

The Relationship Between Emotion Regulation & Problem Solving in Dating Violence among Victims of Child Abuse

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ARTICLE HISTORY

Received: June 28, 2025

Revised: July 30, 2025

Accepted: August 22, 2025

DOI

<https://doi.org/10.52970/grsse.v5i2.1464>

ABSTRACT

CATAHU data reveals an increase in dating violence cases in Indonesia. Multiple factors can influence dating violence. This study aims to determine the relationship between dating violence and problem-solving and emotional regulation in individuals who have experienced child abuse. The method used in this study was quantitative. Subjects were recruited through a questionnaire. A correlational design with a purposive sampling technique, involving 234 respondents who were victims of child abuse and had experienced dating violence. Data were collected through an online questionnaire using three Likert scales: the Dating Violence Scale (24 items, $\alpha = 0.938$), the Emotion Regulation Scale (30 items, $\alpha = 0.945$), and the Problem Solving Scale (22 items, $\alpha = 0.937$). After statistical assumption testing and outlier elimination, the analysis was conducted on 33 respondents. The results showed no significant relationship between emotion regulation and problem solving with dating violence in child abuse victims, with $p = 0.251$ (null hypothesis rejected). The minor hypothesis test showed no significant relationship between emotional regulation and dating violence ($r = 0.279$, $p = 0.058$) and between problem solving and dating violence ($r = 0.285$, $p = 0.068$). These findings indicate that dating violence in child abuse victims is more influenced by other complex factors such as childhood trauma, learning violent behavior, and psychosocial factors. This study contributes to the understanding that interventions to prevent dating violence in vulnerable populations require a holistic approach that considers various risk and protective factors comprehensively, rather than only focusing on improving emotional regulation and problem-solving skills alone. Furthermore, examining other factors, such as self-disclosure and help-seeking behavior, is recommended.

Keywords: Emotional Regulation, Problem Solving, Dating Violence, Child Abuse.

I. Introduction

The Indonesian Child Protection Commission (KPAI) reported that as of early 2024, they had received 141 complaints of violence against children, with approximately 35% occurring in schools and the remainder in families and communities. This figure indicates that violence against children in Indonesia remains a serious problem that requires close attention from all parties. The fact that the majority of cases of violence occur in environments that should provide a sense of protection and safety for children is deeply concerning. Schools, which should ideally be spaces for learning and character development, and families that should provide love



and protection, are still places where children experience various forms of violence. This situation indicates the need to strengthen a more comprehensive child protection system, not only through regulations and policies, but also through education and increased public awareness of the importance of creating a safe and supportive environment for the growth and development of Indonesian children (KPAI, 2024). Child abuse is a form of abuse against children under the age of 18 perpetrated by a parent, caregiver, or other person responsible for the child's welfare. It can take various forms, including physical, sexual, emotional, and neglect (Collins et al., 2023). Child abuse can occur within the family (intrafamilial) or outside the family (extrafamilial), and the severity of the abuse can range from exposure to sexual stimulation without the child's direct involvement to forced sexual intercourse (Hemanth et al., 2024). Child abuse is defined as an intentional act by a parent or caregiver that creates a high risk of significant emotional harm to the child involved (Rost et al., 2024). Violence against children can have profound and lasting impacts on their lives. Physically, abused children may suffer cuts, bruises, or even more severe injuries requiring medical treatment. However, the unseen effects are often more damaging: emotional wounds that can persist into adulthood. Children who experience violence tend to feel fear, sadness, and a loss of self-confidence (British Columbia, 2017). Violence can have a significant impact on children, especially those who have difficulty forming relationships with the opposite sex, including dating relationships (Messman-Moore & Coates, 2007). Children who grow up in families that normalize violence are more likely to replicate that behavior in their later dating relationships. Experienced or witnessed violence in childhood, such as physical or emotional abuse from a parent, is a significant predictor of dating violence because these children learn that violence is a standard way to resolve problems in relationships. These traumatic experiences make it difficult for them to regulate their emotions and communicate effectively, and they tend to view conflict-filled relationships as usual (Wilson & Maloney, 2019).

Based on data from the 2024 Annual Report (Catahu), there has been an alarming increase in cases of violence against women in Indonesia, with the increase reaching 14.17% from 2023 to 2024. The data specifically recorded 407 cases of dating violence, as well as 632 cases of violence perpetrated by ex-partners against the victims. Dating violence itself is a term used to describe various forms of violent behavior that can occur in romantic or dating relationships. This violence is not limited to just one form, but encompasses three main categories: psychological violence, physical violence, and sexual violence. The high number of cases indicates that dating violence is a serious problem that requires special attention from various parties for its prevention and handling. Dating violence can also include exclusion of the partner or their friends and family, controlling or jealous behavior, acts of dominance such as asserting power over decision-making, and humiliation. Dating violence is often used to describe violence among teenagers, while dating aggression usually refers to violence in young adult relationships (Teten et al., 2009). Dating violence. This can be caused by several factors, one of which is emotional regulation. Individuals who have difficulty managing their emotions are more prone to displaying aggressive behavior in relationships (Morales-Sanhueza et al., 2024). Emotion regulation is how individuals monitor, evaluate, and modify their emotional reactions to achieve specific goals. This regulation involves conscious and unconscious efforts to modify the intensity and duration of emotions and how one expresses those emotions (California, 2018). Emotion regulation allows for managing and controlling negative emotions that arise from unpleasant experiences. Various individual circumstances and the complexity of experiences can influence the ability to manage emerging emotions. These maladaptive responses include difficulties in controlling behaviors triggered by distressing emotions and deficits in the functional use of emotions (Orozco-Vargas et al., 2021).

Previous research entitled "The Effect of Emotional Regulation on Dating Violence in College Students" revealed important findings regarding the relationship between emotional regulation skills and violent behavior in romantic relationships. The results showed a significant negative relationship between emotional regulation and dating violence in college students. This means that the better a person is at managing and controlling their emotions, the lower their tendency to commit violent acts against their partner. Conversely, college students with poor emotional regulation skills are more likely to engage in violent

behavior in dating relationships. These findings suggest that emotional regulation skills are a protective factor that can prevent dating violence among college students (Permadi & Pertiwi, 2024).

Another factor that can influence dating violence is problem-solving. According to Cherrier et al. (2023), problem-solving skills are crucial for maintaining relationship quality and preventing conflict that leads to violence in romantic relationships. Dating violence often occurs due to an individual's inability to deal with conflict regularly. When problems arise, how individuals handle conflict significantly impacts the relationship dynamics. Poor communication can fail to address the root causes of dating violence and actually make things worse. When couples cannot communicate well or express their feelings clearly, misunderstandings can easily arise, which can ultimately lead to arguments and violence. When someone feels unable to resolve a problem through a friendly conversation, they tend to vent their frustration violently, physically, and emotionally, such as hitting, yelling, or threatening (Krahé, 2021).

A study titled "University Students' Problem-Solving Behaviors and Exposure to Dating Abuse in Their Romantic Relationship" revealed important findings about the role of problem-solving skills in romantic relationships. This study shows that problem-solving skills are crucial in establishing healthy relationships. The results of the study proved a significant negative relationship between problem-solving skills and dating violence. This means that the better a person is at resolving problems and conflicts in their relationship, the less likely they are to experience dating violence. Conversely, when someone has low problem-solving skills, the risk of dating violence increases. These findings demonstrate the importance of developing effective communication and problem-solving skills to create harmonious and violence-free romantic relationships (Çe & Aydin Avci, 2014). The urgency of this research is that children from divorced or separated families often exhibit difficulties in expressing emotions and behaviors. This can include excessive and uncontrolled emotions, frustration, shame, and a tendency toward physical and verbal violence. These children are at greater risk of becoming victims and perpetrators of dating violence due to their impaired emotional development and lack of positive role models for conflict resolution (Ahmad et al., 2020).

Lack of parental support and guidance in dysfunctional families can hinder the development of practical problem-solving skills. Without these skills, children may have difficulty resolving conflicts regularly, increasing the likelihood of using violence or maladaptive coping strategies. Emotion regulation has emerged as a protective factor against the adverse effects of family instability, reducing aggressive tendencies and promoting adaptive behavior (Antikaningsih et al., 2025). Based on the explanation above, the researcher is interested in conducting a deeper exploration through a study entitled "The Relationship between Emotional Regulation and Problem Solving on Dating Violence Behavior in Child Abuse Victims".

II. Literature Review and Hypothesis Development

2.1. Dating Violence

Dating violence is any form of intentional, psychological/emotional, physical, or sexual violence that occurs between people involved in a relationship (Taquette et al., 2019). Dating violence is defined as violence perpetrated by someone who is or has been in a relationship with the victim. Dating violence can occur in various forms, including sexual harassment, physical violence, and rape (Nuqul & Rahayu, 2022). Myers (1995) proposes that behavioral principles may operate in abusive relationships and that positive and negative reinforcement paradigms may serve to increase the likelihood of future violence. For example, verbal and physical violence may be reinforced by increased compliance, acquiescence to demands, or reinforcement from the victimized partner. This situation also potentially reinforces the abuser and may increase the likelihood of violence in the relationship. It may be that insufficient enforcement of abusive behavior in the context of received reinforcement is necessary, leading to the persistence of violent behavior in the face of consequences. Murray & Kardatzke (2007) the study reveals four aspects of dating violence related to physical violence: physical aggression, ranging from pushing to more severe physical assault; psychological abuse, which involves insulting, threatening, and humiliating someone in public; sexual violence, which involves

pressure to have sex when a partner does not want to; and stalking and harassment, which involves constantly monitoring and tracking a partner. Based on the definitions put forward by several figures above, it can be concluded that dating violence behavior involves violent acts in relationships that aim to control, dominate, and hurt partners in verbal or non-verbal forms.

2.2. Emotional Regulation

Fitriani & Putri (2024) define emotion regulation as the way individuals influence which emotions they have, when they feel them, and how they experience or express those emotions. According to Fiona & Indianti (2019), Emotional regulation is the ability to assess, overcome, manage, and express emotions to achieve emotional balance. Stuart et al. (2006) stated that self-defense is not the most common reason why perpetrators engage in violence against their partners. Instead, they found that a lack of emotional regulation, such as using violence as a way to express anger, is one of the main reasons for violence. Couples often engage in violence against each other, with both partners maintaining aggression.

According to Gross (2002), emotional regulation refers to a person's ability to recognize, understand, and manage emotions in different situations. In the context of dating violence, the inability to regulate emotions can be a significant factor in facilitating violent behavior. Individuals who have difficulty controlling anger, frustration, or jealousy may be more likely to commit violence against their partners in response to emotional stress. Lack of emotional regulation can trigger behaviors such as verbal, physical, or psychological abuse. Emotional regulation can also perpetuate the cycle of dating violence. When abusers are unable to manage guilt or fear of losing their partners, they resort to violence as a means to maintain the relationship. Abusers often display negative emotions such as anxiety or depression after committing violence, which they then use to manipulate the victim into staying in the relationship. A lack of emotional regulation on the part of both the abuser and the victim can exacerbate this dynamic, with the abuser continuing to perpetrate violence and the victim finding it difficult to leave an increasingly dangerous relationship (Shorey et al., 2011). Gross (2002) reveals four aspects of emotional regulation related to situation selection, which involves confronting or avoiding future situations based on predicted emotional outcomes. Situation modification or change occurs when an individual experiences an event that can affect their emotions. Cognitive change involves rethinking the interpretation of emotional stimuli to reduce their negative impact—response modification, which involves inhibiting and suppressing expression to hide emotions. Based on the definitions put forward by several experts, it can be concluded that emotional regulation is a person's ability to recognize, understand, and manage emotions adaptively according to the situation.

2.3. Problem solving

Problem-solving is a cognitive process involving observation and critical thinking to find the right solution or way to achieve a desired goal. This process includes systematic steps such as gathering information, analyzing problems, conceptualizing solutions, making decisions, and implementing strategies (Md, 2019). Problem solving is the ability to define problems, determine the causes of problems, determine priorities, select various solution options, and implement these solutions (Dörner & Funke, 2017). According to Cherrier et al. (202ps, problem-solving skills are crucial for maintaining relationship quality and preventing conflict that leads to violence in romantic relationships. Dating violence often occurs due to an individual's inability to deal with conflict constructively. When problems arise, how individuals handle conflict significantly impacts the relationship dynamics.

Problem-solving is often used to defuse relationship problems, such as jealousy or misunderstandings, but this does not necessarily reduce violence. Instead, it reflects a pattern where problem-solving behaviors co-occur with violence. Stronger problem-solving skills or individuals who engage in such behaviors are not less likely to experience violence but appear better equipped to manage relationship conflict and violence (Maddoux et al., 2014). A lack of practical problem-solving skills can exacerbate conflicts,

potentially leading to aggressive interactions. Individuals not trained in healthy conflict management are more likely to resort to strategies such as aggression or avoidance, which can escalate the situation. Problem-solving and conflict management skills are crucial in preventing dating violence (Bonache et al., 2015).

Heppner & Petersen (1982) state that three aspects of problem-solving confidence are related to problem-solving confidence: self-confidence in one's ability to solve problems. Approach-avoidance style measures an individual's tendency to avoid or approach various problem-solving approaches. Personal control assesses an individual's decision to use a systematically formulated plan when facing a problem. Based on the opinions of several experts, problem-solving can be defined as the ability to identify problems, search for and select various alternative solutions, and make decisions in solving all problems faced.

Research conducted by Megawati et al. (2019) A study conducted by Megawati et al. (2019) entitled "The Relationship between Emotional Regulation and Dating Violence in College Students" provides strong empirical evidence of the importance of emotional regulation skills in romantic relationships. The results of this study indicate that the proposed hypothesis was successfully accepted, meaning there is a significant relationship between emotional regulation and dating violence. A person's ability to control and manage their emotions plays a crucial role in preventing dating violence. When someone has good emotional regulation, they are more likely to refrain from aggressive or violent behavior toward their partner, even in situations that trigger anger or frustration. Conversely, individuals with poor emotional regulation skills are at higher risk of committing violence in their romantic relationships due to difficulties controlling impulses and adverse emotional reactions.. Research conducted by Bell & Higgins (2015) entitled "The Impact of Childhood Emotional Abuse and Experiential Avoidance on Maladaptive Problem Solving and Intimate Partner Violence. "The results of this study indicate that individuals with poor or maladaptive problem-solving skills are more likely to engage in violent behavior toward their partners. These findings indicate that when individuals are unable to resolve conflicts or problems in their relationships healthily and constructively, they are more likely to resort to violence as a means of coping. Thus, this study emphasizes the importance of developing practical problem-solving skills as a preventative measure for violence in dating relationships. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

1. Major Hypothesis

There is a relationship between emotional regulation and problem-solving with dating violence.

2. Minor Hypothesis

- There is a positive relationship between emotional regulation and dating violence. This means that the higher the emotional regulation, the lower the dating violence. Conversely, the lower the emotional regulation, the higher the dating violence.
- There is a positive relationship between problem-solving and dating violence. This means that higher problem-solving skills lead to lower dating violence. Conversely, lower problem-solving skills lead to higher dating violence.

III. Research Method

The data collection method used in this study utilizes a structured scale based on the aspects of the measured variables. Measurement is conducted by assessing several research characteristics, then the characteristics found in the study using a standardized scale or by developing a questionnaire that assesses individual responses to the scale (Sugiyono, 2003). This study used a population of individuals who experienced child abuse or violence in childhood between the ages of 16 and 25, with a predominance of 21-year-olds. This was chosen because at that age, respondents were mature enough to recall and recount their traumatic childhood experiences more objectively. Participants had the emotional maturity and good communication skills at this age to express sensitive experiences without experiencing severe re-traumatization. At the same time, the long-term impact of child abuse was already clearly visible in their lives.

The dominant age of 21 indicates that most respondents were in the ideal young adulthood phase for this study, where they were psychologically stable but still in a period that allowed optimal recovery and healing.

This study used a correlational design to examine the relationship between the independent variables (emotion regulation and dating violence) and the dependent variable (dating violence). The study was conducted by distributing a Google Forms questionnaire through various social media platforms such as Instagram, WhatsApp, TikTok, and Twitter. The online approach was chosen because it could reach respondents effectively and efficiently and leverage the accessibility of digital media to obtain a representative sample. The data collection instrument consists of three Likert scales with four answer choices (Very Appropriate, Appropriate, Not Appropriate, Very Not Appropriate): (1) Dating violence scale with 24 valid items that measure aspects of Murray & Kardatzke (2007) namely physical violence, psychological abuse, sexual violence, and stalking & harassment (reliability $\alpha = 0.938$); (2) Emotional Regulation Scale with 30 valid items that measure aspects of (Gross, 2002) namely situation selection, situation modification, cognitive change, and response modification (reliability $\alpha = 0.945$); and (3) Problem solving scale with 22 valid items that measure aspects of (Heppner & Petersen, 1982) namely problem-solving confidence, approach-avoidance style, and personal control (reliability $\alpha = 0.937$). To ensure construct validity, all instruments have undergone item discrimination testing with an item-total correlation coefficient ≥ 0.30 .

The sampling technique used in this study is non-probability sampling with a purposive sampling type. Soesana et al. (2023) stated that purposive sampling tends to produce high-quality samples because researchers have clearly defined boundaries or criteria for selecting the sample. The sampling criteria for this study were victims of child abuse and victims or perpetrators of dating violence. The number of samples in this study was determined using G*Power software version 3.1.9.7 with an initial effect size f value of 0.1, an error prob value of 0.01, a power value of 0.8, and several predictors of 2. The analysis was carried out by entering the R-squared between emotional regulation and dating violence from the study. Megawati et al. (2019), which is 0.130, and R-squared between problem solving and dating violence from the research Maddoux et al. (2014), which is 0.389. Based on this analysis, the final effect size value was 0.2022424, and the minimum sample size in this study was 144 respondents.

IV. Results and Discussion

4.1. Analysis Result

Table 1. Results of Major Hypothesis Tests

Model	R	R Square	Adjusted R Squared	Standard Error of the Estimate	F	Sig(p)
1 Regression	0.297	0.088	0.027	3,187	1,447	0.251

The results of Table 1 show a significance level value of p of 0.251 ($p < 0.05$) with $R_{x1,2y} = 0.297$; there is no significant relationship between emotional regulation and problem solving with dating violence, so the hypothesis states that there is no relationship between emotional regulation and problem solving with dating violence in victims of child abuse.

Table 2. Results of Hypothesis Testing of Minor Dating Violence and Emotional Regulation

Variables	R	R Squared	Sig (p)
Emotional Regulation and Dating Violence	0.279	0.082	0.058

Based on Table 2, the correlation coefficient between the variables of emotional regulation and dating violence is 0.279, with a p -value of 0.058 ($p < 0.01$). The results indicate no significant negative relationship between emotional regulation and dating violence. The hypothesis, which states that there is a negative relationship between emotional regulation and dating violence on victims of child abuse, is rejected. It shows that other factors influence dating violence far more than emotional regulation.

Table 3. Results of Hypothesis Testing of Minor Dating Violence and Problem Solving

Variables	R	R Squared	Sig (p)
Problem-solving and dating violence	0.285	0.070	0.068

Based on Table 3, the correlation coefficient between the variables of emotional regulation and dating violence is 0.285, with a p-value of 0.068 ($p < 0.01$). The results indicate no significant negative relationship between problem-solving and dating violence. The hypothesis, which states that there is a negative relationship between problem-solving and dating violence against child abuse victims, is rejected. It shows that other factors influence dating violence far more than problem-solving.

4.2. Discussion

Dating violence is a form of violence that occurs in romantic relationships and can involve physical, emotional, and sexual abuse. Dating violence can be classified as an act of violence in a relationship if one party feels forced to do so (Haes, 2017). The study showed that the null hypothesis was rejected, meaning that emotional regulation and problem-solving did not influence dating violence in child abuse victims. This indicates that other factors more dominantly influence dating violence behavior in this context. The phenomenon of dating violence occurs in a recurring cycle, where the violence not only continues but also tends to get worse (Straus et al., 2007). Dating violence is often rooted in past traumatic experiences, such as child abuse, which can influence how individuals interact in future relationships. (Smith et al., 2018).

Perceiving dating violence, particularly physical violence, has been shown to increase risk regardless of problem-solving or emotion regulation skills. Attitudes toward violence and social/environmental factors such as socioeconomic status and exposure to violence in the community also play a significant role, potentially overriding individual emotion regulation efforts (Karlsson, 2011). This study found that, although emotion regulation plays a crucial role in social interactions, there is no evidence that it directly influences dating violence in child abuse victims. Gender differences are also a contributing factor in how emotional regulation impacts dating violence. Female victims often experience more negative emotional consequences. They are more likely to be both perpetrators and victims of dating violence, suggesting that emotion regulation alone may not be sufficient to mitigate these complex dynamics. Psychological distress and trauma symptoms can interfere with the effective use of problem-solving skills and emotion regulation (Karlsson, 2011).

Emotional regulation refers to a series of processes; each individual has their own way of regulating emotions. Individuals who cannot manage their emotions properly tend to take it out on others. (Santrock, 2011). Individuals who have low emotional regulation abilities tend to show negative emotions, which will result in symptoms such as stress and depression (Choirunissa & Ediati, 2020). In the context of dating violence, poor emotional regulation can cause individuals to react impulsively, potentially increasing the risk of violence (Preece, 2014). Violence in dating relationships is a complex phenomenon that cannot be explained solely through an emotion regulation approach, but is influenced by various interacting factors. Social environments that tolerate aggressive behavior can normalize violence as a means of conflict resolution, while authoritarian, permissive, or inconsistent parenting styles in childhood impact individuals' difficulties in developing mature communication and emotion management skills in adulthood. Past experiences of violence, whether as a victim or witness, create complex patterns of trauma that trigger automatic responses such as hypervigilance, aggression, or submission that are difficult to control through emotion regulation techniques alone. Therefore, preventing dating violence requires a holistic approach involving trauma therapy, mindset reconstruction, and comprehensive social support systems, rather than focusing solely on improving emotion regulation skills (Haes, 2017)

According to psychological research, the complexity, severity, duration, and type of childhood abuse (sexual, physical, emotional) strongly predict later involvement in dating violence, often overriding the protective effects of problem-solving and emotion regulation skills. For example, longer and more severe

abuse increases the risk of becoming a victim and perpetrator of dating violence, regardless of the individual's ability to cope (Karsberg et al., 2019). Dating violence is a form of aggression by a partner and the inability to express emotions healthily, contributing to physical injuries and emotional trauma, which indicates problem-solving that is limited to physical violence. Problem-solving that is limited to physical violence and a lack of healthy emotional expression are factors that contribute to the ineffectiveness of problem-solving in preventing dating violence. Often, individuals only understand problem-solving in relation to physical violence, making it difficult for them to express their emotions or resolve issues healthily in their relationships. This makes problem-solving ineffective in reducing or preventing dating violence (Maria & Sakti, 2021)

Problem-solving encompasses an individual's attitudes and perceptions toward problems and their ability to solve them, whether positive or negative. Individuals with good problem-solving skills tend to handle stress and interpersonal conflict better constructively (D'Zurilla et al., 2009). Some activities in a relationship often hurt each other. Each individual has a different way of solving problems in relationships. Some individuals resort to violence to resolve issues and disguise their actions as love (Syuhada et al., 2022). Dating violence can be influenced by a variety of complex psychological and social factors, so emotion regulation and problem-solving skills alone are insufficient to explain the variability in violent behavior significantly. Individuals use different emotion regulation strategies, such as cognitive reappraisal and expressive suppression, which makes the relationship between emotion regulation and violence inconsistent or statistically insignificant. While factors such as school achievement and self-esteem can be protective, they do not completely counteract the increased risk posed by childhood abuse. Protective factors can reduce the risk but do not eliminate the influence of early abuse on dating violence behavior (Karlsson, 2011). Problem-solving skills are important for managing conflict. In the context of dating violence, intense emotions and other psychological factors, such as self-control and insecure attachment, may play a more direct role in triggering violence. Problem-solving may not be sufficient to address the complex emotional and social dynamics of abusive relationships (Fristian et al., 2022). In understanding the relationship between dating violence and emotional regulation and problem-solving skills, various external factors play a significant role and can influence research results. These factors include the parenting style a person received from their parents during childhood, the individual's gender, and their age or developmental stage. Authoritarian or permissive parenting styles can shape how a person regulates their emotions and responds to conflict, while gender differences can influence emotional expression and chosen problem-solving strategies. Similarly, age is a factor, as younger individuals may have different emotional regulation and problem-solving skills than older individuals. Suppose these external factors are not adequately controlled or accounted for in research. In that case, the direct relationship between dating violence and emotional regulation and problem-solving skills may be invisible or statistically insignificant. This occurs because the influence of these external factors can mask or obscure the proper relationship between the variables being studied (Nurmawati et al., 2023; Permadi & Pertiwi, 2024). The researcher initially collected data from 234 respondents as a sample in this study. However, when the data was analyzed using statistical tests to verify the research's basic assumptions, it was discovered that the collected data did not meet the requirements for normality and linearity, which are necessary for valid analysis. Normality means that data must be distributed normally or evenly, while linearity requires a straight-line relationship between the variables being studied. Because these two requirements were unmet, the researcher conducted an outlier analysis to identify and eliminate any deviant or biased data that could interfere with the research results. This rigorous data cleaning process resulted in only 33 respondents from the initial 234 respondents whose data met all statistical criteria and were suitable for further analysis. Although the sample size was significantly smaller, the data used was of higher quality and could provide more accurate and reliable analysis results.

Research findings indicate that some respondents intentionally did not include their names on the informed consent form, even though the questionnaire was completed online. This indicates that respondents still felt concerned about the security of their personal data. Although the survey was conducted through a digital platform, which is supposed to offer convenience and flexibility, respondents' concerns about privacy and the confidentiality of their identities remained high. These findings indicate that respondents' trust in

data security in online research still needs to be improved. Respondents appear hesitant to provide complete personal information, even in the context of academic research, which should guarantee data confidentiality. This situation highlights the importance of researchers providing stronger security assurances and more transparent communication regarding protecting respondent data in online research. The problems in online research become even more complex when considering the psychological aspects of respondents when dealing with research instruments. The large number of items or questions in each measurement scale can make respondents feel bored and reluctant to complete the research questionnaire. When respondents are faced with a series of questions that are too long, they tend to lose motivation and concentration, leading them to give careless answers or even abandon the survey before completion. This situation will negatively impact the quality of research data because the answers provided no longer reflect the respondents' actual conditions or opinions. Data collected online means that researchers cannot directly supervise the completion of the scale.

One limitation of this study is the small number of subjects or participants involved, so the results may not fully reflect the actual situation. Therefore, for future research, it is highly recommended that researchers include a much larger and more diverse sample of respondents. By involving more participants, it is hoped that the collected data will be more representative and provide a more accurate picture of the phenomenon being studied. This will undoubtedly improve the quality and validity of the research results, making the conclusions drawn more reliable and applicable to a broader population. This research still has various limitations and has not yet achieved perfection. Therefore, we hope future researchers can continue developing this research with a more refined and comprehensive approach. It is hoped that future research will address these shortcomings, employ more sophisticated methods, and involve a wider sample size to obtain more accurate and reliable results. This way, scientific contributions to this field can continue to grow and provide greater benefits to the broader community.

V. Conclusion

Based on the research findings, it can be concluded that the initial hypothesis that emotional regulation and problem-solving skills can prevent dating violence in victims of child abuse was rejected. The study found that these two factors did not significantly influence the occurrence of dating violence, indicating the presence of other, more dominant factors. These findings suggest that experiences of childhood abuse have such a profound impact that emotional regulation and problem-solving skills alone are not sufficient to prevent someone from engaging in dating violence in adulthood. Factors such as the severity and duration of childhood abuse, attitudes of acceptance of violence, the social environment, and complex trauma created by past experiences were found to have a more substantial influence. Although this study had limitations with its sample size and challenges in online data collection, these findings provide important insights that addressing dating violence requires a more comprehensive approach, focusing not only on improving individual skills but also addressing deep trauma and changing the social environment.

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