



Gender Differences in Emotion Regulation Among Islamic Integrated Junior High School Students

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ABSTRACT

Background: Adolescence is a developmental period characterized by intense emotional changes, making emotion regulation crucial for managing social and academic pressures. Gender differences are believed to influence the use of cognitive reappraisal and expressive suppression strategies. **Objective:** This study aimed to examine gender differences in emotion regulation among students at SMP IT Al Ibrah Gresik. **Method:** A comparative quantitative design was employed with a total of 350 students. Forty students were involved in the instrument pilot test, while 310 students served as the main sample. Data were collected using the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) by Gullone and Taffe, adapted by Shanny et al. (2024), and modified according to the characteristics of the participants. Data analysis was conducted using the Mann–Whitney U test following normality and homogeneity tests. **Results:** Significant differences were found in overall emotion regulation ($U = 7286, p < 0.001$) and expressive suppression ($p < 0.001$), while cognitive reappraisal showed no significant difference ($p = 0.082$). **Conclusion:** Gender influences certain emotion regulation strategies in adolescents, particularly expressive suppression, highlighting the need for school-based emotional education and support programs that are sensitive to gender differences.

Keywords: Adolescence, cognitive reappraisal, emotion regulation, expressive suppression, gender differences

ABSTRACT

Latar Belakang: Masa remaja merupakan periode perkembangan dengan perubahan emosi yang intens sehingga kemampuan emotion regulation penting dalam membantu remaja mengelola tekanan sosial maupun akademik. Perbedaan jenis kelamin diduga memengaruhi penggunaan strategi *cognitive reappraisal* dan *expressive suppression*. **Tujuan:** Penelitian ini bertujuan untuk mengetahui perbedaan emotion regulation berdasarkan jenis kelamin pada siswa SMP IT Al Ibrah Gresik. **Metode:** Penelitian ini menggunakan desain kuantitatif komparatif dengan total 350 siswa. Sebanyak 40 siswa digunakan untuk uji coba instrumen, sedangkan 310 siswa digunakan sebagai sampel utama. Data dikumpulkan menggunakan *Emotion Regulation Questionnaire for Children and Adolescents* (ERQ-CA) oleh Gullone dan Taffe, diadaptasi oleh Shanny et al. (2024), dan dimodifikasi sesuai karakteristik subjek. Analisis data menggunakan uji Mann-Whitney U setelah melakukan uji normalitas dan homogenitas. **Hasil:** Terdapat perbedaan signifikan pada *emotion regulation* ($U = 7286, p < 0,001$) dan *expressive suppression* ($p < 0,001$), sedangkan *cognitive reappraisal* tidak berbeda signifikan ($p = 0,082$). **Kesimpulan:** Perbedaan jenis kelamin memengaruhi strategi regulasi emosi tertentu pada remaja, khususnya *expressive suppression*, sehingga diperlukan penguatan program pendidikan dan pendampingan emosional yang sensitif terhadap perbedaan gender di lingkungan sekolah.

Kata Kunci: Remaja, regulasi emosi, penilaian ulang kognitif, penekanan ekspresi emosi, perbedaan gender

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Introduction

Adolescence is a critical developmental period marked by the transition from childhood to adulthood, characterized by significant biological, cognitive, and socioemotional changes. During this phase, individuals experience heightened emotional reactivity and increased sensitivity to environmental stimuli, making emotional stability more challenging to maintain (Santrock, 2023). Adolescents are also confronted with various developmental demands, including academic pressure, peer relationships, and identity formation, all of which contribute to emotional fluctuation and psychological vulnerability (Ananta et al., 2025; Maryati, 2023). These conditions position adolescence as a crucial stage in which the ability to manage emotional experiences becomes highly important for adaptive functioning.

Emotion regulation refers to the processes through which individuals influence which emotions they have, when they have them, and how they experience and express these emotions (Gross & John, 2003). This process is not an innate ability but develops gradually through interaction with environmental systems such as family, peers, and educational institutions. Effective emotion regulation allows individuals to adaptively respond to stressors, maintain psychological well-being, and make rational decisions in emotionally challenging situations. Conversely, difficulties in regulating emotions are associated with increased risks of maladaptive outcomes such as anxiety, depression, impulsivity, and interpersonal conflict (Rahma et al., 2024). Therefore, emotion regulation plays a fundamental role in adolescents' mental health and social adjustment.

Gross and John (2003) further conceptualized emotion regulation into two primary strategies, namely cognitive reappraisal and expressive suppression. Cognitive reappraisal is an antecedent-focused strategy that involves changing the interpretation of an emotional situation in order to modify its emotional impact. In contrast, expressive suppression is a response-focused strategy that involves inhibiting the outward expression of emotions after they have already been generated. Although both strategies are commonly used in everyday life, they differ significantly in cognitive demands and psychological consequences. Cognitive reappraisal is generally associated with more adaptive outcomes, while expressive suppression is often linked to increased cognitive load and reduced emotional well-being when used excessively.

The development of emotion regulation during adolescence is influenced by multiple factors, including biological maturation, cognitive development, social interaction, and cultural norms. One of the most widely discussed influencing factors is gender. Gender differences in emotion regulation are often explained through socialization processes and gender role expectations embedded within society (Azizah & Hendriani, 2023). Males are typically encouraged to suppress emotional expression and display emotional control, whereas females are more socially permitted to express emotions openly. These gendered expectations may shape how adolescents learn and apply emotion regulation strategies in daily life, including cognitive reappraisal and expressive suppression.

Empirical studies on gender differences in emotion regulation, however, have produced inconsistent findings. Several studies report no significant gender differences in emotion regulation among adolescents (Swastika & Prastuti, 2021; Wardhani & Widyastuti, 2024; Khaeriah et al., 2023), suggesting that emotion regulation may be more strongly influenced by contextual or individual factors rather than gender alone. In contrast, other studies have found significant differences between males and females (Husnianita & Jannah, 2021; Maricha, 2024; Aprilia et al., 2025). Some findings indicate that females demonstrate higher emotion regulation abilities, while other studies report that males show higher levels of regulation. This inconsistency highlights that the relationship between gender and emotion regulation remains inconclusive and requires further investigation across different populations and contexts.

Beyond general emotion regulation, recent research emphasizes the importance of distinguishing between specific regulatory strategies. Wang et al. (2022) found that gender differences may vary depending on the strategy used, with males showing higher cognitive reappraisal and females showing higher expressive suppression in certain contexts. These findings suggest that analyzing emotion regulation as a unidimensional construct may overlook important psychological differences. Therefore, a more nuanced approach that examines separate strategies is needed to better understand how gender influences emotional processes in adolescents.

From a theoretical perspective, gender differences in emotion regulation are closely related to sociocultural norms and expectations. In many societies, masculinity is associated with emotional restraint, strength, and control, while femininity is associated with emotional expressiveness and sensitivity (Mulyana et al., 2020; Azizah & Hendriani, 2023). Such norms influence how adolescents are taught to interpret and manage emotional experiences. As a result, boys may be more likely to use suppression strategies, while girls may rely more on cognitive or expressive forms of emotion processing. However, these patterns are not universal and may vary depending on cultural, educational, and religious contexts.

One context that remains relatively underexplored in emotion regulation research is Islamic integrated junior high schools (SMP Islam Terpadu). These schools integrate general education with Islamic values and character education, emphasizing discipline, self-control, empathy, patience, and spiritual awareness in daily learning activities (Sukhoiri, 2022). Through structured religious practices such as prayer, Qur'an recitation, and moral habituation, students are continuously exposed to emotional and behavioral regulation training embedded within religious values. This unique educational environment may play a significant role in shaping adolescents' emotion regulation abilities, potentially differentiating them from students in general schools.

Religious and moral education within Islamic integrated schools may strengthen students' ability to manage emotional experiences more adaptively. Values such as patience (*sabr*), sincerity (*ikhlas*), and self-control (*mujahadah al-nafs*) are closely aligned with adaptive emotion regulation processes (Nurfitroh et al., 2025). These values may encourage students to reinterpret emotional experiences more positively, which is consistent with cognitive reappraisal, while also discouraging uncontrolled emotional expression, which may relate to expressive suppression. Therefore, Islamic integrated school environments provide a meaningful context for examining how educational and religious systems influence emotional regulation processes.

Preliminary observations conducted on 40 students in an Islamic integrated junior high school indicated descriptive differences in emotion regulation strategies between male and female students. Although these findings were not tested statistically, they suggest a potential gender-based variation in both cognitive reappraisal and expressive suppression. However, because these data are exploratory in nature, further empirical testing is required to confirm whether these differences are statistically significant. Despite the growing body of literature on emotion regulation, several research gaps remain. First, previous studies have produced inconsistent findings regarding gender differences in emotion regulation, indicating a lack of consensus in the literature. Second, many studies still treat emotion regulation as a single global construct, without distinguishing between its core strategies. Third, research focusing specifically on Islamic integrated school contexts remains limited, despite the unique value-based environment that may influence emotional development. These gaps highlight the need for further research that simultaneously considers gender, specific emotion regulation strategies, and religious educational context.

Based on these considerations, this study aims to examine gender differences in emotion regulation among students in Islamic integrated junior high schools, with specific attention to cognitive reappraisal and expressive suppression. This study is expected to contribute to the theoretical development of adolescent emotion regulation research and provide practical implications for educational practitioners. In particular, the findings are expected to support the development of gender-sensitive emotional education programs that are aligned with students' developmental needs and contextual backgrounds.

Material and Method

Participants

The participants in this study were students of SMP IT Al Ibrah Gresik with a total population of 350 students. A total sampling technique was applied, meaning that the entire population was included as research participants. For the purpose of instrument testing, 40 students were involved in the pilot study to assess validity and reliability. The remaining 310 students served as the main sample for hypothesis testing. The participants consisted of 155 male and 155 female adolescents, and the main variables measured were emotion regulation, including two dimensions: cognitive reappraisal and expressive suppression, based on gender differences.

Procedure

This study employed a quantitative comparative design to examine gender differences in emotion regulation among junior high school students in an Islamic integrated school context. The research was conducted in several stages. The preparation stage included consultation with supervisors, proposal development, and obtaining research permission from the school. The implementation stage involved school orientation, research-based field activities, and theoretical analysis. The final stage included data interpretation and preparation of scientific reports. Data collection was carried out by distributing questionnaires directly to students in classroom settings. Participants were instructed to complete the instrument according to their personal emotional experiences. The researcher also conducted non-participant observation to support contextual understanding of students' emotional behavior in the school environment.

Data Collection

Data were collected using the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) developed by Gullone and Taffe (2012) and adapted into Indonesian by Shanny et al. (2024). The instrument was further modified by the researcher to suit the characteristics of the participants. The ERQ-CA measures emotion regulation through two dimensions: cognitive reappraisal and expressive suppression. The questionnaire consists of Likert-scale items with four response options ranging from strongly disagree to strongly agree. In addition to questionnaires, observational notes were used to support the quantitative data. These supplementary data provided contextual information regarding students' emotional expressions and interactions in the school environment.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 26. Prior to hypothesis testing, validity and reliability analyses were performed. Item validity was assessed using Pearson Product Moment correlation, while reliability was measured using Cronbach's Alpha, with a threshold of ≥ 0.70 indicating acceptable reliability. Assumption tests included the Shapiro-Wilk test for normality and Levene's test for homogeneity. Based on the results indicating that the data were not fully normally distributed, hypothesis testing was conducted using the Mann-Whitney U test, a non-parametric statistical method for comparing two independent groups (male and female students). A significance level of $p < 0.05$ was used to determine statistical differences.

Result

The data collection in this study was conducted at SMP IT Al Ibrah in Gresik Regency. The research instruments were distributed directly to students in the form of psychological questionnaires. The participants consisted of all students at the school. A total sampling technique was applied, meaning that the entire population was included as research participants. The sample was divided into two groups: 40 students were used for the validity and reliability testing of the instrument, while 310 students were used as the main sample for hypothesis testing.

Table 1.

Demographic Characteristics of Participants

Gender	Frequency	Percentage
Male	155	50%
Female	155	50%
Total	310	100%

Table 1 presents the demographic characteristics of the participants based on gender. The total sample consisted of 310 students from SMP IT Al Ibrah, comprising 155 male students (50%) and 155 female students (50%). The results indicate that the distribution of participants was perfectly balanced between male and female groups, ensuring equal representation of both genders in the study sample.

Table 2.

Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
<i>Emotion Regulation</i>	310	14	40	30,16	4,706
<i>Emotion Regulation (Cognitive Reappraisal)</i>	310	10	24	19,08	2,716
<i>Emotion Regulation (Expressive Suppression)</i>	310	4	16	11,09	3,258

Based on Table 2. the study involved 310 respondents. For emotion regulation, the minimum score was 14 and the maximum score was 40, with a mean of 30.16 and a standard deviation of 4.706, indicating a moderate to relatively high level of emotion regulation with considerable score variability. For cognitive reappraisal, scores ranged from 10 to 24, with a mean of 19.08 and a standard deviation of 2.716, indicating a moderate level with relatively more homogeneous variation. For expressive suppression, scores ranged from 4 to 16, with a mean of 11.09 and a standard deviation of 3.258, indicating a moderate level with moderate variability across respondents.

Table 3.

Descriptive Statistics by Gender

Variable	Gender	N	Mean	Std. Deviation	Min	Max
<i>Emotion Regulation</i>	Male	155	31,81	3,841	23	40
	Female	155	28,52	4,921	14	39
<i>Emotion Regulation (Cognitive Reappraisal)</i>	Male	155	19,34	2,7	11	24
	Female	155	18,82	2,717	10	24
<i>Emotion Regulation (Expressive Suppression)</i>	Male	155	12,48	2,526	5	16
	Female	155	9,7	3,321	4	16

Based on Table 3. male students showed a higher mean score in emotion regulation ($M = 31.81$, $SD = 3.841$) compared to female students ($M = 28.52$, $SD = 4.921$). Similarly, males scored slightly higher in cognitive reappraisal ($M = 19.34$, $SD = 2.700$) than females ($M = 18.82$, $SD = 2.717$), although the difference was relatively small. For expressive suppression, males also reported higher scores ($M = 12.48$, $SD = 2.526$) than females ($M = 9.70$, $SD = 3.321$), indicating greater use of this strategy among male students.

Table 4.

Emotion Regulation Categorization

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Low	43	13,90%	13,90%	13,90%
Moderate	214	69,00%	69,00%	82,90%
High	53	17,10%	17,10%	100,00%
Total	310	100%	100%	-

Table 4. shows the categorization of emotion regulation among the participants. Most respondents were in the moderate category, with 214 students (69.0%). Additionally, 53 students (17.1%) were in the high category, while 43 students (13.9%) were in the low category. These findings indicate that the majority of participants exhibited a moderate level of emotion regulation, suggesting that most students have sufficient ability to manage and control their emotions in daily life. Only a small proportion of respondents fell into the high and low categories, indicating variability in emotion regulation levels among adolescents.

Table 5.

Cognitive Reappraisal Categorization

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Low	37	11,90%	11,90%	11,90%
Moderate	215	69,40%	69,40%	81,30%
High	58	18,70%	18,70%	100,00%
Total	310	100%	100%	—

Table 5. presents the categorization results of the cognitive reappraisal dimension. The majority of participants were in the moderate category, consisting of 215 students (69.4%). Furthermore, 58 students (18.7%) were classified in the high category, while 37 students (11.9%) were in the low category. These results indicate that most students have a moderate ability to reframe or reinterpret emotional situations, although a small proportion still demonstrates low or high levels of cognitive reappraisal.

Table 6.

Expressive Suppression Categorization

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Low	40	12,90%	12,90%	12,90%
Moderate	226	72,90%	72,90%	85,80%
High	44	14,20%	14,20%	100,00%
Total	310	100%	100%	-

Table 6. shows the categorization of expressive suppression among participants. Most respondents were in the moderate category, with 226 students (72.9%). Additionally, 44 students (14.2%) were in the high category, while 40 students (12.9%) were in the low category. These findings indicate that the majority of students moderately use expressive suppression, meaning they tend to sometimes suppress or hide emotional expressions in daily life, while only a small proportion fall into the low and high categories.

Table 7.

Normality Test

Variable	Group	Shapiro-Wilk Sig.	Result
<i>Emotion Regulation</i>	Male	0,040	Not normal
	Female	0,012	Not normal
<i>Emotion Regulation (Cognitive Reappraisal)</i>	Male	0,000	Not normal
	Female	0,000	Not normal
<i>Emotion Regulation (Expressive Suppression)</i>	Male	0,000	Not normal
	Female	0,000	Not normal

The normality test was conducted to determine whether the research data were normally distributed, which serves as the basis for selecting appropriate statistical techniques for hypothesis testing. In this study, the Shapiro-Wilk test was applied to emotion regulation, cognitive reappraisal, and expressive suppression across male and female groups using SPSS. The results showed that emotion regulation for males ($p = 0.040$) and females ($p = 0.012$) was not normally distributed. Similarly, cognitive reappraisal (males $p = 0.000$; females $p = 0.000$) and expressive suppression (males $p = 0.000$; females $p = 0.000$) also indicated non-normal distribution ($p < 0.05$). Therefore, all variables did not meet the assumption of normality, and non-parametric analysis using the Mann-Whitney U test was applied for hypothesis testing.

Table 8.
Homogeneity Test

Variable	Levene Statistic	df1	df2	Sig.	Result
<i>Emotion Regulation</i>	5,322	1	308	0,022	Not homogeneous
<i>Emotion Regulation (Cognitive Reappraisal)</i>	0,280	1	308	0,597	Homogeneous
<i>Emotion Regulation (Expressive Suppression)</i>	11,191	1	308	0,001	Not homogeneous

The homogeneity of variance was tested using Levene's test to examine whether variance between male and female groups was equal. The results showed that emotion regulation was not homogeneous ($p = 0.022$), cognitive reappraisal was homogeneous ($p = 0.597$), and expressive suppression was not homogeneous ($p = 0.001$). Thus, only cognitive reappraisal met the assumption of homogeneity, while the other variables did not.

Table 9.
Mann-Whitney U Test Results

Variable	U	Z	Sig.	Result
<i>Emotion Regulation</i>	7286	-6.006	0.000	Significant difference
<i>Emotion Regulation (Cognitive Reappraisal)</i>	10655	-1.741	0.082	Not significant
<i>Emotion Regulation (Expressive Suppression)</i>	6699	-6.789	0.000	Significant difference

Since the data were not normally distributed, hypothesis testing was conducted using the Mann-Whitney U test as a non-parametric alternative to compare two independent groups (male and female students). For emotion regulation, the results indicated a significant difference between male and female students ($U = 7286$, $Z = -6.006$, $p = 0.000$), leading to the acceptance of the research

hypothesis. For cognitive reappraisal, no significant difference was found between male and female students ($U = 10655$, $Z = -1.741$, $p = 0.082$), resulting in the rejection of the hypothesis. For expressive suppression, a significant difference was identified between groups ($U = 6699$, $Z = -6.789$, $p = 0.000$), supporting the research hypothesis.

Table 10.
Mean Rank

Variable	Gender	N	Mean Rank
Emotion Regulation	Male	155	185.99
	Female	155	125.01.00
Emotion Regulation (Cognitive Reappraisal)	Male	155	164.26.00
	Female	155	146.74
Emotion Regulation (Expressive Suppression)	Male	155	189.78
	Female	155	121.22.00

The mean rank results showed that male students consistently had higher scores than female students across all variables. For emotion regulation, males had a mean rank of 185.99 compared to females (125.01). For cognitive reappraisal, males (164.26) slightly exceeded females (146.74). For expressive suppression, males also showed higher mean rank (189.78) than females (121.22). Overall, these results indicate that male students tend to exhibit higher scores across the studied variables, although statistical significance is determined by the Mann-Whitney U test results.

Discussion

This study examines gender differences in emotion regulation among junior high school students in an Islamic integrated school context. Emotion regulation in this study is based on Gross and John (2003), consisting of two main strategies: cognitive reappraisal and expressive suppression. Cognitive reappraisal refers to the process of changing the interpretation of emotional situations to produce more adaptive emotional responses. In contrast, expressive suppression is a strategy of inhibiting or withholding emotional expression after emotions have already emerged, which requires self-control and sustained cognitive effort. Overall, the findings indicate significant gender differences in emotion regulation and expressive suppression, while no significant difference is found in cognitive reappraisal.

The results show significant differences in emotion regulation based on gender, with a significance value of 0.000 ($p < 0.05$). These findings are consistent with previous studies showing gender differences in emotion regulation and emotional expression. Maricha (2024) found that females tend to have better emotion regulation and are more open in expressing emotions, especially sadness, while males are more dominant in expressing anger. Wang et al. (2022) also reported gender differences in emotion regulation strategies, particularly in cognitive reappraisal and expressive suppression. In addition, Aprilia et al. (2025) emphasized that these differences are influenced by expressive suppression and sociocultural demands during adolescence.

Furthermore, male adolescents showed higher emotion regulation scores than females, indicated by a higher mean rank and a significance value of 0.000 ($p < 0.05$). This can be explained by males' tendency to use problem-focused coping strategies, while females are more likely to use emotion-focused coping, such as reflection and internal processing (Azizah & Hendriani, 2023). In adolescence, especially within Islamic integrated school settings, students are also exposed to values emphasizing self-control, discipline, and emotional restraint (Nurfitroh et al., 2025). However, despite

a shared educational environment, gender differences in emotional processing still emerge, indicating the influence of both biological and sociocultural factors.

Another explanation relates to emotional sensitivity. Previous studies show that females tend to have higher emotional sensitivity and are more responsive to emotional stimuli than males (Husniana & Jannah, 2021; Song et al., 2020). This higher sensitivity may make emotional experiences more intense and affect emotion regulation processes in daily life. In addition, gender stereotypes and cultural expectations shape emotional expression, where females are more allowed to express emotions openly, while males are encouraged to suppress emotions to maintain strength and masculinity (Jiang et al., 2022). This is supported by Mulyana et al. (2020) and Khaeriah et al. (2023), who also found differences in emotion regulation within sociocultural contexts. In collectivistic cultures, females also tend to internalize emotions and engage in self-reflection (Hasmarlin & Hirmaningsih, 2019).

The findings also show no significant difference in cognitive reappraisal between male and female adolescents in Islamic integrated junior high schools, with a significance value of 0.082 ($p > 0.05$). This indicates that both groups have relatively similar tendencies in using cognitive reappraisal, meaning that the ability to reframe emotional situations is not strongly influenced by gender. Both males and females have equal opportunities to use cognitive strategies to reduce negative emotional impact. This finding is consistent with previous studies reporting no gender differences in cognitive reappraisal (Ratnasari & Suleeman, 2017; Mulyana et al., 2020). This similarity may be influenced by shared developmental environments and school experiences, particularly in Islamic integrated schools that emphasize character building, discipline, and self-control.

In addition, cognitive reappraisal develops alongside cognitive maturation during adolescence, allowing both genders to use it at similar levels. Although not significant, males showed slightly higher scores in cognitive reappraisal. This suggests a tendency for males to use reappraisal more frequently, although not statistically meaningful. This is consistent with Wang et al. (2022), who found that males tend to have higher cognitive reappraisal scores, possibly due to greater cognitive flexibility in managing emotions. Ma et al. (2022) also noted that females are more involved in emotional processing and expression, while males rely more on cognitive approaches in dealing with stress.

The results further show a significant difference in expressive suppression between male and female adolescents in Islamic integrated junior high schools, with a significance value of 0.000 ($p < 0.05$). Males demonstrated higher levels of expressive suppression than females. This indicates that males are more likely to inhibit or hide emotional expression compared to females. This difference is influenced by social and cultural factors, particularly masculine norms and discipline within the school environment that emphasize self-control. Males are more often socialized to avoid open emotional expression, while females are given more freedom to express emotions (Azizah & Hendriani, 2023; Mulyana et al., 2020). In the SMP IT context, male students tend to suppress emotions such as sadness or disappointment and redirect them to other activities, while female students are more open in expressing emotions, for example through crying. As a result, expressive suppression is more commonly used by males, especially in situations requiring high self-control (Hasmarlin & Hirmaningsih, 2019).

From a theoretical perspective, these findings support Gross's process model of emotion regulation, which explains that different regulation strategies lead to different cognitive and behavioral outcomes. The study also highlights the role of gender socialization in shaping emotion regulation during adolescence. Practically, these findings suggest that teachers and school counselors

should consider gender differences when designing emotional development programs, particularly in helping students develop more adaptive strategies such as cognitive reappraisal.

However, this study has several limitations. First, data were collected using self-report questionnaires, which may be influenced by social desirability bias and subjective perception. Second, the study was conducted in only one Islamic integrated school, limiting generalizability. Third, the cross-sectional design does not allow conclusions about causal relationships or developmental changes over time. Future research is recommended to include larger and more diverse samples from different educational settings to improve generalizability. Longitudinal studies are also suggested to examine the development of emotion regulation across adolescence.

Future studies may also consider additional variables such as parenting style, peer influence, or psychological well-being to provide a more comprehensive understanding of emotion regulation differences. In conclusion, this study shows that gender differences exist in emotion regulation and expressive suppression among adolescents, while cognitive reappraisal remains relatively similar across genders. These findings highlight the importance of considering both biological and sociocultural factors in understanding emotional regulation during adolescence, particularly in structured educational environments.

Conclusion

This study examines gender differences in emotion regulation among adolescents in an Islamic integrated junior high school. The findings indicate that there is a significant difference in overall emotion regulation and expressive suppression between male and female students, while no significant difference is found in cognitive reappraisal. These results suggest that gender plays a role in certain emotion regulation strategies, particularly those related to emotional expression and suppression, but not in cognitive-based emotional reframing. Theoretically, this study contributes to the understanding of Gross and John's emotion regulation model by highlighting that gender differences are more evident in expressive suppression than in cognitive reappraisal during adolescence. Practically, the findings provide important implications for educators and school counselors in designing emotional development programs. Interventions aimed at improving adaptive emotion regulation strategies, particularly reducing excessive expressive suppression among male students and strengthening emotional awareness among all students, may be beneficial in supporting adolescents' psychological well-being.

However, this study has several limitations. The use of self-report instruments may introduce response bias, as participants might not fully reflect their actual emotional regulation behaviors. In addition, the study was conducted in a single Islamic integrated school, which limits the generalizability of the findings to broader adolescent populations. The cross-sectional design also restricts the ability to draw causal inferences or observe developmental changes over time. Future research is recommended to involve more diverse samples from different educational and cultural contexts to enhance generalizability. Longitudinal studies are also suggested to examine how emotion regulation strategies develop across adolescent stages. Furthermore, future studies may consider incorporating additional variables such as parenting style, peer influence, and psychological well-being to provide a more comprehensive understanding of emotion regulation differences among adolescents.

Author Contribution Statement

EF contributed to study design, data collection, statistical analysis, and writing the original manuscript. DKW contributed as the main supervisor, providing methodological guidance, supervision, validation, and manuscript review and editing. RNK contributed as co-supervisor,

providing methodological support, supervision, validation, and manuscript review and editing. All authors have read and approved the final manuscript and agree to be accountable for all aspects of the work.

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