HUBUNGAN KESULITAN REGULASI EMOSI DAN PENGGUNAAN INTERNET BERMASALAH PADA PELAJAR SMA DENGAN
NON-SUICIDAL SELF-INJURY DI KABUPATEN SLEMAN
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Hubungan Kesulitan Regulasi Emosi dan Penggunaan Internet Bermasalah pada Pelajar SMA dengan *Non-Suicidal Self-Injury* di Kabupaten Sleman

Intisari

Latar belakang: *Non-suicidal self-injury* (NSSI) merupakan masalah klinis penting karena berhubungan dengan risiko bunuh diri. Secara global, NSSI banyak ditemukan pada remaja terutama pada populasi non-klinis, namun data empiris pada pelajar SMA di Kabupaten Sleman masih terbatas. Penelitian terdahulu mengidentifikasi bahwa remaja dengan NSSI memiliki kerentanan psikologis yang berkaitan dengan penggunaan internet bermasalah. Namun, faktor kesulitan regulasi emosi yang turut memperbesar kerentanan tersebut belum banyak dikaji, terutama dalam menelaah domain spesifik regulasi emosi yang mengalami hambatan.

Tujuan: Untuk mengidentifikasi hubungan antara kesulitan regulasi emosi dan penggunaan internet bermasalah pada pelajar SMA dengan NSSI di Kabupaten Sleman.

Metode: Penelitian observasional analitik ini dilakukan dengan desain potong lintang pada pelajar SMA dengan NSSI di Kabupaten Sleman. Sampel dipilih dengan teknik *cluster random sampling*. Perilaku NSSI diidentifikasi menggunakan instrumen SHSI versi Bahasa Indonesia, kesulitan regulasi emosi diukur menggunakan DERS-SF versi Bahasa Indonesia, dan penggunaan internet bermasalah diukur menggunakan GPIUS2 versi Bahasa Indonesia. Analisis data dilakukan dengan uji korelasi Pearson dan regresi linier berganda setelah memenuhi asumsi statistik. Tingkat signifikansi ditetapkan pada $p<0,05$.

Hasil: Uji korelasi Pearson menunjukkan hubungan positif yang signifikan antara kesulitan regulasi emosi dan penggunaan internet bermasalah ($r=0,395$; $p<0,001$). Korelasi signifikan ditemukan terutama pada domain *strategies* ($r=0,392$; $p<0,001$), *impulse* ($r=0,284$; $p=0,007$), *non-acceptance* ($r=0,265$; $p=0,012$) dan *goals* ($r=0,265$; $p=0,012$), serta pada domain *cognitive preoccupation* ($r=0,347$; $p=0,001$), *compulsive internet use* ($r=0,350$; $p=0,001$) dan *negative outcomes* ($r=0,319$; $p=0,002$). Analisis regresi linier berganda dengan metode *backward elimination* menunjukkan bahwa kesulitan regulasi emosi merupakan variabel yang tetap bertahan dalam model akhir dan berhubungan signifikan dengan penggunaan internet bermasalah ($B=0,285$; $\beta=0,395$; $p<0,001$; 95% CI=0,144–0,426). Model akhir menjelaskan 15,6% variasi penggunaan internet bermasalah ($R^2=0,156$).

Kesimpulan: Kesulitan regulasi emosi merupakan faktor yang paling konsisten berhubungan positif dan signifikan dengan penggunaan internet bermasalah pada pelajar SMA dengan NSSI di Kabupaten Sleman. Temuan ini menunjukkan bahwa semakin tinggi kesulitan regulasi emosi, semakin besar kecenderungan penggunaan internet bermasalah pada kelompok tersebut. Regulasi emosi perlu dipertimbangkan sebagai aspek penting dalam asesmen dan intervensi psikologis pada pelajar SMA dengan NSSI.

Kata kunci: kesulitan regulasi emosi, *non-suicidal self-injury*, pelajar SMA, penggunaan internet bermasalah, remaja, Sleman.

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The Association Between Emotion Regulation Difficulties and Problematic Internet Use Among Senior High School Students with Non-Suicidal Self-Injury in Sleman Regency

Abstract

Background: Non-suicidal self-injury (NSSI) is an important clinical concern because of its association with an increased risk of suicide. Globally, NSSI is frequently reported among adolescents, particularly in non-clinical populations. However, empirical data on senior high school students in Sleman Regency remain limited. Previous studies have shown that adolescents with NSSI may have psychological vulnerabilities related to problematic internet use. Nevertheless, emotion regulation difficulties, which may further increase this vulnerability, have received limited attention, particularly regarding specific domains of impaired emotion regulation.

Objective: This study aimed to identify the association between emotion regulation difficulties and problematic internet use among senior high school students with NSSI in Sleman Regency.

Methods: This analytical observational study used a cross-sectional design involving senior high school students with NSSI in Sleman Regency. Participants were selected using cluster random sampling. NSSI behaviour was identified using the Indonesian version of the Self-Harm Screening Inventory (SHSI). Emotion regulation difficulties were assessed using the Indonesian version of the Difficulties in Emotion Regulation Scale Short Form (DERS-SF), while problematic internet use was measured using the Indonesian version of the Generalized Problematic Internet Use Scale 2 (GPIUS2). Data were analyzed using Pearson correlation and multiple linear regression after statistical assumptions were met. Statistical significance was set at $p<0.05$.

Results: Pearson correlation analysis showed a significant positive association between emotion regulation difficulties and problematic internet use ($r=0.395$; $p<0.001$). Significant correlations were mainly observed in the domains of strategies ($r=0.392$; $p<0.001$), impulse ($r=0.284$; $p=0.007$), non-acceptance ($r=0.265$; $p=0.012$), and goals ($r=0.265$; $p=0.012$). Significant associations were also found with the problematic internet use domains of cognitive preoccupation ($r=0.347$; $p=0.001$), compulsive internet use ($r=0.350$; $p=0.001$), and negative outcomes ($r=0.319$; $p=0.002$). Multiple linear regression using backward elimination showed that emotion regulation difficulties remained in the final model and were significantly associated with problematic internet use ($B=0.285$; $\beta=0.395$; $p<0.001$; 95% CI=0.144–0.426). The final model explained 15.6% of the variance in problematic internet use ($R^2=0.156$).

Conclusion: Emotion regulation difficulties were the most consistent factor positively and significantly associated with problematic internet use among senior high school students with NSSI in Sleman Regency. These findings indicate that higher emotion regulation difficulties are associated with a greater tendency toward problematic internet use in this group. Emotion regulation should be considered an important component of psychological assessment and intervention for senior high school students with NSSI.

Keywords: non-suicidal self-injury; emotion regulation difficulties; problematic internet use; adolescents; senior high school students.