

# Emotional balance as a predictor of speech ethics among junior high school students in Pesawaran

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**Abstract:** In the field of education, speaking ethics plays a crucial role as one of the key indicators in assessing the quality of interpersonal interactions. Speaking ethics is not merely about speaking properly; it also involves how an individual conveys thoughts, ideas, opinions, and feelings politely, respectfully, and in accordance with the norms and values prevailing in a particular social and cultural environment. This concept is highly relevant in educational settings, involving not only students and teachers but also all parties engaged in the educational process. In general, speaking ethics reflects moral principles and ethical values that serve as a guide for individuals in communication. These principles are essential for maintaining harmony and comfort in interactions, both within the classroom and in the broader school environment. In this regard, the present study aims to examine the extent to which emotional balance influences ethical speaking behaviour. Emotional balance refers to an individual's ability to manage and regulate emotions wisely across various situations, whether in moments of joy, sadness, anger, or under pressure. This research was conducted in a junior high school located in the Pesawaran region. The study employed a quantitative approach using survey methods and random sampling techniques. A total of 33 students, all of whom follow the Buddhist religion, were selected as respondents. Data were collected through questionnaires, interviews, and documentation. The data were then analysed using validity and reliability tests, as well as simple linear regression analysis. The results show that emotional balance has a significant and positive effect on ethical speaking behaviour. The better an individual manages their emotions, the more ethically they tend to communicate. However, other factors were also found to have some influence, albeit to a lesser extent.

**Keywords:** Emotional, Emotional Balance, Ethical Speaking Behaviour

## 1. Introduction

In the world of education, ethical speaking behaviour is very important, where ethical speaking globally encompasses moral principles that govern interactions between individuals in various cultures and contexts. One of the main problems in education today is communication between teachers and students, which is often ineffective. In the digital age, face-to-face interaction has decreased due to the widespread use of online media in learning [1]. This can lead to a gap in understanding between teachers and students, especially if communication is not carried out properly.

In addition, not all students have good communication skills, making it difficult for them to express their opinions or ask questions about things they do not understand. The lack of social interaction can also hinder the development of students' interpersonal skills, which are very important in life and the world of work. Communication ethics is a set of principles that govern how individuals and groups convey, receive, and process information. At the global level, this involves respect for different values and traditions, as well as recognition of diverse perspectives [2].

To overcome communication problems in education, a more adaptive and inclusive approach is needed. According to Mahdi's research, teachers need to develop more effective communication strategies, such as the use of open discussions, learning reflections, and the wise use of technology to increase student engagement [3]. In addition, creating a comfortable learning environment that supports student expression is essential for students to feel more confident in communicating. Twenty-first century education is not only about technological and academic mastery, but also about how to create better communication so that the learning process becomes more effective and meaningful for all parties [4]. Ethical speaking behaviour is a communication attitude that is in accordance with ethical principles, such as truth, respect, politeness, responsibility, and empathy [5]. Ethical speech is very important in everyday life, especially in the school environment, because inappropriate words can hurt other people's feelings and lower the self-confidence of junior high school students [6]. Often, there are deviations in ethical speech, which lead to *verbal bullying*. Harsh words, ridicule, and insults are often used without considering their impact on the victim [7], who may feel depressed, lose motivation to study, or even experience mental disorders.

When ethical speech is not practised, *verbal bullying* can become more widespread and a bad habit in the school environment. Children who are victims can lose their self-confidence, withdraw from social interaction, and experience prolonged stress. Even worse, the long-term effects of *bullying* can affect emotional development [8]. Bullies not only have a negative impact on their victims, but can also experience negative effects on themselves. If bullying behaviour is not addressed immediately, there is a high possibility that the perpetrators will continue to carry these negative behaviour patterns into adulthood. This can certainly affect how they interact in social environments, the workplace, and even their personal lives in the future. Therefore, it is very important for various parties, especially teachers and parents, to work together to prevent and address bullying behaviour early on. The role of teachers at school is crucial in providing appropriate examples and guidance to students. Meanwhile, parents have a big responsibility in shaping their children's character at home through supervision, good communication, and instilling positive daily behaviour. In addition, the community also has an important role in creating a safe and supportive environment for children's development. One way to do this is by instilling ethical values in speech from an early age. By habitually using polite, positive, and constructive words, children will become accustomed to forming healthy and respectful relationships with others. It is hoped that this habit will become a strong foundation for them to grow into ethical and responsible individuals.

To prevent verbal bullying among secondary school children, awareness and joint efforts are needed to create a better culture of communication [9]. Schools must educate students about the importance of speaking politely and respecting other people's feelings, both in everyday life and on social media. In addition, creating a supportive environment and providing space for students to express themselves without fear of judgement is very important in preventing bullying [5]. By applying ethical speaking behaviour, children can learn to better appreciate differences, understand other people's feelings, and create a safer and more harmonious school environment for all. Through the application of ethics in speaking, children can be trained to better respect diversity, have empathy for others, and help create a comfortable, peaceful, and inclusive school atmosphere for the entire school community.

Speaking skills are skills that develop through the process of listening, resulting in the ability to express one's ideas. Speaking skills are also language skills that must be mastered by everyone. Speaking ability is a basic speaking skill that develops into a language skill, starting with listening skills [10]. According to Oktavianti [11], speaking skills are the internal ability to express ideas, which includes several linguistic aspects such as pronunciation, vocabulary and structure. Therefore, if we do not maintain ethical behaviour in speaking, it will have a negative impact on others and will have adverse effects, because there are many cases of people committing suicide due to being hurt by the words of others. Therefore, if speaking ethics are not maintained, this can have a negative impact on others. Hurtful words often trigger severe emotional distress, leading some to take their own lives. Behaviours such as mocking, pushing, stealing, or deliberately damaging other people's belongings are examples of bullying that are often overlooked because they are considered trivial and commonplace in society, especially among friends. Bullying is an unwanted aggressive act that is carried out repeatedly. As a result, the victim experiences trauma. One factor that is thought to influence this behaviour is the emotional balance of students. Good emotional balance allows students to control their speech and react wisely in communication, as well as be stable in contributing to positive peer groups and healthy socialisation skills. If emotional balance is disturbed, students tend to be more easily influenced by negative emotions, which affects the way they communicate.

Ethical speaking behaviour encourages people to understand the importance of speaking honestly and respecting the person they are talking to, which can help build trust in relationships. Using polite and courteous language is also very important for creating effective and efficient communication. Polite and courteous language can make the other person feel valued and respected, so they are more likely to respond positively. Ethical speaking behaviour also helps avoid conflict and misunderstanding. Ethical speaking behaviour is an important aspect in shaping students' character, especially at the junior high school level. The ability to speak ethically reflects self-control, social awareness, and respect for the other party. However, based on interviews conducted at UPTD Public Junior High School 21 Pesawaran it was found that many students still do not understand and apply ethical speech properly. This can be seen from their habit of speaking rudely, lack of respect for other people's opinions, and use of impolite

language in daily interactions. Physical and verbal threats, as well as social actions such as ostracism, are high among male students or pupils, according to UNICEF Indonesia. According to Dewi, through a journal with objective research on gender differences in bullying cases, she found that males are indeed more likely than females to be perpetrators or victims of bullying [12]. Societal stigma towards male masculinity often reinforces misconceptions about bullying behaviour. Many boys are taught from an early age to be strong, not cry, and suppress their emotions. As a result, when they exhibit aggressive or rude behaviour, it is considered a normal part of "being a man". In fact, this perception can actually shape and reinforce bullying behaviour, especially when emotions are not expressed in a healthy way. Emotions are related to various feelings such as happiness, sadness, anger, or fear, all of which can affect the way a person thinks, acts, and interacts with others. In everyday life, emotions play a very important role because they can shape a person's personal experiences, how they respond to their surroundings, and how they form social relationships. Therefore, it is important for every individual, especially boys, to learn to recognise, understand, and manage their emotions well so that they do not develop into negative behaviours such as bullying.

Researchers have shown that ethical speaking behaviour can have a significant impact on the well-being and development of students at school, where victims of ethical speaking behaviour may experience difficulties in the learning process, increased stress and anxiety, and a decline in academic performance. In addition, ethical speaking behaviour can also cause victims to feel alone and friendless. This study aims to examine how emotional stability affects ethical behaviour in speaking. Emotional balance is a person's ability to regulate and control their feelings in a healthy and constructive manner. This ability is not limited to suppressing negative emotions, but also includes the ability to express emotions appropriately according to the situation at hand. People who have emotional balance are able to understand and manage their feelings without letting them interfere with their activities or social relationships. A person with emotional balance tends to be able to carry out daily activities more smoothly and productively. They are not easily affected by pressure or emotional disturbances that arise, so they can remain focused and responsible in carrying out their tasks. This balance provides space for a person to think clearly, make rational decisions, and interact positively with others. In a state of emotional balance, individuals are not depressed or stressed. Instead, they are in a stable and controlled emotional state. This allows them to remain calm under pressure and not be easily carried away by negative emotions such as excessive anger, deep sadness, or prolonged anxiety. With emotional stability, a person becomes better prepared to face various challenges in life. They are able to see problems as part of the learning process, not as a burden to be avoided. Emotional balance makes a person more mentally resilient and more flexible in responding to changes or difficulties that arise in daily life.

In this context, this study aims to explain the influence of emotional balance on ethical speaking behaviour, where emotional balance is a condition in which a person is able to manage their emotions in a healthy and positive manner, enabling them to

function optimally in their daily lives, where individuals do not experience depression but are in a balanced state that allows them to better face various life challenges. Emotional balance is a person's ability to recognise and understand the various types of emotions that arise within them. Students who have emotional balance are able to be aware of what they are feeling, identify the causes, and understand the impact on their thoughts and behaviour. This awareness is an important first step in the process of healthy emotion management. In addition to being able to recognise their emotions, students can also express them in an appropriate manner that does not harm themselves or others. They know when to speak up, how to express their feelings openly, and are able to show empathy to others. This ability encourages good communication and enhances positive social relationships both in and outside of school. Moreover, students who have emotional balance are not only able to enjoy positive emotions such as happiness and pride, but also have the resilience to recover from negative emotions such as stress, disappointment, and even trauma. They tend to bounce back more quickly when faced with failure or pressure because they have healthy coping mechanisms. This makes them better prepared to face various challenges in life mentally and emotionally. Emotional balance includes the ability to remain calm and non-reactive in challenging situations. This can help individuals maintain a realistic perspective and avoid overreacting to events happening around them. Emotional balance can be trained by developing mindfulness, which is a form of meditation that can help increase awareness of thoughts and feelings and how to process them.

In Buddhist teachings, emotional balance is defined as inner balance, known by the Pali term *tatramajjhata*. This term refers to one of the important mental factors in Buddhist teachings, particularly in the Theravada tradition. *Tatramajjhata* describes a stable mental state, not leaning towards any extreme, and remaining neutral in the face of various life experiences, both pleasant and painful. This inner balance is defined as an attitude that is non-attachment, impartial, and full of awareness. A person who possesses inner balance is able to respond to situations calmly and wisely, without being carried away by excessive emotions. In this context, inner balance becomes an important foundation for seeing everything as it is, without prejudice or rejection. Emotional balance is not only important for achieving inner peace, but also for achieving enlightenment (*Nibbana*). From a Buddhist perspective, emotional balance is the key to understanding the true nature of life and achieving higher happiness. The concept of *Upekkha* is one of the four *Brahmavihara* (four noble attitudes) which means inner peace or emotional balance. *Upekkha* reflects the ability to not be swayed by joy or sorrow, to remain stable in the face of praise or criticism. To achieve this inner balance, the practice of *Brahmavihara* meditation is highly recommended. This meditation involves the development of four noble attitudes, namely loving-kindness (*metta*), compassion (*karuna*), sympathy for the happiness of others (*mudita*), and inner balance (*upekkha*). Through this practice, one can train emotional sensitivity while maintaining calmness and clarity of mind in facing the dynamics of daily life.

Emotional balance and inner balance are closely intertwined, where both support and strengthen each other. Emotional balance refers to a person's ability to recognise,

manage, and respond to emotions in a healthy and appropriate manner in various situations in life. When individuals are able to control negative emotions such as anger, anxiety, or sadness and maintain positive emotions, they can live more harmoniously and productively. On the other hand, mental balance refers more to a calm, neutral, and mindful state of mind. This inner peace allows a person to face various life challenges without overreacting. With inner balance, individuals can see problems clearly and make wise decisions without being influenced by unstable emotions. Inner balance also provides space for a person to stay focused and not get caught up in mental chaos or external pressures. When a person manages to maintain emotional balance, it becomes a strong foundation for achieving inner balance. Achieving inner balance further strengthens emotional stability in facing various circumstances. Well-managed emotions support inner peace, and a peaceful mind helps keep emotions stable.

## **2. Method**

This study used a survey method with a quantitative approach. The data processing technique used a questionnaire with 54 questions using a Likert scale for the answer scores. The population of this study consisted of 33 Buddhist junior high school students. The sampling technique used in this study was the Cronbach Alpha formula, which resulted in 33 respondents being selected as the research sample. The research design included collecting preliminary information related to the research topic, creating the research background, and making decisions. Next, variables were identified, an instrument grid was compiled, data was collected through questionnaires to test the instrument, and the data was analysed by testing the instrument using statistical methods. After obtaining a valid and reliable instrument, the instrument was distributed to the sample for further analysis. Finally, the data from the analysis was presented for discussion, and conclusions and recommendations were formulated. The analysis used in this study employed simple linear regression analysis techniques. To obtain higher and more reliable analysis results, this study used data analysis techniques using the SPSS for Windows version 27 data processing program. The above research steps were used to ensure the accuracy and relevance of the research.

## **3. Results and Discussion**

### **3.1. Results**

Based on the instrument trial among junior high school students in Pesawaran, 54 valid items and 6 invalid items were obtained, namely numbers 5, 19, 24, 33, 47, and 53. Invalid statements were found in the emotional balance variable in numbers 5 with a calculated  $r$  value of 0.330, number 19 with a calculated  $r$  value of 0.208, and number 24 with a calculated  $r$  value of 0.189, and in the ethical speaking behaviour variable in number 33 with a calculated  $r$  value of 0.282, item 47 with a calculated  $r$  value of 0.318, and item 53 with a calculated  $r$  value of 0.318. Several items were declared invalid by comparing the calculated  $r$  value of 33 respondents and the significance level of 0.05, which is 0.312. If the calculated  $r$  is less than the table  $r$ , the item is declared invalid.

Therefore, out of the 60 statement items used in the study, 54 items were valid. In this study, the reliability test on the 54 valid items was conducted using SPSS for Windows version 27. The results obtained will indicate whether the items in the research instrument are consistent in measuring the intended variables. The results of the reliability test in this study can be seen in the following table.

**Table 1.** Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.950	54

(Source: Data processing results in 2025 using SPSS 27)

Based on the results of the reliability test, the Reliability Analysis Scale (alpha) using SPSS 27.0 produced an alpha of 0.950, which is greater than  $p > 0.05$ , meaning that the measuring instrument is reliable. It can be concluded that the research instruments used in this study meet the requirements of validity and reliability.

**Table 2.** Normality Test One-Sample Kolmogorov-Smirnov Test

N		33	33
Normal Parameters <sup>a,b</sup>	Mean	102.1818	92.4848
	Standard Deviation	12.88278	13.49102
Most Extreme Differences	Absolute	.111	.122
	Positive	.111	.122
	Negative	-.072	-.068
Test Statistic		.111	.122
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	.200 <sup>d</sup>

(Source: Data processing results in 2025 using SPSS 27)

Based on the normality test results obtained from 33 respondents, the significant value (2-tailed) is 0.002, which means  $> 0.05$ , so it can be concluded that the data is normally distributed.

**Table 3.** Linear ANOVA Test Table

Sum of Squares				df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	5077.409	24	211,559	2,266	.116
		Linearity	3,334.275	1	3,334.275	35,716	.000
		Deviation from Linearity	1,743.135	23	75.788	.812	.675
	Within Groups		746,833	8	93,354		
	Total		5,824,242	32			

(Source: Data processing results in 2025 using SPSS 27)

From the results of the Deviation from Linearity test in the table above, the significant value is 0.675. Since the significance is  $\geq 0.05$ , the variables (X) and (Y) have a linear relationship.

**Table 4.** Regression equation output

Model	Unstandardised Coefficients			t	Sig.
	B	Standard Error	Beta		
1	(Emotional balance )	11.521	12.663	.910	.370
	X	.792	.123	.757	.000

(Source: Data processing results in 2025 using SPSS 27)

Based on the output results by reading the coefficients, a constant value of 11.521 was obtained, which means that if emotional balance has a value of 0, the consistent value of the ethical speech behaviour variable is 11.521. The regression coefficient for the emotional balance variable (X) is 0.792, meaning that an increase or improvement in emotional balance will result in an increase of 0.729 in the ethical speech behaviour variable (Y), with the following regression equation.

$$X = 11.521 + (0.729 Y)$$

**Table 5.** ANOVA analysis output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3334.275	1	3334.275	41,512	.000b
	Residual	2,489,968	31	80,322		
	Total	5,824,242	32			

(Source: Data processed in 2025 using SPSS 27)

From the ANOVA analysis output, a calculated F value of 41.512 with a significance of 0.000 was obtained, so there was no need to match the F table because SPSS already provided a significance value of  $0.000 < 0.05$ , indicating that  $H_0$  was rejected and  $H_a$  was accepted. This shows that emotional balance affects ethical speaking behaviour, whereby students are able to understand ethical speaking behaviour in the school environment. Emotional balance is the ability to manage and regulate emotions in a balanced and healthy manner and to manage emotions in a positive and constructive way [13].

**Table 6.** residual statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	76.4938	116.9036	92.4848	10.20765	33
Residual	-23.3954	15.09641	.00000	8.82108	33
Standard Predicted Value	-1.567	2.392	.000	1.000	33
Standard Residual	-2,610	1,684	.000	.984	33

(Source: Data processing results in 2025 using SPSS 27)

The minimum residual for emotional balance on ethical speaking behaviour was obtained at -23.395, the maximum value was 15.096, the mean value was 0.000, and the standard deviation was 8.821, with a total of 33 respondents.



**Table 7.** Determination coefficient R summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.757 <sup>a</sup>	.572	.559	8.96223

(Source: Data processing results in 2025 using SPSS 27)

The coefficient of determination in the table above is R Square, which has a value of 0.559. Thus, 57.2% of emotional balance influences ethical speaking behaviour, while the remaining 42.8% is influenced by other variables. The results of the quantitative analysis, normality test, obtained a significant value of 0.5. Because the significance for the residual value is greater than 0.05, it can be concluded that the data population is normally distributed. From the results of the homogeneity test, a significant result of 0.760 was obtained. Because it is significant  $\geq 0.05$ , it can be concluded that the data on balance emotional towards ethical speaking behaviour has the same variance.

### 3.2. Discussion

Based on the research findings, it is known that emotional balance generally has a positive impact on the ethical speaking behaviour of junior high school students in Pesawaran. The results of this study indicate that emotional balance has a significant influence on ethical speaking behaviour. Balance is the ability to regulate and manage various aspects of life, including emotions, thoughts, and behaviour. According to psychological theory, emotional balance is very important for achieving mental and physical well-being [13]. Emotional balance enables a person to manage stress, face challenges, and build healthy relationships with others. Balance can also be viewed from a physiological perspective, where the balance of body and mind is very important for achieving optimal health. Unethical speech includes negative actions such as using words that can hurt, demean, or intimidate someone. Unethical speech in negative actions takes the form of ridicule, insults, threats, comments that disparage others, spreading negative rumours, and other insults regarding physical appearance, manner of speaking, ethnicity, religion, or gender. These actions are often carried out by perpetrators against victims who are considered inferior and weaker than themselves. Ethical speech is often found in various social environments such as schools, universities, workplaces, homes, and social media platforms. Although ethical speech does not physically harm a person, it has a serious impact on the victim's mental health. Ethical speech behaviour can have a huge impact on victims, who may experience a decline in self-confidence or insecurity, difficulty socialising, reduced speech, depression, higher anxiety levels, and long-term trauma. Ethical behaviour in speech is a serious issue that can have adverse effects, both on the individual themselves and on others. Therefore, special attention is needed from schools and parents to minimise such behaviour and raise students' awareness of the consequences they may experience as a result of such actions. Therefore, education and appropriate intervention are needed to help restore their self-esteem.

Emotions are an integral part of human life. Every individual, without exception, experiences various forms of emotions in their daily lives, such as happiness, sadness,

anger, fear, or anxiety. Emotions arise as a natural response to situations or events that occur, whether in a personal, social, or environmental context. Emotions have a huge influence on a person's behaviour. Positive emotions, such as happiness or enthusiasm, can encourage a person to be more open, creative, and productive. Conversely, negative emotions that are not managed properly can trigger impulsive, aggressive, or socially withdrawn behaviour. Therefore, understanding and controlling emotions is important in shaping healthy behaviour. In addition, emotions also play an important role in decision-making and establishing relationships with others. Decisions made in certain emotional states can differ from decisions made rationally. On the other hand, the ability to respond appropriately to other people's emotions is the basis for building harmonious and mutually understanding relationships. Thus, emotions have a broad influence on various aspects of human life. According to Paul Ekman, a well-known researcher, there are six basic universal emotions, namely happiness, sadness, anger, fear, and surprise [14]. These emotions can influence how we interact with others and how we deal with challenges in life. Emotions are also in line with what Buddha said in the Anger Sutta, which emphasises the importance of controlling emotions in our daily interactions with others. The Buddha explained that angry people do not know good from bad, do not see what is appropriate to say or not, do not see what is appropriate to do or not. The Buddha recommended self-control and compassion as a cure for anger (AN.VII.60). Research on emotions has also found that emotions can play an important role in decision making [15]. Good emotional balance can help a person control their emotions when speaking so as not to cause negativity. Emotional balance enables a person to communicate more effectively, clearly and politely. In shaping and influencing ethical speaking behaviour in junior high schools in Pesawaran. Furthermore, these findings indicate that the better the quality of emotional balance possessed by students, the higher their tendency to exhibit ethical speaking behaviour [16].

Good emotional balance enables students to respond to social stimuli in a more controlled manner, without reacting negatively, and to better understand other people's perspectives in the communication process. In the context of education, this ability is an important foundation for forming harmonious interactions, strengthening character, and fostering a culture of mutual respect in the school environment [17]. Therefore, it is important for educational institutions to pay special attention to strengthening emotional balance among students. Emotional balance is not only related to the ability to regulate feelings, but also forms the basis for students to develop mature attitudes, think clearly, and act wisely in various situations. Without this ability, students will be more vulnerable to social pressure, conflict, and difficulties in establishing healthy relationships with their surroundings. Strengthening emotional balance must also be part of character building and social-emotional intelligence development strategies. Through a targeted and sustainable approach, such as value-based learning, extracurricular activities, and responsive counselling, students can be equipped with the skills to recognise, understand, and manage their emotions positively. These efforts will greatly

contribute to shaping a generation that is not only academically intelligent but also emotionally and socially mature.

Based on data analysis, it is known that the level of emotional balance among students at UPTD SMP N 11 Pesawaran and UPTD SMP N 21 Pesawaran is in the high category with a percentage of 64%. The indicator of an individual's ability to focus is in the high category, which means that emotional balance can be said to be good. Emotional balance is a person's ability to control their emotions in every situation so that they can create a good environment without any disputes caused by those emotions [18]. In the context of emotional balance, it is very important for students to have the ability to manage their emotions well. Effective emotion management allows students to respond to various situations in an appropriate and not excessive manner. This can help them deal with academic pressure, social interactions, and other challenges in the school environment in a calmer and more controlled manner. The ability to manage emotions also plays a major role in shaping positive attitudes and healthy behaviour. Students who are able to control feelings of anger, sadness, or anxiety tend to find it easier to establish harmonious relationships with their peers and teachers. In addition, they are also better prepared to make rational decisions and resolve conflicts without violence, which will ultimately support their character development and overall learning achievements. One important aspect that needs to be mastered is emotional regulation strategies, namely how a person can regulate and adjust their emotional responses to various situations. With this strategy, students can avoid impulsive reactions that may harm themselves or others. In addition, the ability to focus is also very necessary. Focus helps students to remain calm in the face of pressure or distractions from their surroundings. With good concentration, students can think more clearly and make more rational decisions, especially when experiencing strong emotions such as anger or disappointment. Students must also be able to accept the events that occur in their lives, both pleasant and unpleasant. This acceptance demonstrates emotional maturity and can help them adapt better. If students are able to control their emotions and accept circumstances with an open mind, they will help create a more positive and calm learning environment that supports social and academic development.

The results of data analysis on the variable of ethical behaviour in speech among junior high school students in Pesawaran show that each indicator has a different percentage. One of the main indicators, namely politeness, obtained a percentage of 52%, which is classified as moderate. This finding indicates that although students have demonstrated polite behaviour in speaking, the level of implementation is still at an intermediate stage and is not yet fully optimal. Therefore, consistent and sustained efforts are needed from various parties, especially schools, teachers, and parents. All three have an important role in guiding and accustoming students to always be polite in their daily communication. Polite behaviour is not only applicable in the school environment, but must also be applied at home and in social interactions. Teachers, as educators at school, have a responsibility to instil ethical values through learning and exemplary behaviour. Meanwhile, parents at home must also set an example and encourage their children to use good language and respect others when speaking.

Collaboration between schools and families is very important so that this habit becomes part of students' daily lives. Reinforcing ethical values such as politeness in speaking, respecting the person you are talking to, and using correct language are an important part of shaping students' character. By getting used to these things from an early age, students will grow up to be civilised individuals, capable of forming healthy social relationships and contributing positively to society.

#### **4. Conclusion**

Based on the results of research and data analysis regarding the influence of emotional balance on the ethical behaviour of junior high school students in Pesawaran, it can be concluded that there is a positive influence between emotional balance and ethical behaviour in junior high schools in Pesawaran. Students who are able to control their emotions tend to be better at controlling their speech, being polite, speaking appropriately and efficiently, and showing mutual respect. This shows that emotional balance can encourage students to be more careful with their speech, be polite, effective and efficient, and respect each other. Improving students' ability to manage their emotions can contribute significantly to shaping more ethical speech. This condition supports the creation of an environment full of mutual respect, especially in the context of inter-religious life. Therefore, it is important for the education process to place the development of emotional balance as a priority, so that students are able to manage their feelings, stay focused, and accept all the events they experience wisely. Emotional balance is an important factor that has a major influence on students' ethical behaviour in speaking. When a person is able to control and manage their emotions well, they tend to be more polite, wise in their speech, and respectful of others in every interaction. Therefore, emotional balance is one of the keys to forming healthy and ethical communication in the school environment. At the junior high school level in Pesawaran, improving the quality of emotional balance among students can play an important role in encouraging the development of more polite and courteous speech behaviour. When students are able to understand and regulate their emotions, they will be better able to express their opinions in a good manner, without hurting or belittling others. This is very relevant in a learning process that emphasises not only academic aspects but also character. Good emotional balance can also create an atmosphere of mutual respect, especially in communities with religious and cultural diversity. When students are accustomed to speaking respectfully, relationships between them will become more harmonious. This contributes to the creation of a safe, peaceful, and inclusive school environment for all parties. Given the importance of this, efforts to improve students' emotional balance should be a focus in the educational process. Teachers and parents can guide students to learn to control their emotions, remain focused in various situations, and be able to accept every event that occurs in their lives wisely. Learning that touches on this emotional aspect will greatly help in shaping students' characters to be resilient, ethical, and ready to interact well in society.

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