

EFEKTIVITAS ACCEPTANCE AND COMMITMENT THERAPY (ACT) UNTUK MENURUNKAN DISREGULASI EMOSI PADA REMAJA: SEBUAH TINJAUAN LITERATUR

Syekha Aulia Mutia Zahra¹, Eka Wahyuni², Susi Fitri³

¹²³Universitas Negeri Jakarta, 13220, Indonesia

Submission : June 8, 2025

Revised : June 14, 2025

Accepted : June 20, 2025

Published : June 26, 2025

Abstract

Emotion dysregulation is a problem that occurs in one or all emotion regulation abilities. The occurrence of emotion dysregulation will have an impact on life and lead to various mental health problems. So, it is important to examine appropriate interventions to reduce emotion dysregulation in adolescents. This study aims to analyze the effectiveness of Acceptance and Commitment Therapy (ACT) to reduce emotion dysregulation in adolescents. The method in the study was a literature review. Research articles were obtained through searching international databases such as Google Scholar, PubMed, ScienceDirect and Springer. The criteria for article searches are articles published within the last 7 years (2019-2025), have a correlation with Acceptance and Commitment Therapy (ACT) and emotional dysregulation and are aimed at adolescents. Based on the search results, 23 articles were found, but after analyzing the researcher selected 10 articles that were relevant to this study. The results of the review prove that Acceptance and Commitment Therapy (ACT) is effective for reducing emotional dysregulation in adolescents. Thus, the results of this study can be an implication in future research to carry out experimental research on Acceptance and Commitment Therapy (ACT) to reduce emotional dysregulation in adolescents.

Keywords: Acceptance and Commitment Therapy (ACT); Adolescents; Emotional Dysregulation.

1. Pendahuluan

Emotion regulation is an individual's ability to monitor, evaluate and modulate the emotional reactions they feel (Gross, 2015). emotional reactions felt by himself (Gross, 2015). Emotion regulation has a very important role in adolescents. This is because emotion regulation is part of competence and an important element for making psychological and social adjustments (Denham, 2019) as well as achieving greater intrapersonal, interpersonal and social goals (Stifter & Gross, 2015). goals (Stifter & Augustine, 2019). In addition, emotion regulation is also used to be able to take opportunities or opportunities, to establish cooperation and friendly friendly relationships with others, to help and share with others (Robertson et al., 2019). with others (Robertson et al., 2012); to control excessive frustration (Pusparini, 2017); to concentrate more on learning in class and coping strategies in the classroom. learning in class and coping strategies in dealing with feelings of stress, anxiety and fear of failure due to various pressures faced (Pratama, 2019).

However, in several previous studies it was found that adolescents tend to have low emotion regulation abilities. This was explained in the research of Nuz'amidhan et al., (2021) which found that 16.67% of adolescents had low emotional regulation. Then research by Farih & Wulandari, (2022) which found that 54% of adolescents have a low level of emotional regulation. As well as Zahra's research, (2023) which also found that as many as 20% of adolescents have low emotional regulation.



Adolescents who have low emotion regulation skills tend to be unable to deal with stressful or conflict situations so that they take destructive actions that can harm themselves and others around them because they are unable to control their emotions (Mawardah & Sudewa, 2023). In addition, low emotion regulation skills also lead to an attitude that likes to blame others, express emotions to negative things such as fighting, getting angry easily, surrendering easily, feeling hopeless and having feelings of resentment (Maheswari & Chusniyah, 2024).

Low emotion regulation ability is recognized as emotion dysregulation. Emotion dysregulation is a problem that occurs in one or all of the emotion regulation abilities which include individual awareness and understanding of the emotions felt, the ability of individuals to accept emotions, skills in controlling impulsive behavior and in directing these behaviors to fit the desired goals when dealing with negative emotions, as well as the use of emotion strategies flexibly or not fixated on certain emotion strategies (Gratz & Roemer, 2004).

Then, in another study, it was also explained that adolescents who have emotional dysregulation can be seen in the way they become easily angry, always want to hit, often cry excessively, express anger by grumbling and criticizing others around them loudly (Baiti, 2023); difficult to regulate emotions, become easily angry, sad, frustrated, want to vent anger on others, cannot concentrate, have anxiety and can become new perpetrators because they are unable to control impulsive behavior due to negative emotions that arise. (Julistia et al., 2024).

Emotional dysregulation in adolescents can occur because they often experience rapid hormonal changes that result in feelings or emotions that arise often changing (Fadul, 2019), this period is also often referred to as the period of storms and typhoons because it describes erratic emotional states, emotional tension, emotional instability and explosive emotions (Izzaty et al., 2008). Then, the brain regions that underlie emotion regulation in early adolescents such as the prefrontal cortex are still not fully mature so that emotion regulation becomes less efficient (Ahmed et al., 2015), and the brain in adolescents becomes more emotional than the brains of adults and children (Gazzillo, 2021).

The occurrence of emotion dysregulation in adolescents has an impact on life, ranging from difficulty concentrating in learning, decreased motivation and learning achievement, withdrawing from the social environment, especially in class (Baiti, 2023), feeling afraid to go to school and even not wanting to go to school anymore, declining academic achievement (Wiyani, 2012), considering that the emotions felt by himself are invalid and not worth expressing (Abbate & Porcelli, 2017), having low self-esteem and not being able to express the emotions felt by himself (Livesley et al., 2017). Furthermore, the impact of low and unresolved emotion regulation in the long run will result in various mental health problems (Van Beveren & Braet, 2015) such as anxiety, depression, anger, borderline personality traits and sleep disorders (Zafar et al., 2021).

Seeing the various impacts of emotional dysregulation on mental health and the lives of adolescents, appropriate interventions are needed to target emotional dysregulation so that adolescents are able to face all the problems and challenges that come to them with appropriate emotions. In previous literature review research suggests that Acceptance and Commitment Therapy (ACT) is one of the effective interventions to reduce emotional dysregulation (Jahangiri, 2022). In Saccaro et al.'s research, (2024) also explained that Acceptance and Commitment Therapy (ACT) is effective for reducing

emotional dysregulation in adolescents in both individual and group settings and ACT has also been shown to have lasting and long-term effects on a person (Montgomery et al., 2011).

However, in the current development of interventions, it is found that research on Acceptance and Commitment Therapy (ACT) to reduce emotion dysregulation in adolescents is still very limited. This is in line with research that explains that Acceptance and Commitment Therapy (ACT) has promising results for reducing emotion dysregulation in various populations and age groups including adolescents, but research on adolescents is still poorly studied or researched (Saccaro et al., 2024). Therefore, this literature review will examine the effectiveness of Acceptance and Commitment Therapy (ACT) to reduce emotion dysregulation in adolescents, so that it can be an implication in future research to be able to carry out experimental research on Acceptance and Commitment Therapy (ACT) to reduce emotion dysregulation in adolescents.

2. Metode

The method used in this study was a literature review using research results from scientific articles related to Acceptance and Commitment Therapy (ACT) and emotion dysregulation. Research articles were obtained through searches on international databases such as Google Scholar, PubMed, ScienceDirect and Springer. Then in the article search, the researcher set three main criteria. The first criterion was that the articles had to be published within the last 7 years (2019-2025) to ensure their current relevance. The second criterion was that the articles had a correlation to Acceptance and Commitment Therapy (ACT) and emotion dysregulation. The third criterion was that the research was aimed at the adolescent age range.

Based on the results of the article search, 23 articles related to Acceptance and Commitment Therapy (ACT) and emotion dysregulation were found, both from Indonesia and abroad. The articles were analyzed by reading comprehensively and understanding the contents then the most significant articles were identified and then summarized in a structured format. After analyzing the articles, the researcher then determined 10 articles based on the results of the analysis and predetermined criteria.

3. Hasil dan Pembahasan

Based on the results of the analysis, there are 10 articles that match the criteria and objectives of this study. The following 10 articles that have been selected can be seen through table 1.

Table 1. Acceptance and Commitment Therapy (ACT) Matrix to Reduce Emotion Dysregulation in Adolescents.

| No | Author | Key Findings |
|----|------------------------|---|
| 1. | (Hassan & Saber, 2024) | The results of Acceptance and Commitment Therapy (ACT) research conducted over 9 sessions were found to be effective in reducing emotional dysregulation and reducing suicidal ideation in adolescents with depression. |
| 2. | (Yuan et al., 2024) | The results of the study found that Acceptance and Commitment Therapy (ACT) conducted for 6 weeks effectively reduced emotional dysregulation in adolescents experiencing NSSI, then increased psychological flexibility and reduced self-injurious behavior and helped adolescents acquire the right values in life. |

| | | |
|----|----------------------------|---|
| 3. | (Espenes et al., 2024) | This meta-analytic review examined the effectiveness of various interventions on emotion regulation among children and adolescents. The overall results found that the various interventions in the studies were effective and could be used to reduce emotion dysregulation among children and adolescents. However, the results of the moderator analysis showed that “third wave” interventions such as Acceptance and Commitment Therapy (ACT) were found to have a higher effect in reducing emotion dysregulation in adolescents. |
| 4. | (Saccaro et al., 2024) | This systematic review provides a comprehensive synthesis of interventions targeting emotion dysregulation and provides information on the effectiveness and implications of interventions in clinical practice and research from both quantitative and qualitative perspectives. The study found that of the various interventions, Acceptance and Commitment Therapy (ACT) is one of the least studied or researched, but has promising results in improving emotion regulation and reducing emotion dysregulation across various populations and age groups including adolescents. |
| 5. | (Haghbin & Pooragha, 2023) | The results found that there was a significant difference in the post-test mean scores of the components of emotion regulation and suicidal ideation in the experimental group who received Acceptance and Commitment Therapy (ACT). |
| 6. | (Beni et al., 2023) | The study found that an Acceptance and Commitment Therapy (ACT)-based group intervention, delivered over 10 sessions, effectively improved interpersonal skills, academic performance and reduced adolescent emotional dysregulation in the experimental group. |
| 7. | (Helland et al., 2022) | This meta-analytic review identified elements in mental health interventions that are associated with and impact adolescent emotion regulation. It found that interventions that included elements of setting goals or targets to be achieved during the intervention and teaching acceptance such as Acceptance and Commitment Therapy (ACT) were more effective in reducing adolescent emotion dysregulation. |
| 8. | (Riaz et al., 2022) | The results showed that after the intervention was carried out, the level of emotion regulation and mental health problems of blind adolescents had significant differences. Thus concluding that Acceptance and Commitment Therapy (ACT) is an effective intervention in improving mental health and reducing emotion dysregulation in blind adolescents. |
| 9. | (Esmailzadeh et al., 2021) | This study found that Acceptance and Commitment Therapy (ACT) intervention was effective in reducing the difficult component of emotion regulation in high intelligence adolescents. |

-
10. (Moltrecht et al., 2021) This systematic review and meta-analysis identified various interventions that can be used to reduce emotion dysregulation and assessed their effectiveness among adolescents. The study found that current psychological interventions, such as Acceptance and Commitment Therapy (ACT), were shown to reduce emotion dysregulation. Changes in emotion regulation occurred simultaneously with changes in psychopathological symptoms in adolescents.
-

Based on table 1. above, it explains that Acceptance and Commitment Therapy (ACT) is effective for reducing emotional dysregulation in adolescents. In the research of Saccaro et al., (2024) explained that Acceptance and Commitment Therapy (ACT) research is more often studied in adult populations while in adolescents it is still very limited and ACT has been proven effective for all groups, both individuals who have clinical problems and individuals who do not have clinical problems. Therefore, the study finally proved that Acceptance and Commitment Therapy (ACT) is effective for reducing emotion dysregulation in various populations and age groups including adolescents. Research by Saccaro et al., (2024) also supports the statement that ACT can be applied to adolescents with or without mental disorders, when used in adolescents, the principles used in ACT remain the same but the exercises, examples, and metaphors used can be adjusted to their age (Ciarrochi et al., 2012).

Then Riaz et al.'s research (2022) found that Acceptance and Commitment Therapy (ACT) as a whole reduced emotional dysregulation in adolescents by 72% as evidenced by a decrease in the non-acceptance dimension by 15%; the goals dimension decreased by 10%; the impulse dimension decreased by 12%; the aware dimension increased by 15%; the strategies dimension decreased by 19%; and the clarity dimension decreased by 10%. Then Esmailzadeh et al.'s research (2021) explained that in the experimental group the pre-test score was 96.5 and the post-test score was 94.3, thus showing that Acceptance and Commitment Therapy (ACT) is effective in reducing the difficult components of emotion regulation that occur in adolescents with high intelligence. These results are consistent with previous research which suggests that Acceptance and Commitment Therapy (ACT) is effective for reducing emotion dysregulation (Jahangiri, 2022).

Acceptance and Commitment Therapy (ACT) is considered appropriate to help overcome the problem of emotion dysregulation because it also has an effect on mental health. This is supported by research which states that interventions that effectively reduce emotion dysregulation will also be effective in reducing psychopathological behavior, because changes in emotion regulation occur simultaneously with changes in psychopathological symptoms in adolescents (Moltrecht et al., 2021). Then it was also proven in Hassan & Saber's research, (2024) that Acceptance and Commitment Therapy (ACT) which was carried out for 9 sessions was found to be effective in reducing emotion dysregulation and reducing suicidal ideation in adolescents with depression. As well as research by Yuan et al., (2024) which suggests that Acceptance and Commitment Therapy (ACT) conducted for 6 weeks effectively reduces emotional dysregulation in adolescents experiencing NSSI, reduces suicidal ideation or risk and improves negative emotions such as anxiety and depression.

In its application, Acceptance and Commitment Therapy (ACT) itself has six core processes such as acceptance, cognitive defusion, mindfulness, self as context, values and committed action. Acceptance

refers to the ability to allow all negative experiences, events or behaviors (such as thoughts, memories, feelings, physical sensations and others) to be present without fighting or feeling resigned (Twohig et al., 2020). Cognitive defusion is the process of realizing that thoughts are just thoughts (Twohig et al., 2020). The process of cognitive defusion refers to how a person can learn to disengage from thoughts or memories as a product that arises from the mind, without adding, subtracting or mixing them with emotions. Mindfulness or contact with the present moment is a process that helps one to return to the present moment with gentleness, so that one can pay attention to what is happening here and now so that their behavior becomes sensitive. (Twohig et al., 2020).

Then self as context is a process that involves observing oneself by learning to stand “outside” oneself and observe “me-here-right now” with compassion for oneself. In short, a person is not solely described by their thoughts and feelings. The existence of self-perspective as context can break individuals' minds when entangled with “self-stories” about who they are, what they should do and what is wrong with them (Twohig et al., 2020). Values refer to what is very important to the individual in terms of how the individual acts, behaves and fights for something. This is because each individual has their own values, both individually developed and culturally based (Twohig et al., 2020). Committed action refers to the implementation of more meaningful activity patterns in an individual's life (Twohig et al., 2020). The process of committed action is a concrete step that individuals begin to take to live life according to their values (Twohig et al., 2020).

Based on the explanation of the acceptance mechanism, cognitive defusion, presence in the present, self as context and committed actions that are adjusted to individual personal values, will help adolescents to better align themselves with beliefs so as to provide more control over the emotions felt. So that in the end adolescents are able to deal with unpleasant emotions or those that can threaten them (Haghbin & Pooragha, 2023). This statement is reinforced by research by Beni et al., (2023) explaining that interventions based on acceptance and commitment have a significant effect on emotional regulation. Then Helland et al.'s research (2022) also explains that interventions in which there are goals or targets to be achieved during the intervention and teach acceptance in the implementation of interventions such as Acceptance and Commitment Therapy (ACT) have a much more effective effect in reducing emotional dysregulation in adolescents.

Mechanisms in Acceptance and Commitment Therapy (ACT) such as acceptance help adolescents to be open to all types of painful experiences, then accept and allow them to come without avoidance or resistance. In line with the explanation of Asbi et al., (2022) that acceptance is designed to help individuals understand that avoidance of painful experiences is not a solution. Acceptance has an effect on emotion regulation so that it becomes an adaptive strategy because it reduces distress, makes tolerance for painful emotions higher and makes individuals not avoid various experiences that can hurt them (Moltrecht et al., 2021). Yuan et al., (2024) also added that the meaning of “acceptance” in Acceptance and Commitment Therapy (ACT) is a coping method that is opposite to avoidance. That is, adolescents will consciously and actively accept the negative experiences they have had in the past, without making efforts to change the frequency and form of the experience to be useless. So Acceptance and Commitment Therapy (ACT) can guide adolescents to face the problems and dangers of negative emotions in life and destroy the process of repeating negative emotional thoughts in a structured manner.

Apart from that, Acceptance and Commitment Therapy (ACT) also involves mindfulness mechanisms (Wojnarowska et al., 2020) which focus on making individuals keep their attention on their current emotions, thoughts and feelings. Mindfulness in Acceptance and Commitment Therapy (ACT) with meditation techniques can reach the amygdala part of the brain which is the most important part of a person's emotions. When the amygdala is calm, other parts of the brain such as the prefrontal cortex which underlies the occurrence of emotion regulation in adolescents becomes more objective so that it helps adolescents increase self-awareness, concentration and decision making can work better (Fadilah, 2018).

By emphasizing acceptance and mindfulness, it allows adolescents to develop a more compassionate and non-judgmental attitude towards their thoughts and emotions. ACT helps adolescents to distance themselves from negative thoughts and develop a greater sense of control through cognitive defusion, as adolescents can learn to observe their thoughts and emotions without getting entangled in them. In addition, ACT also emphasizes the development of values clarification and taking actions that are aligned with those values, which can have a great impact on one's mental health, as it helps adolescents live their lives in a more meaningful and fulfilling way. Therefore, by integrating the core processes of ACT, adolescents will gain valuable insights into thoughts and emotions and develop psychological flexibility that will help adolescents experience improved mental well-being (Heather Gilmore, 2019).

4. Kesimpulan

Acceptance and Commitment Therapy (ACT) intervention is effective to reduce emotion dysregulation in adolescents. Through the application of Acceptance and Commitment Therapy (ACT) adolescents learn to accept feelings rather than escape from negative feelings that arise, help adolescents to focus on their thoughts more consciously and direct these thoughts to goal-oriented activities, learn to observe thoughts and emotions without getting entangled in them, emphasize the development of value clarification and take action in accordance with the values espoused by themselves so that it can have a major impact on mental health because it helps adolescents live their lives more meaningfully and satisfyingly have greater and better self-control over their emotions. In addition, Acceptance and Commitment Therapy (ACT), which targets emotion dysregulation, also has an effect on mental health because changes in emotion regulation occur simultaneously with changes in psychopathological symptoms in adolescents, proving that ACT helps reduce suicidal ideation in adolescents with depression, reduce suicidal ideation or risk and improve negative emotions such as anxiety and depression.

Referensi

- Abbate, L., & Porcelli, P. (2017). *Rorschach Comprehensive System. Manuale di siglatura e interpretazione*. Raffaello Cortina.
- Ahmed, S. P., Bittencourt-Hewitt, A., & Sebastian, C. L. (2015). Neurocognitive bases of emotion regulation development in adolescence. *Developmental Cognitive Neuroscience*, 15, 11–25. <https://doi.org/10.1016/j.dcn.2015.07.006>
- Asbi, A., Hasibuan, M. F., & Sari, M. (2022). Efektivitas Layanan Bimbingan Kelompok dengan Menggunakan Teknik Acceptance and Commitment untuk Mengurangi Gaya Hidup Konsumtif. *Biblio Couns: Jurnal Kajian Konseling Dan Pendidikan*, 5(2). <https://doi.org/10.30596/bibliocouns.v5i2.11658>

- Baiti, N. F. (2023). Studi Tentang Regulasi Emosi Pada Peserta Didik Korban Bullying di SMP Negeri 58 Surabaya. *Jurnal BK UNESA*, 13(2).
- Beni, M. A., Izadi, R., & Mirzaamiri, A. (2023). Effectiveness of ACT Group Therapy, DNA-V Model on Emotion Regulation, Social and Academic Skills of Adolescents. *Internasional Journal of Psychology & Psychological Therapy*, 23(3), 291–300.
- Ciarrochi, J., Hayes, L., & Bailey, A. (2012). *Get out of your mind and into your life for teens: a guide to living an extraordinary life*. Harbinger Publications.
- Denham, S. (2019). *Handbook of Emotional Development* (V. LoBue, K. Pérez-Edgar, & K. A. Buss, Eds.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-17332-6>
- Esmailzadeh, L., Gholam-Ali-Lavasani, M., & Ghasemzadeh, S. (2021). Comparing the Effectiveness of Schema Therapy and Acceptance and Commitment- based Therapy on The Emotional Difficulty of Gifted Adolescents. *Salāmat-i Ijtim (Community Health)*, 8(3), 441–452.
- Espenes, K., Tørmoen, A. J., Rognstad, K., Nilsen, K. H., Waaler, P. M., Wentzel-Larsen, T., & Kjøbli, J. (2024). Effect of Psychosocial Interventions on Children and Youth Emotion Regulation: A Meta-Analysis. *Administration and Policy in Mental Health and Mental Health Services Research*. <https://doi.org/10.1007/s10488-024-01373-3>
- Fadilah, M. (2018). Ekplanasi Ilmiah Metode Hipnotis terhadap Otak Manusia. *Jurnal Filsafat Indonesia*, 1(1), 8. <https://doi.org/10.23887/jfi.v1i1.13969>
- Fadul, F. M. (2019). *Konsep Anak Dan Fase Perkembangannya Dalam Perspektif Psikologi*.
- Farih, Y. N., & Wulandari, P. Y. (2022). Pengaruh keberfungsian keluarga terhadap regulasi emosi pada remaja awal. *Buletin Penelitian Psikologi Dan Kesehatan Mental (BRPKM)*, 2(1), 445–455.
- Gazzillo, F. (2021). *Fidarsi dei pazienti. Introduzione alla Control-Mastery Theory. Nuova edizione*. Raffaello Cortina.
- Gratz, K. L., & Roemer, L. (2004). Multidimensional Assessment of Emotion Regulation and Dysregulation: Development, Factor Structure, and Initial Validation of the Difficulties in Emotion Regulation Scale. *Journal of Psychopathology and Behavioral Assessment*, 26(1), 41–54. <https://doi.org/10.1023/B:JOBA.0000007455.08539.94>
- Gross, J. J. (2015). *Handbook of Emotion Regulation*. Guilford Publications.
- Hagbin, F., & Pooragha, F. (2023). Effectiveness of Acceptance and Commitment Therapy on Suicidal Ideation, Emotional Self-regulation and Psychological Flexibility of Adolescents with Suicidal Ideation Referring to Social Emergency. *Journal of Modern Psychology*, 3(2), 49–62.
- Hassan, S., & Saber, E. (2024). Effectiveness of Acceptance and Commitment Intervention on Emotional Regulation and Suicidal Ideation among Depressed Patients. *Tanta Scientific Nursing Journal*, 32(1), 148–169. <https://doi.org/10.21608/tsnj.2024.346129>
- Heather Gilmore, M. B. (2019, September 20). *Brief Summary of the 6 Core Processes of Acceptance and Commitment Therapy (ACT)*. <https://Psychcentral.Com/pro/Child-Therapist/2019/09/Brief-Summary-of-the-6-Core-Processes-of-Acceptance-and-Commitment-Therapy-Act>.

- Helland, S. S., Mellblom, A. V., Kjøbli, J., Wentzel-Larsen, T., Espenes, K., Engell, T., & Kirkøen, B. (2022). Elements in Mental Health Interventions Associated with Effects on Emotion Regulation in Adolescents: A Meta-Analysis. *Administration and Policy in Mental Health and Mental Health Services Research*, 49(6), 1004–1018. <https://doi.org/10.1007/s10488-022-01213-2>
- Izzaty, R. E., Suardiman, S., Ayriza, Y., Purwandari, H., & Kusmaryani, R. (2008). *Perkembangan Peserta Didik*. UNY Press.
- Jahangiri, N. (2022). The Effectiveness of Acceptance and Commitment Therapy and Dialectical Behavioral Therapy on Health Anxiety, Psychosocial Adjustment and Cognitive Emotion Regulation of Referred Women to Consultation Centres. *International Journal of Medical Investigation*, 11(3), 18–25.
- Julistia, R., Muna, Z., Anastasya, Y. A., Natasya, A., & Husna, M. (2024). Regulasi Emosi pada Korban Bullying di Dayah Terpadu Kota Lhokseumawe. *Jurnal Diversita*, 10(2), 184–189. <https://doi.org/10.31289/diversita.v10i2.12838>
- Livesley, W. J., Dimaggio, G., & Clarkin, J. F. (2017). *Trattamento integrato per i disturbi di personalità. Un approccio modulare*. Raffaello Cortina Editore.
- Maheswari, S. R., & Chusniyah, T. (2024). Pengaruh Pelatihan Problem Solving untuk Meningkatkan Regulasi Emosi Remaja. *Jurnal Penelitian Psikologi*, 15(2).
- Mawardah, M., & Sudewa, Agung. (2023). Hubungan Antara Regulasi Emosi dengan Interaksi Sosial pada Remaja Pemain Game Online Free Fire. *Jurnal Psikologi Malabayati*, 5(2).
- Moltrecht, B., Deighton, J., Patalay, P., & Edbrooke-Childs, J. (2021). Effectiveness of current psychological interventions to improve emotion regulation in youth: a meta-analysis. *European Child & Adolescent Psychiatry*, 30(6), 829–848. <https://doi.org/10.1007/s00787-020-01498-4>
- Montgomery, K. L., Kim, J. S., & Franklin, C. (2011). Acceptance and Commitment Therapy for Psychological and Physiological Illnesses: A Systematic Review for Social Workers. *Health & Social Work*, 36(3), 169–181. <https://doi.org/10.1093/hsw/36.3.169>
- Nuz'amidhan, R. L., Supriatna, E., & Pahlevi, R. (2021). Studi Deskriptif terhadap Regulasi Emosi pada Siswa Kelas IX di SMP Negeri 2 Pakisjaya. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 4(5), 373. <https://doi.org/10.22460/fokus.v4i5.7823>
- Pratama, G. O. (2019). Peran Regulasi Emosi Terhadap Prokrastinasi Akademik pada Siswa Kelas VIII SMP. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 8(2), 119–124. <https://doi.org/10.15294/ijgc.v8i2.19693>
- Pusparini, D. (2017). *Gambaran Umum Regulasi Emosi Siswa SMP dan Implikasinya Terhadap Program Bimbingan Pribadi Sosial*. Universitas Pendidikan Indonesia.
- Riaz, N., Iram, H., Hassan, A., Iqba, N., & Fatima, L. (2022). Improving Emotional Dysregulation and Well-Being Among Visually Challenged Adolescents: Efficacy of Acceptance and Commitment Therapy (ACT). *Asean Journal of Psychiatry*, 23(1). <https://doi.org/10.54615/2231-7805.47235>
- Roberton, T., Daffern, M., & Bucks, R. S. (2012). Emotion regulation and aggression. *Aggression and Violent Behavior*, 17(1), 72–82. <https://doi.org/10.1016/j.avb.2011.09.006>

- Saccaro, L. F., Giff, A., De Rossi, M. M., & Piguet, C. (2024). Interventions targeting emotion regulation: A systematic umbrella review. *Journal of Psychiatric Research*, 174, 263–274. <https://doi.org/10.1016/j.jpsychires.2024.04.025>
- Stifter, C., & Agustinus, M. (2019). *Handbook of Emotional Development* (V. LoBue, K. Pérez-Edgar, & K. A. Buss, Eds.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-17332-6>
- Twohig, M. P., Levin, M. E., & Ong, C. W. (2020). *ACT in steps: A transdiagnostic manual for learning acceptance and commitment therapy*. Oxford University Press.
- Van Beveren, M.-L., & Braet, C. (2015). *Emotion regulation in adolescent depression: a developmental psychopathology perspective*. In *Emotion regulation: processes, cognitive effect and social consequences*. Nova Science Publishers.
- Wiyani, N. A. (2012). *Save our children from school bullying*. Ar-Ruzz Media.
- Wojnarowska, A., Kobylinska, D., & Lewczuk, K. (2020). Acceptance as an Emotion Regulation Strategy in Experimental Psychological Research: What We Know and How We Can Improve That Knowledge. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00242>
- Yuan, J., Zheng, M., Liu, D., & Wang, L. (2024). Effect of Acceptance and Commitment Therapy on Emotion Regulation in Adolescent Patients with Nonsuicidal Self-Injury. *ALPHA PSYCHIATRY*, 25(1), 47–53. <https://doi.org/10.5152/alphapsychiatry.2024.231324>
- Zafar, H., Debowska, A., & Boduszek, D. (2021). Emotion regulation difficulties and psychopathology among Pakistani adolescents. *Clinical Child Psychology and Psychiatry*, 26(1), 121–139. <https://doi.org/10.1177/1359104520969765>
- Zahra, A. (2023). *Gambaran Kesulitan Regulasi Emosi Remaja Awal yang Mengalami Kecanduan Game Online [Skripsi]*. Universitas Negeri Jakarta.