



THE EFFECT OF SELF-DISCLOSURE ON EMOTIONAL REGULATION WITH THE MEDIATION OF FAMILY SUPPORT IN HIGH SCHOOL STUDENTS

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ABSTRACT

Adolescence is a developmental stage characterized by significant biological, cognitive, and socio-emotional changes that require effective emotion regulation. This study aimed to examine the effect of self-disclosure on emotion regulation among high school students, with family support as a mediating variable. A quantitative approach was used with a population of 632 students and a sample of 200 respondents selected through random sampling. Data were collected using Likert-scale questionnaires, including the Revised Self-Disclosure Scale, the Emotion Regulation Questionnaire (Gross & John, 2003), and the Family Support Scale. Data analysis was conducted using SEM-PLS with JASP 0.19.3.0. The results showed that several self-disclosure dimensions significantly influenced emotion regulation. Intended disclosure ($\beta = 0.190$; $p = 0.007$), honesty-accuracy ($\beta = 0.144$; $p = 0.040$), and control of general depth ($\beta = 0.170$; $p = 0.020$) had a positive effect on cognitive reappraisal. The amount factor ($\beta = 0.281$; $p < 0.001$), honesty-accuracy ($\beta = 0.150$; $p = 0.030$), and control of general depth ($\beta = 0.206$; $p = 0.004$) significantly affected expressive suppression. Overall, self-disclosure contributed more consistently to emotion regulation and perceived family support than the direct effect of family support on emotion regulation. These findings highlight the importance of self-disclosure and supportive family environments in improving students' emotion regulation abilities.

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1. INTRODUCTION

Adolescence is a period of development characterized by significant biological, cognitive, emotional, and social changes. At this stage, individuals are in the process of searching for their identity and facing various developmental demands that can cause psychological stress [1]. Therefore, emotional regulation skills are an important aspect for adolescents in controlling, evaluating, and expressing emotions adaptively so that they can adjust to their social and academic environments [2].

The current phenomenon of adolescent mental health shows an alarming trend. The Indonesia National Adolescent Mental Health Survey (I-NAMHS) reports that approximately one in three adolescents in Indonesia experiences mental health problems [3]. This condition highlights the importance of emotional regulation skills in helping adolescents cope with various pressures in life. Good emotional regulation can help individuals control negative emotions, improve psychological well-being, and maintain healthy interpersonal relationships [4] [5].

One factor that is thought to influence emotional regulation is self-disclosure. Self-disclosure is the process of individuals expressing their thoughts, feelings, and personal experiences to others through interpersonal communication [6]. Self-disclosure allows individuals to obtain social support and positive feedback that.

2. RESEARCH METHODS

This study uses a quantitative approach that aims to test the relationship between variables objectively through numerical data analysis using statistical techniques [7]. This study is classified as non-experimental research because the researcher did not provide treatment to the research subjects but observed the relationship between the variables studied. The quantitative approach was used to examine the effect of self-disclosure on emotion regulation with family support as a mediator variable [8]

The research was conducted at SMA Negeri 1 Bandar Khalipah, Serdang Bedagai Regency, North Sumatra Province, from January 9 to February 14, 2026. The population in this study consisted of 632 students from grades X, XI, and XII. The sample size was determined using the Slovin formula with a 5% error rate, resulting in 200 respondents. The sampling technique used stratified random sampling so that each grade level was proportionally represented [8].

This study involved three variables, namely self-disclosure as the independent variable, emotion regulation as the dependent variable, and family support as the mediator variable. Self-disclosure was measured using The Revised Self-Disclosure Scale from Wheelless & Grotz [9], which was adapted by Khoerunisa. Emotion regulation was measured using the Emotion Regulation Questionnaire (ERQ) from Gross & John [4], which was adapted by Radde & Nur Aulia Saudi [10]. Meanwhile, family support was measured using the Perceived Social Support - Family Scale (PSS-Fa) from Procidano & Heller [11], which was adapted by Kurniawan et al. [12].

Data collection was conducted through the distribution of a Likert scale questionnaire distributed online using Google Forms. The data obtained was then analyzed using statistical techniques to test the relationship between the research variables and to see the mediating role of family support in the relationship between self-disclosure and emotion regulation.

3. RESULT AND ANALYSIS

Table 1. Reliability Test Results

	Coefficient α	Coefficient ω
Regulasi Emosi	0.763	0.763
Self Disclosure	0.817	0.819
Family Support	0.916	0.922
Total	0.913	0.927

Based on Cronbach's Alpha (α) criteria (see Table 3.15), the reliability test results in Table 4.1 show that the reliability coefficient of the emotional regulation variable is in the range of 0.70–0.79, which is classified as fairly good. Furthermore, the reliability coefficient for self-disclosure is in the range of 0.80–0.89, which is categorized as good. Meanwhile, the reliability coefficient for family support reaches ≥ 0.90 , which is categorized as very good. These results indicate that all research instruments have an adequate level of internal consistency and are suitable for use in collecting research data.

Table 2. Factor Loading Analysis Test Results

Latent	Indicator	Std. estimate	Std. error	z-value	p	95% Confidence Interval	
						Lower	Upper
Family Support	Emotional Support	0.835	0.025	33.354	< .001	0.786	0.884
	Instrumental Support	0.867	0.022	40.179	< .001	0.824	0.909
	Informational Support	0.871	0.021	41.193	< .001	0.829	0.912
	Appraisal Support	0.877	0.020	42.909	< .001	0.837	0.917
Regulasi Emosi	Cognitive Reappraisal	0.801	0.038	21.288	< .001	0.727	0.874
	Expressive Suppression	0.773	0.039	19.757	< .001	0.696	0.849
Self Disclosure	Disclosure Factor	0.694	0.042	16.422	< .001	0.611	0.777
	Amount Factor	0.733	0.039	18.946	< .001	0.657	0.808
	Positive Factor	0.574	0.053	10.928	< .001	0.471	0.677
	Honesty Accuracy Factor	0.705	0.041	17.119	< .001	0.625	0.786
	Control of General Factor	0.754	0.037	20.611	< .001	0.683	0.826

Table 3. Results of Average Variance Extracted Analysis Test

	Latent	AVE
Regulasi Emosi		0.617
Self Disclosure		0.475
Family Support		0.749

Based on the Average Variance Extracted (AVE) results, it is known that the emotion regulation construct has an AVE value of 0.617 and family support of 0.749, so that both have met the convergent validity criteria [13] (3.8.3.1) because the AVE value is > 0.50 . This indicates that the indicators in both constructs are able to explain the variance of the constructs well. Meanwhile, the self-disclosure construct has an AVE value of 0.475, which is still slightly below the 0.50 criterion as suggested by Fornell & Larcker. Thus, the self-disclosure construct is still sufficient but requires caution in interpretation, although it can still be considered if other indicators such as construct reliability show good results.

Table 4. Results of Factor Analysis of Indicator Loadings

Variabel	Intende d	Am o	-se	Hones ty	Contr ol	Emotion al	Instrument al	Informatio nal	Apprais al	Cogniti ve	Expressi ve
Intended	1.000										
Amo	0.496	1.00 0									
-se	0.450	0.39 3	1.00 0								
Honesty	0.426	0.58 3	0.37 1	1.000							
Control	0.534	0.54 0	0.48 6	0.530	1.000						
Emotional	0.469	0.54 6	0.47 4	0.643	0.480	1.000					
Instrumental	0.546	0.34 9	0.41 0	0.460	0.500	0.692	1.000				
Informational	0.470	0.35 6	0.42 0	0.380	0.420	0.745	0.764	1.000			
Appraisal	0.452	0.40 9	0.48 0	0.470	0.430	0.730	0.628	0.864	1.000		
Cognitive	0.527	0.50 0	0.36 0	0.490	0.530	0.490	0.528	0.464	0.471	1.000	
Expressive	0.426	0.57 5	0.42 0	0.510	0.520	0.500	0.397	0.391	0.462	0.619	1.000

Based on the observed indicator correlation matrix, it can be seen that the correlation values between indicators are in the low to moderate range (around 0.32–0.76) and do not show too high a correlation (≥ 0.90). This condition indicates that each indicator still has different construct characteristics so that it is able to distinguish the variables of self-disclosure, family support, and emotional regulation. This is in line with the criteria for discriminant validity according to Imam Ghozali, who states that a construct is said to have good discriminant validity if the indicators do not have too high a correlation with other constructs. In addition, the moderate relationship between the dimensions of emotional regulation (cognitive reappraisal and expressive suppression) with self-disclosure and family support indicates that the three variables are interrelated but remain distinct constructs. Thus, the indicator correlation matrix supports the fulfillment of discriminant validity in the research model.

Table 5. Results of R-Squared Analysis Test

Outcome	R ²	Adjusted R ²
Family Support	0.584	0.582
Regulasi Emosi	0.780	0.777

Based on the general interpretation of R-Squared (R^2) according to Imam Ghozali [13], an R^2 value > 0.50 is classified as high, indicating that the independent variable has a strong ability to explain the dependent variable. The results of the R-Squared analysis test in Table 4.10 show that the R^2 value is above 0.50, so it can be concluded that the independent variables in this study are able to explain most of the variation in the dependent variable significantly. Thus, the research model used is relatively strong because the contribution of the independent variables to the dependent variable is relatively large.

Table 6. Results of Hypothesis Testing Between Latent Variables Through Mediators

	Std. estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
Self Disclosure → Family Support → Regulasi Emosi	0.028	0.081	0.348	0.728	-0.130	0.186

Tabel 7. Results of Path Analysis Between Latent Variables

	Std. estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
Family Support → Regulasi Emosi	0.120	0.055	2.187	0.029	0.012	0.228
Self Disclosure → Regulasi Emosi	0.730	0.046	15.752	<.001	0.639	0.821
Self Disclosure → Family Support	0.666	0.039	16.907	<.001	0.589	0.743

Table 8. Results of Path Analysis Between Latent Variables Through Mediators

	Std. estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
Self Disclosure → Family Support → Regulasi Emosi	0.080	0.037	2.166	0.030	0.003	0.186

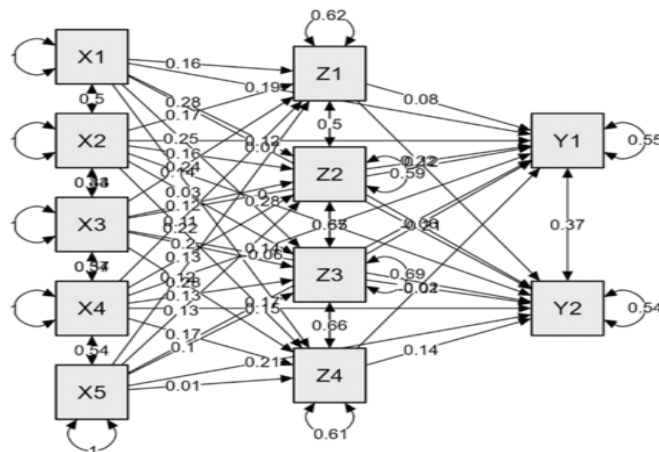


Figure 1. Path Analysis

Based on the results of the path analysis in Table 4.6.2 and Figure 4.6.2. Based on the path coefficients with the Maximum Likelihood (ML) estimator, it shows that not all aspects have a significant influence between constructs. In the aspect of cognitive emotional regulation (cognitive reappraisal), the aspect of intended disclosure ($\beta = 0.190$; $p = 0.007$), honesty-accuracy ($\beta = 0.144$; $p = 0.040$), and control of general depth ($\beta = 0.170$; $p = 0.020$) have a significant positive effect, while aspects of family support such as emotional, instrumental, informational, and appraisal do not show a significant effect on the cognitive aspect of emotional regulation.

Furthermore, in the expressive suppression aspect, emotional support ($\beta = 0.224$; $p = 0.010$) had a significant positive effect, while instrumental support had a significant negative effect ($\beta = -0.207$; $p = 0.030$). From the self-disclosure aspect, the amount factor ($\beta = 0.281$; $p < 0.001$), honesty-accuracy ($\beta = 0.150$; $p = 0.030$), and control of general depth ($\beta = 0.206$; $p = 0.004$) showed a significant positive effect on expressive suppression.

In addition, several aspects of self-disclosure also had a significant effect on the dimension of family support. Intended disclosure, amount factor, and positive-negative disclosure were found to have a significant positive effect on emotional, instrumental, informational, and appraisal support. Overall, these results indicate that self-disclosure has a more consistent contribution to improving emotional regulation and the perception of family support than the direct effect of family support on emotional regulation, although some of the relationships are not yet statistically significant.

Analysis

The Effect of Self-Disclosure on Emotion Regulation

The results show that self-disclosure has a positive and highly significant effect on emotion regulation in high school students, with an effect size of 73% ($p < 0.001$). This finding indicates that the more open students are in expressing their thoughts, feelings, and experiences to others, the better their ability to manage their emotions. This is in line with the theory of emotion regulation, which states that the ability to understand and express emotions adaptively helps individuals control their emotional responses [4]. In addition, the theory of self-disclosure explains that self-disclosure can reduce emotional pressure through interpersonal communication and social support [14]. Thus, for high school students, self-disclosure can be an adaptive strategy in dealing with academic and social pressures during adolescence.

The Influence of Family Support on Self-Disclosure

The results showed that family support had a positive and highly significant effect on self-disclosure of 66.6% ($p < 0.001$). This indicates that good family support can increase students' self-disclosure in expressing their thoughts and feelings. Family support creates a sense of security, trust, and emotional comfort that encourages adolescents to communicate openly. This finding is in line with social support theory, which states that emotional, informational, and instrumental support from the family helps individuals feel accepted, making it easier for them to express themselves [15]. Research by Grotevant and Cooper [16] also shows that warm family relationships encourage adolescents to be more open in sharing their experiences and problems.

The Influence of Family Support on Emotion Regulation

The results show that family support has a positive influence of 12% on emotion regulation, but it is not significant ($p > 0.001$). This indicates that family support does not always directly improve students' emotion regulation abilities. Emotion regulation is influenced by various factors such as emotional maturity, social experience, and interaction with peers. This is in line with the views of Gross and John [4], who state that emotional regulation is a complex process influenced by cognitive and social factors. Therefore, although family support is important for the psychological well-being of adolescents, its influence on emotional regulation is often indirect [15].

The Influence of Self-Disclosure on Emotion Regulation through Family Support

The results showed that the indirect influence of self-disclosure on emotion regulation through family support was 8% and not significant ($p > 0.001$). This finding indicates that family support does not yet play a strong mediating role in the relationship between self-disclosure and emotion regulation in high school students. During adolescence, the ability to regulate emotions is not only influenced by the family, but also by social interactions with peers and individual developmental experiences. According to Gross and John [4], emotional regulation is influenced by various cognitive and social factors, so it does not depend on a single source of support. Thus, self-disclosure remains an important factor in helping students manage their emotions, while family support plays a more supportive role in adolescent emotional development.

4. CONCLUSION

The results show that self-disclosure has a positive and highly significant effect on emotional regulation with an effect value of 73% ($p < 0.001$) in high school students. This means that the more open students are in expressing their feelings, thoughts, and experiences to others, the better their ability to manage and regulate their emotions. Descriptively, the self-disclosure variable in high school students had an average score of 3.13 (high category), while emotional regulation had an average score of 3.23 (high category). These findings are in line with the view [4] that emotional regulation involves an individual's ability to recognize, understand, and manage emotional responses adaptively. Self-disclosure helps individuals express their feelings and obtain social support, making the process of managing emotions more effective. The results show that family support has a positive and highly significant effect on self-disclosure of 66.6% ($p < 0.001$). This indicates that the better the family support received by students, the higher their tendency to be open in expressing their feelings, thoughts, and personal experiences. Descriptively, the self-disclosure variable in high school students had an average score of 3.13 (high category), while family support had an average score of 3.1 (high category). The results show that family support for emotional regulation directly only has a positive effect of 12% but is not significant ($p > 0.001$). This indicates that family support does not necessarily directly improve students' emotional regulation abilities. This condition indicates that even though students feel good family support, emotional regulation abilities are not always directly formed from this support, but can be influenced by other factors such as social experiences, emotional maturity, and interactions with peers. The indirect effect of self-disclosure on emotional regulation through family support of 8% and not significant ($p > 0.001$) indicates that family support does not yet play a strong mediating role in the relationship between self-disclosure and emotional regulation in high school students. This indicates that although students who are open in expressing their feelings and experiences tend to have better emotional regulation, this process is not always mediated by family support.

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