

The Relationship between Peer Attachment and Emotion Regulation in Migrant Students in Yogyakarta

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ABSTRACT

In life as a migrant students, they will have new friendships so that there is an attachment. However, migrant students may experience various problems such as culture shock, demands for independence, and life changes that can trigger negative emotions such as anxiety, disappointment, and frustration. If students experience negative emotions that can trigger various problems, then these students do not have good emotion regulation skills. This study aims to determine the relationship between peer attachment and emotion regulation in migrant students in Yogyakarta. This study proposes the hypothesis that there is a relationship between peer attachment and emotion regulation in migrant students in Yogyakarta. The subjects in this study were 146 migrant students with an age range of 18-25 years. The data collection method used in this study used the Emotion Regulation Scale (Emotion Regulation Questionnaire) and the IPPA Scale (Parent and Peer Attachment Inventory). The data analysis technique used is to use product-moment correlation. Based on the results of data analysis, the correlation coefficient value (r_{xy}) = 0.172 with $p = 0.038$ ($p < 0.050$) indicates that the hypothesis proposed in this study is accepted, namely that there is a relationship between peer attachment and emotional regulation in migrant students in Yogyakarta. The coefficient of determination (R^2) value is 0.030 so it can be said that the contribution of peer attachment is 3% to emotional regulation and the remaining 97% is influenced by other factors.

Keywords: migrant students, peer attachment, emotion regulation

Introduction

Yogyakarta is one of the cities in Indonesia that has a variety of education at every level, so many students from outside the region choose Yogyakarta to continue their studies (Yu & Setiyaningrum, 2019). Pemerintah Kota Yogyakarta (2020) presents data on the number of students from outside the Special Region of Yogyakarta, which is estimated at 300.000 students, these students live either in dormitories or boarding houses managed by the management or landlady of the boarding house. Students are individuals who are in higher education to pursue education and have various college assignments during their education (Kumala & Darmawanti, 2022).

There is a term migrating students, which is defined as students who leave their home area to live in another area for a certain period of time (Ramadani, Rachmawati, & Purnomosidi, 2023). One of the problems that can be experienced by migrant students is the emotional problem of homesickness, which is an emotional reaction felt by migrant students

when away from home (Siswandi & Caninsti, 2020). In addition, migrant students also often face various things such as culture shock, demands for independence, confusion about solving the problems at hand, and life changes so that they can trigger negative emotions such as anxiety, disappointment, and frustration (Ardiansyah, Winta, & Nusandhani, 2023). Students are at risk of experiencing negative emotions which result in psychological and physiological health, this is because these students do not have good emotion regulation skills (Fauzi, Fitriani, Sanggerti, Rahmawati, & Poeni, 2024). Rahmawati, Hardjajani, and Karyanta (2015) also said that students who express negative emotions felt such as anger or annoyance through aggressive behavior, these students have poor emotional regulation skills.

Emotion regulation is an individual's ability to manage emotions such as how individuals experience, when to feel them, and how to express these emotions (Gross, 1998b). Gratz and Roemer (2014) say that emotion regulation is an effort made by someone to realize and understand emotions, accept emotions, control impulsive behavior and act according to goals, as well as the ability to flexibly use emotions that are appropriate to the situation to modulate emotions. According to Gross and John (2003), aspects of emotion regulation consist of two strategies, namely cognitive reappraisal and expressive suppression.

Research conducted by Anggraini and Desiningrum (2018) shows the results that most of the subjects of migrant students have low emotion regulation skills, namely 58.3% of 103 people. Furthermore, the results of interviews conducted by researchers show that 6 out of 10 subjects have not been able to regulate emotions. The results that have been obtained show that 6 out of 10 subjects find it difficult to manage and control emotions properly so that when they feel negative emotions they tend to interfere with their daily activities because the subjects often lock themselves up, feel confused, and stay silent by not doing anything.

According to Nurrahmah, Florentina, and Radde (2021), students who are in the early adult age group have mature cognitive development, so these individuals are also able to manage emotions maturely, including expressing their emotions to others (Papalia, Olds, & Feldman, 2009). Thahirah and Insan (2020) said that students who are in the early adult category should already have emotion regulation skills such as managing emotions, either positive or negative emotions.

Calkins and Hill (2007) explain that intrinsic and extrinsic factors are factors that can affect individual emotion regulation, intrinsic factors are temperament or individual emotional differences, while extrinsic factors include parental care and attachment in relationships. According to Armsden and Greenberg (1987), peer attachment is a type of attachment in a relationship that begins in adolescence. Thus, one of the factors according to Calkins and Hill (2007), namely attachment in relationships, is related to one type of attachment in relationships according to Armsden and Greenberg (1987), namely peer attachment, which was then selected in this study.

According to Armsden and Greenberg (1987), peer attachment is an individual's awareness of how far individuals are with their peers to provide mutual understanding, establish good communication, and feel safe and comfortable with each other. Armsden and

Greenberg (1987) say that there are three aspects of peer attachment, namely trust, communication, and alienation. In the lecture environment, students will have friends who are important because they can be a place to complain, form an advanced mindset, and others (Sawiji, Putra, & Agustin, 2022). In addition, Blieszner and Roberto (2012) also said that adult individuals spend time with friends outside of working hours because it provides individuals with social, emotional, and instrumental support.

Individuals in expressing their emotions can be influenced by attachment (Kustanto & Khoirunnisa, 2022). Individuals with secure attachment tend to develop an internal working model that internalizes positive beliefs about the existence of others in addition to beliefs about self-esteem. The internal working model shapes emotion regulation by influencing the individual's cognitive, affective, and behavioral responses (Malik, Wells, & Wittkowski, 2015). Affective regulation is also one of the positive effects of secure attachment in individuals (Mikulincer & Shaver, 2019).

According to the findings of Lestari and Satwika (2020), the variable of peer attachment affects the variable of emotion regulation and shows a positive relationship. Peer attachment is one of the factors that affect individuals in emotion regulation, when peer attachment is high, it affects the increase in emotion regulation to a moderate extent (Kustanto & Khoirunnisa, 2022). According to Lestari and Satwika (2018), students who form close friendships are able to openly express their feelings, thoughts, and emotions. Based on the above description, this study aims to determine the relationship between peer attachment and emotion regulation among international students in Yogyakarta.

Methods

This research is a quantitative study that aims to see the correlation between peer attachment and emotion regulation through correlational methods. The sampling technique used in this study is the purposive sampling technique. Purposive sampling technique is a technique used when the researcher has certain considerations about the sample in the research being conducted (Sugiyono, 2013). The criteria of the target population are migrant students in Yogyakarta, with an age range from 18 to 25 years old.

The data collection technique in this study was to use Gross and John's (2003) Emotion Regulation Questionnaire (ERQ) psychological scale, and Armsden and Greenberg's (1987) Parent and Peer Attachment Inventory (IPPA). The ERQ scale was translated into Indonesian by Radde et al. (2021), and the IPPA scale was translated into Indonesian by Husna (2020). The two psychological scales were declared valid because the item correlation coefficient was > 0.300 . Azwar (2021) explains that the correlation coefficient is considered good and satisfactory when it is at least 0.300. In the ERQ scale, the range of item correlation coefficients of ten items is 0.304 - 0.629 and in the IPPA scale, the item correlation coefficient of 20 items is 0.322 - 0.758. Hypothesis testing in this study is done using Pearson's parametric statistics. The data obtained in this study are processed and analyzed using IBM SPSS Statistic software version 27.0.1.

Results

The participants of this study were 146 migrant students in Yogyakarta. There were 26 male participants and 120 female participants. The ages of the participants in this study were 18 years old as many as 2 participants, 19 years old as many as 10 participants, 20 years old as many as 23 participants, 21 years old as many as 36 participants, 22 years old as many as 45 participants, 23 years old as many as 24 participants, 24 years old as many as 4 participants, and 25 years old as many as 2 participants. In the following, the researcher presents a table of the subject categories in this study.

Table 1. Subject Categories by Gender

Gender	Frequency	Percentages
Male	26	17.81
Female	120	82.19

Table 2. Subject Categories by Age

Age	Frequency	Percentages
18 years old	2	1.37
19 years old	10	6.85
20 years old	23	15.75
21 years old	26	24.66
22 years old	45	31.82
23 years old	24	16.44
24 years old	4	2.74
25 year old	2	1.37

The correlation between peer attachment and emotion regulation has a p-value of 0.038 ($p < 0.050$; $0.038 < 0.050$), indicating that the hypothesis in this study is accepted. The r value is 0.172, which means that there is a positive and significant relationship between peer attachment and emotion regulation. These results indicate that the higher the peer attachment, the higher the emotion regulation of migrant students in Yogyakarta. Conversely, the lower the peer attachment, the lower the emotion regulation in migrant students in Yogyakarta.

The results of the additional analysis show that peer attachment affects the cognitive reappraisal emotion regulation strategy with a correlation coefficient (r_{xy}) = 0.403 with $p = 0.000$. This shows that there is a positive relationship between cognitive reappraisal emotion regulation strategies and peer attachment in migrant students in Yogyakarta. The coefficient of determination (R^2) obtained is 0.163 which indicates that the contribution of peer attachment variables to the cognitive reappraisal emotion regulation strategy is 16.3%. Meanwhile, the results of further analysis show that there is no relationship between peer attachment and expressive suppression emotion regulation strategies.

Discussions

Eilert and Buchheim (2023) say that individuals who have secure attachments have better emotion regulation skills. Individuals with secure attachments tend to feel emotionally connected to others even when they are alone, which can reduce feelings of loneliness (Eilert & Buccheim, 2023). Individuals with secure attachments learn adaptive emotion regulation strategies that allow them to cope with distress by considering their previous positive experiences with emotion regulation (Malik, Wells, & Wittkowski, 2015).

When individuals make friends, there is intense communication, trust is formed, and there is no sense of isolation, creating a sense of dependence, security, and comfort (Lestari & Satwika, 2018). The attachment that has been formed will help the individual control the emotions that they are experiencing so that negative actions do not occur to release these emotions (Lestari & Satwika, 2018).

The acceptance of the hypothesis in this study indicates that peer attachment is one of the factors influencing an individual's emotion regulation. The results of this study support the previous research conducted by Kustanto and Khoirunnisa (2022), that is, the higher the peer attachment that an individual has, the higher the individual's emotion regulation. When students have peer attachment, they can have the ability to regulate good and appropriate emotions and can provide security and comfort to express or express what they are feeling, both positive and negative emotions (Kustanto & Khoirunnisa, 2022). One way that individuals can do when experiencing emotional tension is to share their feelings with peers. Peers are believed to be able to understand the situation and also the feelings that are being experienced. Students feel that they do not need to worry about the reactions that are given because they will always understand the situations and conditions that are occurring so that they can make their minds more positive. Communication with peers is most important because students prioritize communication such as telling each other about the thoughts and feelings they are experiencing (Kustanto & Khoirunnisa, 2022).

In addition, the results of this study also support the research conducted by Ari and Soetjningsih (2024) that there is a relationship between peer attachment and emotion regulation. The results showed that the majority of students showed high peer attachment with strong bonds and mutual trust and acceptance. Most students showed moderate levels of emotion regulation with a balanced ability to manage and respond to emotional stimuli. This study shows a positive relationship where when students have high peer attachment, their emotion regulation is also high. This relationship shows that the role of peers is very important in the social and emotional development of students (Ari & Soetjningsih, 2024).

The results of the additional analysis show that peer attachment affects the cognitive reappraisal emotion regulation strategy with a correlation coefficient (r_{xy}) = 0.403 with $p = 0.000$. This shows that there is a positive relationship between cognitive reappraisal emotion regulation strategies and peer attachment among migrant students in Yogyakarta. The obtained coefficient of determination (R^2) is 0.163, which indicates that the contribution of peer attachment variables to cognitive reappraisal emotion regulation strategy is 16.3%. These

results support the previous research conducted by Luthfi and Husni (2020), namely that there is a positive relationship between peer attachment and cognitive reappraisal emotion regulation strategies by explaining that the contribution of peer attachment variables is 30.6%. It is also revealed by Gross and John (2003) that close relationships with friends will influence individuals in the use of cognitive reappraisal emotion regulation strategies. Gresham and Gullone (2012) explain that with a high level of communication, individuals tend to use cognitive reappraisal strategies. In addition, other aspects of peer attachment, namely trust and alienation, may predict the use of cognitive reappraisal strategies at lower levels (Gresham & Gullone, 2012).

Meanwhile, the results of further analyses show that there is no relationship between peer attachment and expressive suppression emotion regulation strategies. These findings support the previous research conducted by Karreman and Vingerhoets (2012), which states that the expressive suppression emotion regulation strategy is not related to attachment, but what has a positive relationship with attachment is the cognitive reappraisal emotion regulation strategy. Luthfi and Husni (2020) say that individuals will use the expressive suppression emotion regulation strategy more often when they experience less positive emotions, this effect is also related to peers. Gresham and Gullone (2012) explain that individuals use expressive suppression emotion regulation strategies when they have low levels of communication and high levels of alienation.

Tsai, Nguyen, Weiss, Ngo, and Lau (2017) explain that the use of expressive suppression emotion regulation strategies increases in the absence of others who are perceived to be able to provide support. Furthermore, Larsen et al. (2012) state that the use of expressive suppression emotion regulation strategies may increase when individuals do not receive sufficient support from their peers. The lack of relationship between peer attachment and expressive suppression in this study is consistent with these explanations, as the majority of subjects in this study had high levels of peer attachment. Putri and Novitasari (2017) explained that a high level of peer attachment can help individuals survive and provide support. Gross in Nurwahidah, Sitasari, and Kristiyani (2021) said that expressive suppression is used when someone dislikes social relationships, avoids intense relationships, experiences difficulties in relationships, and lacks emotional intimacy with others. Therefore, the subjects in this study did not use the expressive suppression strategy in regulating emotions because the subjects had a high level of peer attachment.

The R value obtained in this study is 0.030, which means that peer attachment only influences 3% of emotion regulation, while 97% is influenced by other factors such as parenting, gender, age, and personality.

Conclusion

It was found that there is a positive and significant relationship between peer attachment and emotion regulation in migrant students in Yogyakarta, which shows that the higher the peer attachment, the higher the emotion regulation in migrant students in Yogyakarta. Conversely, the lower the peer attachment, the lower the emotion regulation in migrant

students in Yogyakarta. The low correlation coefficient indicates that emotion regulation may be influenced by other factors not examined in the study, such as parental care, gender, age, and personality. Furthermore, peer attachment has a positive relationship with cognitive reappraisal emotion regulation strategies and peer attachment has no relationship with expressive suppression emotion regulation strategies. For future researchers, it is suggested that they can pay attention to other variables when conducting research because this emotion regulation variable is influenced by many other factors. In addition, different subjects can also be studied.

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