own injuries. The interview process was adjusted to the interview guidelines that the researcher had prepared before the research activities took place. The researcher chose the interview technique as one of the data collection methods in this research because it attempted to obtain more valid data regarding the emotional regulation process in student perpetrators. self injury. Researchers used semi-structured interviews, so in this research, the function of the interview guide was to direct the information

requested by the researcher. This interview grid consists of three aspects, according to John & Gross (2007): emotional assessment, emotional regulation, and emotional disclosure. The following table shows the interview grid:

Aspect	Indicator
Emotional Assessment	The individual's ability to be aware of emotions, both positive and negative emotions
Emotion Regulation	The ability to regulate behavior based on the emotions one feels.
Emotional Disclosure	Expressing felt emotions to express emotional needs.

2. Observation

According to Burhan (2007: 115), observation is a person's ability to use his observations through the work of the five senses of the eye, assisted by the other five senses. The researcher used observation techniques because she wanted to know directly what was done or happened in the field related to the emotional regulation process in student actors injuries. This research uses passive, participatory observation techniques. So in this case, the researcher comes to the place of activity of the person being observed, but the researcher is not involved in the activity.

C. Discussion

1. Description of Research Subjects

The research subjects are the perpetrators self injury Which own the following characteristics: (1) Actor self injury those entering early adulthood (20-25 years old); (2) The subject who does itself injury in the past year carried out the behavior 5 times or more; (3) Self injury must be accompanied by at least two of the following: Negative feelings or thoughts, such as depression, anxiety, tension,

anger, general sadness, or self-criticism, occurring in the period immediately before the act self injury. The number of subjects in this study was 2 subjects.

The data in this research comes from two subjects and two key informants. The subjects chosen were teenagers who behaved self injury who had previously agreed to be subjects in this research. Behavior Self injury What is meant is cutting the skin on the wrist. Meanwhile, the key informants chosen are people who have key information in this research and can provide information according to the information they know.

a. First subject

The first subject in this study had the initials C, was female and was 23 years old. C was born in Bandung on September 18 1999 and is Muslim. C has ideal body posture with a body weight of 52 kg and a height of 160 cm. C white skin with an oval face and round eyes. Apart from that, C also has a history of ulcers.

Subject's relationship with family, according to C, he has a close relationship with all his family members. His father is a pleasant figure for C, his mother is a very caring person, and C is also very close to his older brother. According to C, his parents are not someone who always forbids him, according to him, C's parents are parents who more often free C to do whatever he wants. The relationship of the subject to the social C is a good person, adapts more easily to new environments, C has many friends, and is on good terms with his friends to date.

The subject's relationship with the opposite sex, In line with his friendship, subject C also has relationships with the opposite sex, along with the emergence of the need to be loved by the opposite sex, C becomes more often having sex with the opposite sex, C also feels free to do anything with his girlfriend, even having sexual relations. As a result of this freedom, C ended up having many unpleasant experiences from his girlfriend. This unpleasant experience is the source of problems for C

History Self injury, Initially subject C did self injury that is, when C found out that his girlfriend had cheated on him, C and his girlfriend had a very close relationship and the closeness that was too far was considered to be like a husband and wife relationship. One day C was told by his friend that his girlfriend had cheated on him, and after observing it it turned out that what his friend C was saying was true that his girlfriend C had cheated on him.

C, who at that time felt very disappointed, sad and hurt, was unable to verbally express his feelings and was also unable to be angry with his girlfriend because his love was also very deep. This causes C unable to think clearly and then deciding to divert the pain to other activities pain from the pain in his heart to acquire serenity, that is, by doing self injury After C does self injury the, him get the peace he wants. The pain in C's heart was instantly overcome by the pain of the consequences self injury what he did. However, this calm is only temporary. According to C, activity self injury the it does give rise quiet serenity, but when the calming effect ceases, C becomes the more need to make another incision for the second time, third time etc. Matter here it is which makes C dependent at that time to carry out activities self injury.

b. Second subject

This second subject with the initials F is male and 22 years old. F was born in Bandung on February 25 2000 and is Muslim. F has a fat, heavy body posture body 81 kg and height 173. F has black skin with a round face and round eyes. Apart from that, F also has a history of lung disease.

Subject's relationship with family, F is the third child of 3 children, F has an older brother who is married and F also has an older sister who is also married, F lives with his parents, F's parents work as entrepreneurs in an area close to industrial area. F has a fairly good relationship with his family, F really does with his older brother, because according to F his older brother is a pleasant person, he also has the same hobbies as his older brother. The

relationship of the subject to the social, F has several friends, and F also has a good relationship with his friends until now, according to him, F is not someone who makes friends with just random people, F is very picky in terms of friendship, but F is a person who easily adapts to new environments.

The subject's relationship with the opposite sex, F has been in a relationship called dating his ex with the initials H. . When F is dating a woman, F feel necessary to have women another without the woman's prior knowledge. F also feels free to do anything with his girlfriend, even having sex. According to him, F is a person who is easily tempted by the opposite sex, and F also said that he likes to cheat on his partner. Consequence from freedom here it is Finally F gained a lot of experience that was not pleasant from many women. This unpleasant experience was the source of problems for F.

History Self injury, just like the first subject, namely when F broke up with his partner, according to him it was like he was getting karma for what F had done, F found out that his partner was cheating on him right before his own eyes. At that time F felt very angry and annoyed, Subject F was no longer able to hold back his feelings.

His anger, disappointment and hurt could only hit the wall where he was and could only focus on his thoughts and feelings at that time. F screamed with harsh words (cursing) at his cheating partner in an explosive and unbearable manner, then reflexively hit the wall in front of him until his fingers were scratched. That's what made F become addicted to itself injury.

2. Student Self-Injury

Behavior self injury on the subject is influenced by how emotional regulation is owned subject when facing problem. Data about emotion regulation on students who have behavior self injury obtained from a series of interviews with the two subjects and the two key informants as information providers. The ability to regulate emotions consists of three aspects which have an important role

in shaping the behavior displayed (John & Gross, 2007), namely: assessing emotions, regulating emotions, and expressing emotions. The following is the result of data reduction for the two research subjects.

a. First subject

Emotional assessment, According to him, the heartache that C felt was like a very chaotic situation where his feelings at that time were completely broken, his heart felt empty. Everything he felt at that time made C not know what to do to overcome this problem. As a result, C chose to be alone and not interact with other people, because being alone made him more comfortable than having to interact with other people. In uncertain conditions like this makes him do or feel everything him self, C experiences all the flow of his emotions so he is unable to think logically and is only able to feel his heartache.

Emotion regulation, Daydreaming and remembering it actually makes C even more lost in disappointment, heartache and even all these emotions flowed through him and the more wants to vent his emotions in a negative way. Expression of emotions, After C broke up with his cheating girlfriend, he immediately be silent self in her room. While C remained silent in his room, him always thinking about how he can vent his hurt feelings right then and there Subject C, who is no longer able to hold back his feelings of anger, disappointment and hurt, can only clench his fists his hand loudly, then reflexively C also hit given and his head.

After C hit his chest and head, he felt a little satisfaction, because at that time he was unable to hold back his anger to his girlfriend. But on the other hand C wants to vented his anger directly at his girlfriend but he was powerless to do so. Furthermore, him take a razor blade and direct expressed his emotions by making cuts on his hands which then caused a little blood to bleed. In this condition, C felt the relief and satisfaction he wanted at that time.

In this case, C sees the razor as an object that is very useful for venting His emotions were an outpouring of disappointment and heartache. C, who could no longer stand the pain of his heart, made an incision on the skin of his wrist to produce an effect that was more painful than the heartache he was feeling. Very deep disappointment and anger, made C want to feel more pain than that. The more painful effect actually made him more relieved because that way, the pain in his heart could temporarily be distracted by the physical injury he had received.

The results of observations made to In subject C, it was seen that there was an incision mark on his arm, and when asked, the incision had only been made a few weeks ago. Subject C also admitted that he did not feel sorry for what he had done self injury.

b. Second subject

Emotional assessment, if subject F is in trouble it will feel burdened, according to him it also became difficult to focus. According to him, F could not explain what he felt when he felt negative emotions such as anger, disappointment, hurt and sadness flowing over him. According to F, he is more comfortable hiding his problems and being alone in his room than having to tell stories. The way F experiences the problem makes the negative emotions experienced by F develop. The impact experienced by F when he was in trouble made F become unfocused on his activities, and made F become lazy and lock himself in his room.

Emotion regulation, When F was in trouble, F felt he chose to bottle it up and remain silent, then cried to express his sadness. For F, the pain he is experiencing must be diverted as quickly as possible, the strong impulse within F makes his emotions uncontrollable, he will immediately feel annoyed and then messed up his room. With It was felt that messing up his room could make F calm his emotions and feel a little satisfied. Because being in a state of hurt makes him think about doing even more painful things, this

thought pattern is what makes F focus on himself by clenching his fists tightly and then hitting parts of his body. In this condition F feels satisfied. Expression of emotions, When he is in trouble, F will immediately lock his room and will not let anyone enter his room. In the room, F will continue to think about how to express his emotions.

The results of observations made on subject F showed that there were scars on his fists, C also showed that there were several bruises on his body, he also said that the wounds were obtained from self injury which he did a few days ago. While subject C is telling a story, it can be seen that he feels negative emotions, he also daydreams a lot when he talks about the problems he is experiencing.

3. Emotional Regulation Of Students Performing Self Injury

According to John & Gross (2007) there are five stages in emotional regulation, namely Situation Selection, Situation Modification, Attentional Deployment, Cognitive Change, and Response Modulation. The results of the research showed that the problems experienced by subjects C and F arose from various kinds of emotions such as anger, disappointment, sadness and hurt. These emotions arise due to excessive appreciation of the problems that befell C and F. The appreciation that C and F carry out by remaining silent and daydreaming or crying increasingly directs C and F to negative emotions. The problems they experience are considered a burden that hurts and makes them feel need to do something to divert his heartache with something more painful. In this emotional regulation process, it can finally be seen that C and F are unable to regulate emotions well. Seen in each process, as follows.

a. Citation selection phase (Situation Selection)

Subjects C and F chose to be alone or locked up alone in their room. Choosing a situation like that made them focus more on the pain they felt.

b. Situation change phase (Situation Modification)

In this phase, subjects C and F did not change their situation, they still chose to be alone, daydream and cry about the problems they were experiencing, they also did not try to change the situation.

c. Attention switching phase (Attentional Deployment)

In this phase, subject C chose to cut his arm with a razor or something sharp that was nearby, and subject F chose to clench his fist very tightly and then hit his body. The diversion of attention carried out by the two subjects was by providing distraction by moving the focus internally in other activities. This diversion of attention by the two subjects made their emotions even more out of control.

d. Phase of cognitive change (Cognitive Change)

In this phase, both subjects were unable to change their negative thoughts, but both subjects made new thoughts that the pain they were experiencing had to be diverted by doing something more painful, such as self injury

e. Response change phase (Response Modulation)

In this last phase, the two subjects did self injury, both subjects felt they were able to express their negative emotions.

The results of research regarding the subject's emotional regulation process refer to (John & Gross, 2007) emotional regulation process model, Shows that:

- a. Situation selection is something that influences the initial situation in which the subject responds to the problems he experiences, thereby forming an initial series of emotions. The selection of these situations influences the actions of both subjects to make them more likely to be in emotionally arousing situations. Situation selection includes a person's actions to get the desired situation, including the action of approaching or avoiding people or situations that cause emotional impact.

- b. Changing the situation in dealing with problems was not carried out by the two subjects. Both subjects preferred to continue experiencing negative feelings or emotions compared to changing emotions into positive ones. Both subjects both chose to stay in the room and daydream or cry about the problems that occurred
- c. Attention Deployment. The two previous forms of emotional regulation play a role in helping the subject in shaping the situation in which a person will appear. But also, it allows a person to regulate emotions without actually changing the environment. Situations have many aspects, and a particular distribution of attention influences a person's emotional response, giving rise to a response by directing or focusing attention in a particular situation
- d. Cognitive change is a form of emotional regulation process that refers to changing one or more things by changing how a person thinks about the situation it self or about a person's ability to manage those demands.
- e. Changes in the final response to the process of regulating emotions. Response change refers to the relatively direct influence of a physiological response, experience, or behavior. For example, relaxation can be used to reduce the physiological and experiential aspects of negative emotions. The change in response made by both subjects was by doing self injury

Given that self-injury is conceptualized as an influence regulation strategy (Klonsky, 2007; Linehan, 1993), theoretical and empirical work on attachment theory provides some explanations for its occurrence. Self injury in the context of a romantic relationship. To date, three studies have explored the empirical relationship between romantic attachment and self injury. In all studies, the authors concluded that insecure attachment was related to self injury (Fitzpatrick et al., 2013; Timperley et al., 2008). Timperley et al., (2008) realized the first study to evaluate the relationship between self injury and adult romantic attachments in a sample of 40 patients self injury adults and 52 non-self injury which are suitable.

The results showed that the majority of self-injurers had higher levels of romantic attachment anxiety. Similar results were obtained in a second study with a non-clinical sample of 537 college students currently involved in romantic relationships (Levesque et al., 2017). Romantic attachment anxiety was a significant predictor of rumination self injury in men and women, and behavior self injury in women. Fitzpatrick et al., (2013) expanded previous research evaluating possible mediators of this relationship in a sample of 1055 college students. Results revealed that insecure romantic attachment was associated with fewer self-soothing skills, which in turn resulted in more engagement and self injury.

D. Conclusion

Both subjects carried out different appreciations from the majority of individuals in general. The appreciation carried out by the two subjects is an action that directs C and F to negative emotions. So it can be seen that the regulation process of the two subjects is (a) In the situation selection phase, the two subjects chose to be alone in their room. The choice of this situation increasingly leads the two subjects to deeply appreciate their feelings of pain; (b) In the situation change phase. In this phase, C and F do not try to change the situation where they prefer to stay in the room and daydream or cry about the problems they are facing at that time. This action does not make the subject calmer, but actually makes the subject think more negatively about hurting himself (c) In the diversion phase, the subject also engages in distraction, namely moving his internal focus to another activity. Subject C's diversion of attention was to slash a sharp object that was close to him into his arm and what F did was to clench his fist tightly and then hit his body. The diversion of attention by these two subjects increasingly makes them think negatively and their emotions become uncontrolled; (d) In the cognitive change phase, both subjects were unable to change their negative thoughts, but instead both subjects created new thoughts that the hurt must be transferred to a form that was more painful than the hurt; (e) In this case the subject fails to think about solving the problem until finally the subject fails to change his response and act

self injury. A limitation in this research refers to the lack of a time dimension so as to be able to see the changes and dynamics of the subject's emotions more comprehensively. Apart from that, it is important to increase the number of research subjects that are more specific to behavior self injury will also improve the quality of research on themes like this.

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