

Emotional Control in Interpersonal Communication Among Female Students at SMPN 1 Weru

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Abstract: *The emotional development of adolescents in junior high school is very important for the quality of interpersonal communication. Adolescents' emotional lability often has a negative effect on social interactions; there, emotion regulation plays a crucial role in establishing effective relationship. This study aims to analyze emotional regulation in the interpersonal communication of female student at SMP N 1 Weru based on the fundamental Interpersonal Relations Orientation (FIRO) theory, which includes, inclusion, control, and affection. This research employed a descriptive qualitative approach. Participants were selected through purposive sampling and consisted of seventh, eighth, and ninth grade students. Data were collected through interviews, observation, and documentation and analyzed using triangulation techniques to ensure credibility. The findings indicate that students are generally able to regulate their emotion in interpersonal communication, although they still experience negative emotions such as anxiety, fear of rejection, and low self-esteem. Emotional regulation tends to improve with increasing grade level, with older students demonstrating greater emotional stability. The awareness of needs for inclusion, control, and affection contributes to the quality of students' social interactions, while communication barriers are associated with negative social experiences and emotional instability. The study confirms the important role of*

emotional regulation in promoting effective interpersonal communication and highlights the relevance of integrating emotion regulation and FIRO theory in understanding adolescent interactions. These findings suggest the need for continuous support from schools to strengthen students' emotional regulation and communication skills.

Keywords: *Affection; Emotional Control; FIRO; Interpersonal Communication; Junior High School Girls*

Introduction

Middle school is an important developmental stage in the emotional development of adolescents, which is important in the development of communication and social interaction skills (Demirci *et al.*, 2022). At this stage, young people are often emotionally unstable, which can influence their interaction with the environment, especially in the sphere of interpersonal communication.

Previous studies show that interpersonal communication and emotion regulation are positively related (Aysah & Rahmat, 2025), that self-control affects emotional maturity in junior high school students (Safira *et al.*, 2024), and that empathy shapes how adolescents regulate emotions with others (Mu *et al.*, 2025). However, these studies rarely combine emotion regulation with a structured framework of relational needs such as FIRO theory, especially among female students in public junior high schools. This research is positioned to address that gap.

The ability to manage emotions is a key factor in the quality of a person's communication ([Aysah & Rahmat, 2025](#)). Adolescents who can control their emotions will find it easier to adapt, express their emotions appropriately, and build healthy social relationships. Conversely, an inability to manage emotions can lead to conflict, misunderstandings, and barriers in social interactions ([Safira et al., 2024](#)). However, ([Luthfia, 2017](#)) reached similar findings and noted that difficulty controlling emotions can lead to problems with others and hinder adaptation at school.

Adolescent girls tend to have greater emotional sensitivity and a strong need for social acceptance and emotional closeness. When these needs are not met, they may experience social anxiety, withdraw from their surroundings, and have difficulty expressing their emotions in an adaptive manner ([Sembiring et al., 2024](#)).

The Fundamental Interpersonal Relations Orientation–Behavior (FIRO-B) theory states that a person's interaction style is influenced by three basic needs: inclusion, control, and affection ([William C. Schutz, 1958](#)). The need for control refers to a person's ability to regulate themselves and their emotions, while inclusion and affection relate to social participation and emotional closeness. The need for control refers to a person's ability to regulate themselves and their emotions, while inclusion and affection relate to social participation and emotional closeness. An imbalance in these needs can lead to communication barriers and emotional instability in social relationships.

According to the FIRO-B theory, self-concept plays a crucial role in shaping an individual's emotional behavior; individuals with a positive self-concept are generally able to manage their emotions and interact freely ([Rogers, 1959](#)). On the other hand, the negative self-concept is related to social anxiety, defensive behaviour, and difficulty in forming reciprocal relationships. ([Nurfalah et al., 2020](#)) focuses on the importance of healthy self concept in the promotion of self confidence and emotional stability in adolescents during social interaction.

Previous studies have shown that most of the studies continue to explore emotion regulation, interpersonal communication, gender and self-image separately. Moreover, there is a lack of studies linking emotional regulation with the satisfaction of interpersonal relationship needs according to FIRO-B theory, especially studies that investigate these interactions among high school girls in their daily interactions in the public school system. Therefore, there is a lack of research on the combination of emotional regulation and interpersonal relationship needs in a comprehensive analytical framework.

This research is about interpersonal communication of female students at SMPN 1 Weru which highlights the importance of emotional regulation in daily interaction in the school environment. The reason for the choice of this focus is that emotional regulation is one of the main factors that determine the quality of social relationships of adolescents, especially when they interact with peers or school officials, involving different relational dynamics (Gross, 2015).

This study aims to describe the regulation of female students' emotion in communicating with peers and teachers at school. Furthermore, this study also explores the

need for interpersonal relationships including the need for inclusion, control and affection as explained in FIRO theory. This study also finds several barriers occurring in the process of interpersonal communication of female students in interacting in the school environment. This study is expected to give a better understanding of the ways female students deal with their emotions and at the same time not to compromise the quality of their social relationships ([Eisenberg & Natalie, 2010](#)). The originality of this study is the combination of emotion regulation with the FIRO-B theory in one framework to analyse interpersonal communication and the specific use of this framework in the context of public high school students who have been less represented in previous research. What makes this study different is that it combines the notion of emotional control with the FIRO-B theory into one analytical model of interpersonal communication. Furthermore, this study is specifically applied to the context of female students in public junior high schools, a group that, up to now, has been relatively rarely the focus of previous.

Methodology

This research uses descriptive qualitative method to explore in depth the phenomenon of emotional regulation and interpersonal communication of students in school setting. The descriptive qualitative approach was chosen because this approach allows the researcher to explore the meanings, experiences, and social processes experienced by the research subjects without manipulating variables ([Sugiyono, 2013](#)). The subjects of this research were female students of SMPN 1 Weru. The selection of female students was based on the psychological basis that adolescent girls have greater emotional sensitivity and interpersonal needs, so they are a relevant group of study in the context of emotional regulation and interpersonal communication. ([Sembiring et al., 2024](#)). The subjects were chosen from within each of the three grade levels, seventh, eighth, and ninth, in order to obtain the range of developmental experience and social phenomenon characteristic of each grade level. The selection method used was purposive sampling. The criterion of selection used was female students who actively interact in the school environment. ([Sugiyono, 2013](#)).

Qualitative research data collection techniques include in-depth interviews, observation and documentation as methods of obtaining rich data related to the context of the phenomenon under study. The main informants are female students, including students in each grade level (7th, 8th, and 9th grades). To explore their emotional experiences and the interpersonal communication patterns they encountered through in-depth interviews. These were supported informants, the guidance counsellors and the principal, to provide additional perspectives and to reinforce the significance of the data obtained. Observations were made to directly observe students' communication behaviours, emotional expressions, and social interactions inside and outside the classroom ([Merriam, B. Sharan & Tisdell, J Elizabeth, 2015](#)). Documentation was used as supporting data, in the form of school records, teacher reports and other archives related to the object of research ([Bowen, 1997](#)). These techniques are compatible with those discussed in studies of qualitative data collection

methods, namely interviews, observation and documentation as the principal methods for obtaining in-depth and valid data in qualitative research. (Putri & Murhayati, 2025).

Validity of data is ensured by source triangulation and methodological triangulation, data obtained through interviews, observations and documentation are compared with data obtained from different informants. Further, member checking is performed by re-verification of the results with the informants to determine that the data interpretation is similar to their experiences. This step aims to improve the credibility and reliability of the research results.

The data were analyzed using Miles and Huberman's interactive analysis model, which consists of three stages, namely:

1. Data Reductions

Selecting, focusing, and summarizing data obtained from interviews, observations, and documentation to focus on the aspects of emotional regulation and interpersonal communication among female students in each grade (grades 7, 8, and 9), with two informants from each grade.

2. Data Presentation

The data are presented in the form of descriptive narratives, tables, or matrices to facilitate understanding of the patterns and relationships among categories related to emotional regulation and interpersonal communication among six female student informants representing grades 7, 8, and 9.

3. Drawing Conclusion

The conclusions were formulated based on the results of data analysis, which were then verified to ensure the validity of the findings. This provided an overview of the relationship between the emotional regulation of female students in grades 7 to 9 and their level of interpersonal communication, based on data from two informants in each grade, and supported by the views of the guidance counsellor and the principal.

Result and Discussion

Interpersonal communication skills are an important part of adolescent development in junior high school. This is a time when students struggle to form social relations, control emotions, and satisfy the need for acceptance, relations, and emotional intimacy. This research was conducted on the emotional regulation of female students of Weru State Junior High School 1 in interpersonal communication. Data were collected through in-depth interviews with students in grades 7, 8, and 9 and were supplemented by information from the guidance counsellor and vice principal. The results show a gradual formation of the ability to regulate one's emotions and the ability to communicate with each other as students move from one grade to another.

It is hoped that the results of this research are able to provide an understanding of the dynamics of interpersonal communication of adolescent girls and provide input for the development of guidance and counselling programmes at the junior high school level.

Emotional Regulation and the Need for Inclusion (The Need to Be Accepted) Among Female Students at SMP N 1 Weru

The findings of the interview revealed that most of the female students exhibited emotional states like nervousness, shyness, and low self-confidence when they intended to join a group or a discussion in social interaction initially. However, as the students adjusted, they began to develop emotion regulation strategies through self-regulation mechanisms such as calming themselves down, self-reflection, polite asking for permission and seeking social support from friends.

This is exemplified in the statement of one respondent who said that support from friends was instrumental in rebuilding her self-confidence. (Quote of the interview) I was often nervous and lacked confidence in the beginning... but I spoke to my friends and got the support I needed to bounce back. (Grade 7 student)"

Students also showed efforts to regulate their affect before social engagements as a part of their psychological preparedness for interpersonal communication. According to the informants they usually calmed themselves down first, took a pause for reflection and waited until their emotional state had settled down before joining in a group or a conversation. This behavioural pattern reflects the students' awareness of the need to regulate their emotions to move on more adaptively in social interactions.

Ninth-grade students are more flexible in their social attitudes and are more flexible than seventh-grade students. If ninth-grade students are not members of a certain group, they no longer interpret the situation as rejection, but as part of the social dynamics and as an opportunity for self-development and the broadening of social contacts. They also become more courageous in self-expression as a means of developing self-confidence, though this is still accompanied in the early stages by feelings of anxiety and concern about the possibility of rejection.

The findings suggest that female students actively regulate their negative emotions before engaging in interpersonal communication in order to maintain their acceptance within the social group and to prevent potential conflict. The ways of communication (politeness, proper asking for permission, etc.) are a kind of positive social adaptation to human relationship establishment.

Based on these findings, the Guidance and Counselling Teacher said that the students' participation in social interaction was generally good. But there were still some students who were less confident and tended to avoid social situations, especially when they were asked to perform or take an active role in front of an audience.

Emotional Management and the Need for Control (The Need to Manage Relationships) Among Female Students at SMP N 1 Weru

As for control, most of the female students displayed an inclination to actively participate in decision making, especially in the case of group work. The students appeared to want to take leadership roles, but also to consider the skills and potential of their group

members. This attitude is a reflection of the effort to maintain a balance in interpersonal relationships to ensure that communication remains effective and does not lead to a conflict.

One informant was willing to assume a leadership role, but was flexible when a friend was considered more competent. In an interview excerpt, he says: "I like to lead... but if there's a friend who can do it better, I'll give way." (7th grader).

When faced with differences of opinion, the students tend to keep their emotions in check and choose deliberation as their primary strategy for problem-solving. The decision-making process involves all group members to ensure that the outcome is accepted as fair. The informants explained that they strive to consider various perspectives before deciding on the option they deem most appropriate for the group.

Emotional regulation in terms of self-control is also demonstrated through active listening and expressing opinions politely. The students showed awareness of the need to avoid interrupting others and to maintain proper communication etiquette so that interactions remain constructive. This behavior reflects the ability to control emotional impulses during group discussions.

The ninth-grade students demonstrated more mature leadership skills, particularly in the context of group leadership and decision-making. They were not only able to coordinate group members but also to synthesize various opinions to reach a consensus. These skills reflect an increased ability to manage group dynamics in a systematic and inclusive manner.

The results of interviews with guidance and counseling teachers indicate that the students' emotional regulation skills, particularly in terms of control, are still in the developmental stage. Consistent emotional control has not yet fully developed in all students, especially in situations that trigger emotional stress, so their emotional responses remain inconsistent.

The overall findings indicate a gradual improvement in meeting control needs as students advance through the grade levels. Students in higher grades demonstrate more stable emotional regulation, more structured communication skills, and more mature leadership abilities in managing interpersonal relationships.

Emotional Regulation and the Need for Affection (The Need for Attention and Closeness) Among Female Students at SMP N 1 Weru

The factor of "affection" showed that female students have a high need for emotional support, closeness and mutual trust in their friendship. Most respondents said they only have one or two close friends with whom they can share stories and speak more freely about their feelings. This indicates that emotional intimacy is regarded as a key factor in creating a sense of safety in interpersonal communication. The small number of close friends for one of the informants was due to long-term relationships that have developed from the informant's earlier years of schooling. From the interview results: "I only talk to one or two people because we've been close since elementary school. a seventh-grade student).

Receiving emotional support from one's circle of friends fosters feelings of being valued, accepted, and cared for. This has a positive impact on the students' emotional stability. A seventh-grade student described feeling comfortable and a sense of belonging when receiving emotional support from a close friend. When faced with a friend experiencing sadness or emotional distress, the students tend to show empathy by first giving the friend some space. They offer to listen once their friend is emotionally ready. This approach reflects the ability to adapt one's emotional response to another person's psychological state. An eighth-grade student explained that she chooses to give her friend time before listening to their story.

Ninth graders demonstrated a more mature understanding of the role of trust and boundaries in developing emotional closeness. They picked specific people to tell their stories to and set boundaries as a way of coping with their feelings. One ninth grader commented that trust is not easily given in friendships. The emotional support they receive when they are down helps boost the students' motivation and morale. The attention and support ninth-graders said they received increased their happiness and motivated them to get back to their activities.

When her friends are feeling emotionally stressed, the ninth-grade student shows empathy by giving them space. Support is given when the friend is ready to talk. This pattern is indicative of the development of empathy and more stable emotional regulation. This is evidenced in the Vice Principal's comment that the students are emotionally open and respond positively to the attention that the school gives them. The recognition is perceived as attention of the institution, which increases the pride and emotional comfort. In the end, the findings of the research show that the need for affection is gradually fulfilled with the development of students in the grades. Female students in higher grades show more emotional maturity, the ability to set healthy boundaries and a greater degree of empathy in building interpersonal relationships.

Barriers to Interpersonal Communication Among Female Students at SMP N 1 Weru

The results of the study indicate that low self-confidence, fear of rejection, differences in personality, and the impact of negative feelings like anger and disappointment are the main obstacles in interpersonal communication among female students. Female students often resort to silence or withdrawal as a response to emotional instability so as to avoid conflicts during social interaction. One informant said that when emotions are still high, communication in a rush has the potential to spark an argument. "If you ask directly, it can cause emotions to flare up and lead to a fight," an excerpt from the interview reads. (Seventh grade student).

The students' emotional well-being is influenced by internal factors like negative social experiences. Informants described experiences of rejection, exclusion or a lack of support within their social circles at school. These experiences made her lose confidence in

herself and withdraw from contact with other people. These experiences, she said, were an emotional state that devoured her self-confidence in the early years of junior high school.

The views of guidance and counselling teachers support this finding that limited communication skills are related to the tendency of female students to isolate themselves. Inability to express feelings appropriately, withdrawn behaviour in certain social situations.

The results indicate that the dissatisfaction of the need for affection can cause the emergence of withdrawn behaviour, which hinders the development of emotional proximity and the quality of interpersonal communication among female students. This underlines the importance of the continuous improvement of communication skills and providing emotional support in the school atmosphere.

These results suggest that not only individual emotional regulation skills but also the social dynamics that evolve in the school environment affect the barriers to interpersonal communication among female students. Therefore, building a safe and inclusive communication environment and improving emotional support are important factors in overcoming communication barriers and promoting healthier social interactions among female students.

Discussion

The results of the study showed that the ability of female students to regulate their emotions in interpersonal communication is found to be significantly related to the fulfilment of interpersonal relationship needs as elucidated in the Fundamental Interpersonal Relations Orientation (FIRO) theory advocated by ([Schutz, 1958](#)). FIRO theory suggests that people have three basic needs in social relationships: inclusion, control, and affection. These three needs interact with each other, and impact the quality of interpersonal communication and emotional regulation of individuals in social settings.

Inclusion and Emotional Regulation Among Female Students at SMP N 1 Weru

The results indicate that the students have a strong need to be accepted as part of a social group. Feelings of nervousness, shyness and fear of rejection when trying to join a group are seen as challenges in meeting the need for inclusion. These efforts to regulate students' emotions, including self-calm, polite requests for permission, and peer support, are all forms of emotional adaptation to achieve social acceptance. This is consistent with the idea of inclusion in FIRO theory, which emphasises the importance of individual participation and acceptance in social groups ([Schutz, 1958](#)).

Observations and empirical results of adolescents show that social acceptance is an important factor in the development of self-confidence and the courage to communicate. Adolescents who experience social acceptance are more likely to be socially involved and to be better at regulating their emotions. Peer support and acceptance can increase adolescents self-confidence and their courage to interact interpersonally in a more open and positive way. ([Pan et al., 2017](#))

Emotional Control and Regulation Among Female Students at SMP N 1 Weru

Observations and empirical results of adolescents show that social acceptance is an important factor in the development of self-confidence and the courage to communicate ([Greca La. M Anneeth & Harrison Moore Hannah, 2010](#)). Adolescents who experience social acceptance are more likely to be socially involved and to be better at regulating their emotions. Peer support and acceptance can increase adolescents self-confidence and their courage to interact interpersonally in a more open and positive way. ([Schutz, 1958](#)).

Being able to regulate emotions is an important element in preventing the decision-making process from becoming conflict ([David, 2004](#)). Emotional intelligence, especially the ability to control emotions, is vital to leadership and working in groups. Generally, students who are able to manage their emotions are more flexible, responsive to feedback, and able to keep good group relationships ([Daniel Goleman, 2018](#)).

In terms of self-concept, female students with a positive self-evaluation demonstrate a confident leadership while valuing others' opinions. It supports the hypothesis that effective interpersonal communication is related to emotional regulation and a healthy self-concept ([Nuruzzaman et al., 2024](#)). This finding is in accordance with Kartikasari Widya's research which shows that there is a significant relationship between self-concept and interpersonal communication skills of adolescents, where a stronger self-concept is associated with better communication skills ([Yusuf et al., 2019](#)).

Affection and Emotional Support for Students at SMP N 1 Weru

Female students' friendships appear to be characterised by affection. The need for attention, emotional closeness and trust motivate female students to have close friends to whom they can share their feelings ([Mahmudah et al., 2020](#)). This is in line with FIRO theory that emphasises the need for affection is linked with emotional warmth and a feeling of mutual care in interpersonal relationships. ([Schutz, 1958](#)).

Research evidence indicates the important role of social support in shaping emotional stability and quality of social relationships. Young women who get emotional support from friends and attention from school staff are more emotionally stable ([Nur & Titin, 2023](#)). They seem to have healthier social relations. Peer social support and self-concept positively and significantly predicted self-confidence in the adolescent sample. Lack of social support can lead to behaviours that result in withdrawal from social interactions ([Adellia, 2025](#)).

Communication Barriers and the Role of Emotional Regulation

The communication barriers found in this study are low self-confidence, the development of negative emotions, and experiences of social rejection. These factors indicate the role of emotional regulation in preserving the quality of interpersonal communication ([Rifal et al., 2017](#)). In other words, inability to control emotions is likely to reduce the effectiveness of communication and increase the risk of conflict. These findings

support the study by Choirunissa and Ediati on the positive relationship of emotional regulation and interpersonal communication in adolescents. ([Yusuf *et al.*, 2019](#)).

The role of guidance and counselling teachers and school administrators is crucial in helping female students recognise and manage their emotions, increase their self-confidence and develop more adaptive communication skills. It is hoped that ongoing support will help them balance their needs for inclusion, control and affection, allowing them to develop their interpersonal communication skills to their fullest potential.

Conclusion

The results of the study indicate that emotional control is very important in determining the quality of communication in interpersonal relations of female students at SMPN 1 Weru. Students' ability to manage their emotions has been found to affect their interaction with fellow students and school officials, especially in the satisfaction of interpersonal relationship needs as described in the Fundamental Interpersonal Relations Orientation (FIRO) theory, namely the needs for inclusion, control and affection.

From the perspective of inclusion, female students have a great need to be accepted in their social environment. At an early age, they are often negatively impacted by emotions such as nervousness, shyness and fear of rejection. However, female students gradually learn to regulate their emotions by adaptive strategies, such as calming themselves down, making polite requests, and seeking support from friends. This indicates that emotional control is a key foundation in building social acceptance and confidence to communicate.

In the case of self-regulation, students' capacity to regulate interpersonal relations develops with the grades. Older students are more stable in emotional regulation, can control their role in a group, agree on differences of opinion through discussion, and keep a positive atmosphere in their interaction. However, consistency in the emotional regulation is not yet uniform over all students especially in situations that cause emotional stress. The students expressed a strong need for attention, emotional closeness and a sense of security in their friendships in terms of affection. Peer emotional support and attention from school officials positively influenced the emotional stability, self-confidence and motivation to communicate of the students. Upperclassmen were more emotionally mature in their ability to set boundaries in relationships and empathise with others' emotions.

The study found a number of barriers to interpersonal communication such as low self-confidence, fear of rejection, negative social experiences and the impact of emotional instability. These barriers highlight the importance of individual factors, social dynamics and emotional atmosphere of the school environment in shaping the interpersonal communication of female students. This research proves the interrelation of emotional regulation and fulfilment of the needs of interpersonal relationships in determining the quality of interpersonal communication of female students at SMPN 1 Weru.

The school has a duty to play an active role, especially teachers and guidance and counselling services, to support the development of emotional regulation, to strengthen self-concept and to establish a safe, inclusive and supportive communication environment to

support students' social and emotional development optimally. However, this study still has its limitations that the role of parents was not involved in the research of female students' emotional control and interpersonal communication. The family environment is an important factor of development of emotional regulation and communication patterns in adolescents.

These findings imply that schools should strengthen guidance and counselling programmes targeting emotional regulation, self-confidence, and peer support for female students, especially in the early years of junior high school. The study also reinforces the relevance of FIRO theory for understanding adolescent interpersonal communication. Future research is recommended to involve parents and the home environment as additional informants and to use longitudinal designs across grade levels.

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