

HUBUNGAN REGULASI EMOSI DENGAN PERILAKU CYBERBULLYING PADA REMAJA

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INTISARI

Cyberbullying merupakan bentuk perilaku agresif di dunia maya yang banyak terjadi pada remaja, seiring meningkatnya penggunaan media sosial. Perilaku ini berdampak negatif pada kesehatan mental, hubungan sosial, dan prestasi akademik. Regulasi emosi diperkirakan berperan penting dalam mencegah maupun memicu keterlibatan remaja dalam *cyberbullying*. Penelitian ini bertujuan mengetahui hubungan antara regulasi emosi dan perilaku *cyberbullying* pada remaja di SMA Negeri 02 Tanggul, Kabupaten Jember. Penelitian menggunakan pendekatan kuantitatif korelasional dengan subjek 224 siswa kelas X dan XI yang dipilih melalui teknik purposive sampling dengan kriteria memiliki smartphone dan aktif menggunakan media sosial. Instrumen yang digunakan adalah Skala Regulasi Emosi (28 item; $\alpha = 0,869$) dan Skala *Cyberbullying* (35 item; $\alpha = 0,939$). Analisis data dilakukan dengan uji korelasi Pearson. Hasil penelitian menunjukkan tidak ada hubungan antara regulasi emosi dan perilaku *cyberbullying* ($r = -0,064$, $p > 0,05$), yang berarti semakin tinggi kemampuan regulasi emosi, semakin rendah kecenderungan melakukan *cyberbullying*. Temuan ini menegaskan pentingnya penguatan keterampilan regulasi emosi pada remaja untuk mencegah perilaku agresif di ruang digital. Penelitian ini diharapkan dapat menjadi dasar bagi sekolah, orang tua, dan praktisi pendidikan dalam merancang intervensi literasi emosional dan etika digital guna meminimalkan risiko *cyberbullying* di kalangan pelajar.

Kata kunci: *cyberbullying*, media sosial, regulasi emosi, remaja

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THE RELATIONSHIP BETWEEN EMOTIONAL REGULATIONS AND CYBERBULLYING BEHAVIOR IN ADOLESCENTS

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ABSTRACT

Cyberbullying is a form of aggressive behavior in cyberspace that frequently occurs among adolescents, in line with the increasing use of social media. This behavior has negative impacts on mental health, social relationships, and academic performance. Emotional regulation is believed to play an important role in preventing or triggering adolescents' involvement in cyberbullying. This study aims to examine the relationship between emotional regulation and cyberbullying behavior among adolescents at SMA Negeri 02 Tanggul, Jember Regency. This research employed a quantitative correlational approach with 224 participants from 10th and 11th grades, selected through purposive sampling based on the criteria of owning a smartphone and being active on social media. The instruments used were the Emotion Regulation Scale (28 items; $\alpha = 0.869$) and the Cyberbullying Scale (35 items; $\alpha = 0.939$). Data were analyzed using Pearson correlation. The results showed that there was no relationship between emotional regulation and cyberbullying behavior ($r = -0,064$, $p > 0.05$), indicating that higher emotional regulation skills are associated with lower tendencies to engage in cyberbullying. These findings highlight the importance of strengthening emotional regulation skills in adolescents to prevent aggressive behavior in digital spaces. This research is expected to serve as a reference for schools, parents, and education practitioners in designing emotional literacy and digital ethics interventions to minimize the risk of cyberbullying among students.

Keywords: adolescents, cyberbullying, emotional regulation, social media

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