

CHAPTER II

LITERATURE REVIEW

This chapter presents emotion, emotion regulation, Gross process model of emotion regulation, Gross process model of emotion regulation, emotion development in adolescence, representation of emotion in movie and previous research.

2.1 Emotion

Emotion is a complex psychological state involving physiological arousal, expressive behavior, and subjective experience (Gross, 2015). It plays a central role in shaping how individuals perceive, interpret, and respond to life events. Contemporary perspectives emphasize that emotion is not merely an internal reaction but also a socially and culturally constructed process (Keltner et al., 2022; Barrett et al., 2021). Emotions guide behavior, support social interaction, and contribute to identity development.

Emotion is also understood as a dynamic process that integrates cognitive and motivational systems to facilitate adaptation (Keltner et al., 2022). More recent research highlights that emotions are constructed through prior experiences and language, allowing individuals to categorize and interpret affective states (Hoemann et al., 2019; Barrett et al., 2021). In the context of movies, emotions are represented through multimodal elements such as dialogue, music, color, and character expression, enabling audiences to experience characters' internal states (Bordwell & Thompson, 2021; Smith, 2020).

Previous studies have examined emotion from both psychological and media perspectives. Keltner et al. (2022) emphasize that emotions emerge through interactions between cognition and social context. In media research, Smith (2020) demonstrates that movies evoke emotions through audiovisual cues that foster empathy and engagement. Johnson (2020) further highlights that animated movies contribute to emotion awareness and empathy by portraying relatable emotion experiences. Similarly, Smith et.al (2020) and Brown (2024) show that emotion portrayals in animated movies, including *Inside Out* and *Inside Out 2*, reflect real emotion processes and illustrate how emotions evolve and interact.

Therefore, understanding emotion as a dynamic and socially constructed process provides a foundation for exploring emotion development, particularly during adolescence.

2.2 Emotion Development in Adolescence

Adolescence is a critical developmental stage characterized by emotion intensity, identity formation, and social transition. During this period, individuals gradually develop the ability to understand and regulate emotions in response to increasing social demands (Silvers, 2022). Emotion development in adolescence involves the interaction of biological maturation and social learning processes (Casey et al., 2021).

Research indicates that adolescents who employ adaptive strategies such as cognitive reappraisal tend to experience higher well-being and more positive social relationships, whereas reliance on suppression is associated with negative emotion outcomes (Schäfer et al., 2020; Verzeletti et al., 2021). Emotion growth is also shaped by interactions with family, peers, and the broader social environment, where individuals learn appropriate emotion expression and regulation (Morris et al., 2021).

Previous research also highlights the connection between media exposure and emotion development in adolescents. Johnson (2020) revealed that watching animated movies that depict emotion struggles can help young viewers reflect on their own emotions and learn healthy regulation strategies. Schweizer, et al. (2020) suggested that affective control, defined as the ability to manage emotions in challenging situations, is one of the main predictors of successful emotion adjustment. Moreover, Hoemann et al. (2021) found that emotion development is strongly influenced by language and cultural context, as adolescents use communication to label, share, and make sense of their emotions.

These findings show that adolescence is not only a period of emotion turbulence but also a phase of learning and adaptation. As adolescents like Riley experience emotion growth, they gradually learn to balance internal feelings and external expectations. This makes adolescence an important stage for examining emotion regulation and its representation in

media, particularly in narratives that portray realistic emotion challenges and coping processes.

2.3 Representation of Emotion in Movie

Movies function as powerful multimodal media that represent emotion experiences through visual, auditory, and linguistic elements. According to Bordwell and Thompson (2021), movies communicate meaning through narrative structure, imagery, and sound, enabling audiences to understand and empathize with characters. Recent studies also emphasize that movies operate as emotion systems that generate audience engagement through cinematic techniques (Smith, 2020).

In animated movies, emotions are often represented symbolically. Wells (2021) states that animation allows filmmakers to personify abstract emotions, making psychological experiences visible and understandable. The visualization of emotion in animation thus functions as both an artistic and pedagogical device, bridging psychological understanding and aesthetic representation.

The representation of emotions in movies has been widely examined across media and psychology research. Smith and Reznik (2020) revealed that animated movies often mirror real emotion mechanisms such as suppression and reappraisal, illustrating how cinematic storytelling parallels psychological processes. Brown (2024) observed that movies portraying emotion conflict encourage empathy and reflection among viewers, highlighting the educational potential of visual narratives. Johnson (2020) emphasized that movies contribute to the development of emotion literacy by presenting relatable affective situations that stimulate understanding and compassion. Farhan and Pradipta (2024) also noted that dialogue and character interactions in animated movies reflect communicative strategies that promote emotion awareness within narrative contexts.

Several theoretical perspectives can be used to analyze emotion in movies. One of them is multimodal discourse analysis (MDA), which focuses on how meaning is constructed

through the interaction of different modes such as image, color, gesture, and sound (Machin & Mayr, 2019). This approach helps reveal how emotions are conveyed not only through words but also through visual and auditory design. Another relevant framework is social cognitive theory, which explains how viewers learn emotion behaviors through observation and imitation (Bandura, 2021). These theories support the idea that movies can function as both emotion representations and learning tools for emotion understanding.

Therefore, researching emotion representation in movies helps connect psychological theory and media analysis. By examining how cinematic elements express emotions, researchers can gain insights into how audiences perceive and interpret emotion experiences. Animated movies such as *Inside Out 2* provide meaningful material to understand how emotions and regulation strategies are visualized, experienced, and communicated through cinematic storytelling.

2.4 Emotion Regulation in Movies

Emotion regulation refers to the processes through which individuals influence which emotions they have, when they have them, and how these emotions are experienced and expressed (Gross, 2015). It involves both internal and external mechanisms used to manage emotion responses in accordance with situation demands (Gross, 2015; Webb et al., 2021).

Recent research identifies cognitive reappraisal as one of the most central emotion regulation strategies. Cognitive reappraisal involves changing how an individual interprets a situation in order to alter its emotion impact. Research consistently shows that cognitive reappraisal leads to greater well-being and more positive social relationships, whereas suppression is associated with stress, lower life satisfaction, and impaired social functioning (Gross, 2015; Schäfer et al., 2020). Emotion regulation is particularly crucial during adolescence, a developmental stage characterized by heightened emotion experiences and social transitions (Silvers, 2022). Effective regulation enables adolescents to manage interpersonal conflict, develop self-awareness, and adapt to increasing social demands.

Previous studies have demonstrated how emotion regulation operates in both psychological and cinematic contexts. Verzeletti et al. (2021) found that adolescents who frequently use cognitive reappraisal report higher emotion well-being and social connectedness compared to those who rely on suppression. Similarly, Young et al. (2021) emphasized that effective emotion regulation supports resilience and adaptive functioning during developmental transitions. In media research, Smith and Reznik (2020) observed that movie characters often employ regulation strategies that resemble real-life emotion processes, making movies a valuable medium for illustrating how emotions are managed and expressed. Brown (2024) further highlighted that cinematic representation of emotion regulation, particularly in animated movies, help audiences understand the psychological mechanisms underlying emotion development. Therefore, examining emotion regulation in movies provides an important link between psychological theory and media representation, leading to a deeper understanding of how regulation strategies operate within narrative structures, as discussed further through Gross process model of emotion regulation.

2.5 Gross Process Model of Emotion Regulation

Gross process model of emotion regulation explains how individuals manage and control their emotion experiences across different stages of an emotion situation. Gross (1998, 2015) states that emotion regulation involves five main strategies: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. Each strategy represents a specific point in the emotion-generating process and illustrates how individuals can influence their emotions before or after they occur. This model is important because it explains not only what emotions individuals experience but also how they regulate those emotions adaptively in daily life. The model is widely applied in

psychological and educational research to understand emotion adaptation, well-being, and social functioning.

1. Situation Selection

Situation selection refers to a strategy in which individuals choose to approach or avoid certain situations based on the emotions those situations are likely to generate. This strategy is proactive because it aims to prevent unwanted emotion experiences by regulating exposure to specific environments. By selecting situations that support desirable emotion outcomes, individuals can reduce the likelihood of experiencing distress or discomfort (Gross, 1998; Gross, 2015).

Recent studies indicate that individuals tend to select social environments that align with their emotion preferences and anticipated emotion outcomes (Schäfer et al., 2020). For example, a person who anticipates anxiety in a highly competitive environment may choose to avoid such situations and instead engage in activities that promote comfort and emotion stability. This demonstrates that individuals can regulate emotions before they arise by selecting supportive situations.

2. Situation Modification

Situation modification involves actively altering a situation that is already unfolding in order to influence its emotion impact. Instead of avoiding the situation, individuals adjust certain aspects of it so that the emotion consequences become more manageable. These modifications may include behavioral adjustments, environmental changes, or shifts in interpersonal interaction. This strategy regulates emotion by shaping the situation itself (Gross, 1998).

Gross (2015) explains that individuals frequently modify situations to regulate their emotion responses. For instance, during a stressful group discussion, a person may attempt to change the tone of the conversation by introducing humor or shifting the topic to reduce

tension. By altering certain aspects of the situation, the individual can decrease emotion discomfort and make the interaction more manageable.

3. Attentional Deployment

Attentional deployment refers to regulating emotions by directing or shifting attention within a particular situation. Individuals may focus on neutral or positive elements, engage in distraction, or apply internal strategies such as mindfulness to reduce the intensity of negative emotions. This strategy operates by managing attention rather than altering the situation itself (Gross, 2015).

Recent research shows that shifting attention away from emotion distressing stimuli toward neutral or positive aspects can effectively reduce emotion intensity and support emotion balance (Sheppes et al., 2021). This indicates that attentional control plays a change role in managing emotion responses.

4. Cognitive Change (Reappraisal)

Cognitive change, often referred to as reappraisal, involves altering how an individual interprets or evaluates a situation in order to change its emotion impact. Instead of modifying the situation externally, the individual changes its meaning internally, resulting in a more adaptive emotion response. Reappraisal is considered highly effective in reducing negative emotions and promoting psychological flexibility (Gross, 1998; Gross, 2015).

Recent studies suggest that cognitive reappraisal occurs when individuals reinterpret a situation in a way that changes its emotion significance and leads to more adaptive outcomes (McRae & Gross, 2020). For example, when facing academic failure, a student may reinterpret the experience as an opportunity for growth rather than as a purely negative event. This reinterpretation helps reduce negative emotions and supports adaptive emotion regulation.

5. Response Modulation

Response modulation is a strategy used after an emotion response has already been activated. At this stage, individuals attempt to regulate their emotion expressions,

physiological reactions, or behaviors. A common form of response modulation is suppression, in which individuals inhibit outward emotion expressions. Other forms include relaxation techniques or physical activity aimed at reducing physiological arousal (Gross, 1998).

Recent research indicates that emotion suppression is often used in social contexts where individuals attempt to control their emotion expressions; however, this strategy may increase internal stress and reduce overall well-being (Schäfer et al., 2020; Young et al., 2021). For example, individuals may suppress feelings of anger in formal situations to maintain professionalism, even though the emotion experience remains internally active.

2.6 Impacts of Emotion Regulation Strategies

Some previous studies revealed that emotion regulations had impacts different on emotion development the detail is presented in Table 2.1.

Table 2. 1 Information on the Impacts of Emotion Regulation Strategies on Emotion Development

NO	Sources	Positive Impacts on Emotion Development	Negative Impacts on Emotion Development
1.	(Sheppes et al., 2021)	Enhances emotion flexibility and helps individuals select appropriate regulation strategies based on situation demands. Supports short-term emotion stability by reducing the intensity of negative emotions.	May lead to maladaptive outcomes when individuals rely excessively on avoidance-based strategies. Some strategies provide only temporary relief without addressing underlying emotion issues.

2.	(Silvers, 2022)	Supports the development of emotion competence during adolescence. Promotes adaptive coping and long-term emotion resilience.	Ineffective regulation may hinder emotion development during critical developmental periods. Over-reliance on certain strategies may limit emotion growth and adaptability.
3.	(Young et al., 2021)	Helps reduce symptoms of anxiety and improves emotion control in adolescents. Contributes to better psychological well-being when adaptive strategies are used.	Maladaptive strategies are associated with increased anxiety and depressive symptoms. Poor regulation may negatively affect social functioning and emotion health.
4.	(Webb et al., 2021)	Improves the effectiveness of emotion regulation through appropriate strategy use. Supports goal-directed behavior and emotion adjustment.	Not all strategies are equally effective; inappropriate use may reduce regulation success. Some strategies may fail in complex or uncontrollable situations.
5.	(Morris et al., 2021)	Enhances social competence and emotion understanding through effective regulation. Supports positive interpersonal relationships.	Poor regulation may increase interpersonal conflict and emotion dysregulation. Inconsistent regulation can

			negatively affect social and emotion development.
6.	(Schweizer et al., 2020)	Improves attentional control and supports emotion regulation processes. Helps individuals manage emotion responses in cognitively demanding situations.	Limited attentional control may reduce the effectiveness of emotion regulation. Over-reliance on attentional strategies may hinder deeper emotion processing.
7.	(Schäfer et al., 2020)	Adaptive strategies such as reappraisal are associated with higher well-being and emotion stability. Supports healthy psychological functioning.	Maladaptive strategies such as suppression are linked to stress, anxiety, and depression. May increase physiological arousal and emotion distress
8.	(McRae & Gross, 2020)	Cognitive reappraisal enhances emotion resilience and long-term well-being. Promotes adaptive reinterpretation of emotion experiences.	Requires cognitive effort and may be difficult to apply in high-intensity emotion situations. Ineffective use may reduce its benefits.

Table 2.1 presents a comprehensive overview of the impacts of emotion regulation strategies on emotion development based on recent scholarly studies. The findings indicate that emotion regulation plays a crucial role in shaping individuals' psychological well-being,

social functioning, and overall emotion competence, particularly during adolescence (Silvers, 2022; Morris et al., 2021).

From the positive perspective, emotion regulation strategies contribute change to enhancing emotion flexibility, resilience, and adaptive coping mechanisms (Sheppes et al., 2021; Silvers, 2022). Several studies highlight that individuals who effectively regulate their emotions are more capable of managing stress, maintaining emotion stability, and responding appropriately to various situation demands (Young et al., 2021; Webb et al., 2021). Furthermore, emotion regulation supports the development of social competence and interpersonal relationships, as individuals are better able to understand and respond to both their own emotions and those of others (Morris et al., 2021). In the context of adolescence, these abilities are essential for navigating complex social environments and developmental challenges (Silvers, 2022).

However, the table also reveals that emotion regulation strategies are not always beneficial. Their effectiveness largely depends on how and when they are applied (Webb et al., 2021). Maladaptive use of emotion regulation, such as excessive avoidance or emotion suppression, may lead to negative psychological outcomes, including increased anxiety, depression, and emotion distress (Schäfer et al., 2020; Young et al., 2021). Additionally, some strategies only provide temporary relief and fail to address the root causes of emotion problems, which may hinder long-term emotion development (Sheppes et al., 2021).

Moreover, certain strategies require a high level of cognitive effort and emotion awareness. When individuals lack these capacities, particularly during early adolescence, the effectiveness of such strategies may be limited (McRae & Gross, 2020; Schweizer et al., 2020). This suggests that emotion regulation is not only about the type of strategy used but also about the individual's developmental stage and ability to apply the strategy appropriately (Silvers, 2022).

In conclusion, Table 1 demonstrates that emotion regulation strategies have both positive and negative impacts on emotion development. Adaptive and well-balanced use of

these strategies can promote psychological well-being and social functioning (Schäfer et al., 2020; Morris et al., 2021), while maladaptive or excessive use may lead to emotion difficulties (Young et al., 2021; Schweizer et al., 2020). Therefore, understanding the appropriate use of emotion regulation strategies is essential, especially in analyzing characters such as Riley in *Inside Out 2*, where emotion development is portrayed dynamically through various regulation processes.

Emotion regulation strategies have change impacts on individuals' psychological well-being, social functioning, and overall development. Adaptive strategies, particularly cognitive reappraisal, are associated with positive outcomes such as increased emotion stability, better interpersonal relationships, and higher life satisfaction (Schäfer et al., 2020; Young et al., 2021). In contrast, maladaptive strategies such as suppression are often linked to negative consequences, including emotion distress, reduced social connectedness, and increased risk of mental health problems. These findings indicate that the way individuals regulate their emotions plays a crucial role in shaping their psychological adjustment and daily functioning.

During adolescence, the impact of emotion regulation becomes even more critical due to the heightened intensity of emotion experiences and ongoing developmental changes. Effective regulation strategies enable adolescents to manage stress, cope with social challenges, and develop a stable sense of self (Silvers, 2022; Morris et al., 2021). Moreover, recent studies highlight that successful emotion regulation contributes to resilience and adaptive coping, whereas difficulties in regulation may lead to anxiety, depression, and behavioral problems (Schweizer et al., 2020; Young et al., 2021). Thus, emotion regulation serves as a key mechanism in supporting healthy emotion development during this stage.

In the context of media, emotion regulation strategies portrayed in movies can also influence how audiences understand and learn emotion responses. Animated movies, in particular, provide visual and narrative representations of how characters manage emotions, which may foster emotion awareness and empathy among viewers (Johnson, 2020; Brown,

2024). These representations demonstrate both adaptive and maladaptive strategies, offering insights into their potential impacts on emotion outcomes. Therefore, on further detailed Table 1 shows the summary of the previous focus on the impacts of emotion regulation strategies.

2.7 Synopsis and Emotion Themes in Inside Out 2

Inside Out 2 is an animated movie that explores adolescent emotion development through the experiences of its main character, Riley. The story follows Riley as she transitions into adolescence, a stage marked by change psychological and social changes. During this phase, new emotions such as anxiety, envy, embarrassment, and ennui emerge and interact with the original emotions, creating more complex internal dynamics. These interactions reflect the challenges of identity formation, peer relationships, and social adaptation, which are central aspects of adolescent development (Silvers, 2022; Morris et al., 2021).

The movie represents emotion experiences through multimodal elements, including dialogue, visual symbolism, color, and character expression. These elements enable abstract emotion processes to be presented in a concrete and accessible way, allowing audiences to understand the character's internal conflicts (Bordwell & Thompson, 2021; Smith, 2020). The interaction among multiple emotions within Riley's mind illustrates that emotions function as interconnected systems influencing cognition and behavior, which aligns with contemporary views of emotion as a dynamic and socially constructed process (Barrett et al., 2021).

Furthermore, the movie highlights key emotion themes such as anxiety, identity development, social acceptance, and internal conflict. Anxiety is portrayed as a dominant emotion that change influences Riley's decisions and behavior, reflecting the pressures commonly experienced during adolescence. The narrative also demonstrates how individuals regulate competing emotions to maintain psychological balance and social functioning

(Schweizer et al., 2020; Silvers, 2022). Overall, *Inside Out 2* provides a meaningful representation of emotion complexity and regulation, making it a relevant medium for analyzing emotion processes within psychological and media studies.

2.8 Previous Research

Previous studies on emotion regulation have been widely conducted across psychological and media research, highlighting its importance in understanding human behavior and emotion development. These studies provide both theoretical and empirical foundations for examining how individuals manage emotions in different contexts, including adolescence and media representation.

Several previous studies have examined emotion regulation from various perspectives. Verzeletti et al. (2021) found that cognitive reappraisal is associated with higher well-being among adolescents, whereas suppression is linked to loneliness and negative affect. Young et al. (2021) demonstrated that emotion dysregulation increases the risk of anxiety and depression. Silvers (2022) revealed that caregiving experiences and social environments play a change role in shaping the development of emotion regulation. Schweizer et al. (2020) identified affective control as a key cognitive mechanism underlying successful emotion regulation, while Hoemann et al. (2021) emphasized that emotion development is culturally constructed through language and experience.

In media-based research, Farhan and Pradipta (2024) analyzed apology strategies in *Inside Out* and found that acknowledgment of responsibility was the most dominant form, reflecting interpersonal emotion management. Sinarawerdhi et al. (2023) explored moral values in *Inside Out*, identifying key virtues such as honesty, respect, and empathy. These findings confirm that animated movies effectively portray emotion development and moral learning.

Despite these contributions, limited studies have applied Gross process model of emotion regulation systematically to *Inside Out 2* or examined how the main character's

emotion regulation reflects adolescent development. Therefore, this research aims to address this gap by analyzing the types and functions of emotion regulation strategies used by the main character based on Gross theoretical framework.

Based on the theories discussed above, this study is grounded in the concept of emotion as a dynamic and socially constructed process that develops changely during adolescence. Emotion experiences during this stage are complex and are represented in media, particularly in animated movies, through multimodal elements such as dialogue, gesture, and visual symbolism. In this context, emotion regulation becomes a key aspect in understanding how individuals manage their emotion responses.

Therefore, this research applies the process model of emotion regulation proposed by Gross (2015) as the main analytical framework. This model is used to identify and classify the emotion regulation strategies employed by the main character in *Inside Out 2*, including situation selection, situation modification, attentional deployment, cognitive change (reappraisal), and response modulation. Through this framework, the study aims to analyze how emotion regulation is constructed and represented in the movie.