Social-Emotional Dimensions of Sarcasm among Adolescents: A Case Study

Musmaidah Mayapratiwi[1*], Nur Fadhilah Umar[2], Zulfikri[3]

[1,2,3] Universitas Negeri Makassar, Makassar, Indonesia

ARICLE INFO	

ABSTRACT

The phenomenon of sarcasm among junior high school students, particularly at SMPN 33 Makassar, demonstrates complex social dynamics and reflects socio-emotional conditions that warrant further study. This study explores the socio-emotional dimensions of those who use sarcasm, emphasising five main aspects: self-awareness, self-management, motivation, empathy, and social skills. Using a qualitative approach and non-clinical case study methods, data were collected through field observations, in-depth interviews, and family documentation from six students identified as users of sarcasm. The results show that although some perpetrators are aware of the impact of their behaviour, their emotional control and empathy are still very low. The motives for using sarcasm vary, ranging from wanting to entertain to following social trends to venting emotional pressure. The study's conclusion shows that low social-emotional skills can encourage sarcastic behaviour that damages interpersonal relationships and the social climate at school. The implications of this study provide practical contributions to the development of character education and emotional literacy programs, as well as offering insights for school policies in creating a healthy and inclusive learning climate that can support students' social-emotional well-being.

KATA KUNCI

Dimensi Sosial Emosional; Pelaku Sarkasme; Remaja

ABSTRAK

Fenomena penggunaan sarkasme di kalangan siswa SMP, khususnya di SMPN 33 Makassar, menunjukkan adanya dinamika sosial yang kompleks dan mencerminkan kondisi sosial-emosional yang patut dikaji lebih dalam. Penelitian ini bertujuan untuk mengeksplorasi dimensi sosial-emosional para pelaku sarkasme, dengan menekankan pada lima aspek utama: kesadaran diri, manajemen diri, motivasi, empati, dan keterampilan sosial. Menggunakan pendekatan kualitatif dan metode studi kasus non-klinis, data dikumpulkan melalui observasi lapangan, wawancara mendalam, serta dokumentasi keluarga dari enam siswa yang diidentifikasi sebagai pelaku sarkasme. Hasil penelitian menunjukkan bahwa meskipun sebagian pelaku memiliki kesadaran akan dampak dari perilaku mereka, kontrol emosi dan empati masih sangat rendah. Motif penggunaan sarkasme beragam, mulai dari keinginan untuk menghibur, mengikuti tren pergaulan, hingga pelampiasan tekanan emosi. Kesimpulan penelitian menunjukkan bahwa rendahnya kecakapan sosial-emosional dapat mendorong perilaku sarkastik yang merusak hubungan interpersonal dan iklim sosial di sekolah. Implikasi penelitian ini memberikan kontribusi praktis bagi pengembangan program pendidikan karakter dan literasi emosi, serta menawarkan wawasan bagi kebijakan sekolah dalam menciptakan iklim belajar yang sehat dan inklusif, yang mampu mendukung kesejahteraan sosial-emosional siswa.

1. INTRODUCTION

Sarcasm is a style of language used to convey criticism or ridicule in a sharp and hurtful manner. Unlike irony, which tends to be more subtle, sarcasm is often used with the intention of humiliating or hurting the feelings of the other person, either directly or indirectly. According to Subhana (2021), sarcasm is the use of harsh words intended to hurt someone through ridicule or crude mockery. The word originates from the Greek "sarkasmos," which lite-

* **Corresponding Author**: Musmaidah Mayapratiwi; ✉ musmaidahmaya@gmail.com

Department of Guidance and Counseling, Universitas Negeri Makassar, Makassar, Indonesia

Address: Jl. Tamalate, Bonto Makkio, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222, Indonesia

rally means "to tear flesh like a dog," emphasizing the intensity of rudeness contained in this style of language (Keraf, 2019; Mutia et al., 2022).

Sarcasm is a form of communication that is ambiguous, where the explicit meaning differs from the actual intention. At the junior high school level, where students are undergoing intense social and emotional development, the use of sarcasm can have a significant impact on interpersonal relationships. In practice, sarcasm can take various forms, such as mocking someone's character or actions, criticizing their deeds, making suggestions with insinuations, and using derogatory nicknames. The motivations for using sarcasm also vary, ranging from emotional outbursts, feelings of disappointment, to spontaneity when joking, and are influenced by social environmental conditions (Man et al., 2021; Mutia et al., 2022).

In the context of social-emotional development, sarcasm also has significant implications. Existing theories suggest that emotional development and social relationships are dynamic processes that involve social interaction and emotional influence. Good emotional competence can help individuals manage their emotions to achieve positive goals in social interactions (Sharma & Singh, 2024). For example, individuals with high levels of emotional competence tend to be better able to use humor in a way that supports social relationships and avoid destructive emotional denial (Sharma & Singh, 2024).

At SMPN 33 Makassar, it was found that sarcasm has become a common form of interaction among students, with a high frequency of use, especially in the context of daily socializing. The use of words with nuances of mockery, sarcasm, and insults such as "dog," "pig," or compliments wrapped in criticism has become a common communication habit. This indicates a shift in values in the meaning of humor and familiarity in adolescent social relationships. However, this phenomenon cannot be separated from the individual's ability to manage socio-emotional aspects, such as empathy and social skills.

Sarcasm is often perceived by adolescents as a quick way to express feelings, yet behind it lies the complexity of their socio-emotional development (Hartini et al., 2024). Referring to Goleman's (2006) theory, the socio-emotional dimension encompasses self-awareness, self-management, motivation, empathy, and social skills. When these five aspects are still immature, sarcasm can emerge as a substitute for honest communication, allowing adolescents to convey dissa-tisfaction or insecurity in indirect ways. The absence of self-awareness and weak self-management make adoles-cents less sensitive to how their words affect themselves and others (Town et al., 2024). Sarcasm may then serve as a shield to hide vulnerability or as a means to deflect uncomfortable emotions. Mean--while, low motivation in building positive interactions may push them toward choosing sarcasm as the easier, though less constructive, route in peer relationships. Empathy and social skills also play a significant role in determining whether sarcasm will strengthen or damage social bonds. Adolescents who lack empathy often over-look the emotional consequences of their sarcastic remarks, while poor social skills can turn sarcasm into a barrier rather than a bridge in relationships. Thus, fostering socio-emotional competencies is essential for guiding ado-lescents to shift from using sarcasm as a negative expression toward healthier forms of interaction that promote mutual understanding and support.

This study focuses on perpetrators of sarcasm to gain an in-depth understanding of how their social-emotional dimensions are formed and function in daily interactions at school. Previous studies have discussed sarcasm from linguistic (Skalicky & Crossley, 2018), communication (Oprea & Magdy, 2020), or humor perspectives (Deliens et al., 2017, but few have examined this phenomenon from a psychological perspective, particularly the socio-emotional dimensions of junior high school students.

In fact, early adolescence is a critical phase of development in building self-awareness, empathy, social skills, and emotional regulation. The phenomenon of sarcasm, which is considered normal or just a joke by some students, has the potential to hurt self-esteem, reduce motivation, and even damage social relationships. Thus, there is a research gap in understanding how sarcasm affects the socio-emotional dimensions of both perpetrators and victims in the school environment. This thesis aims to fill this gap by describing in depth the socio-emotional dynamics in the phenomenon of sarcasm.

This study aims to describe the socio-emotional dimensions that arise in the phenomenon of sarcasm among students at SMPN 33 Makassar. Specifically, this study aims to: (1) determine the socio-emotional dimensions of perpetrators of sarcasm, (2) determine the socio-emotional dimensions of victims of sarcasm, and (3) determine the impact and influence of sarcasm on socio-emotional development. This study is expected to contribute both theoretically and practically. Theoretically, this study broadens academic understanding of the relationship between the phenomenon of sarcasm and the socio-emotional development of students, so that it can be used as a reference for studies in educational psychology and counseling. Practically, this research is useful for students to be more aware of the impact of sarcasm in daily interactions, for guidance counselors as material for consideration

in designing preventive and curative counseling services, and for future researchers as a basis for developing more adaptive counseling interventions or models for inter-student communication problems.

2. METHOD

2.1 Research Design

This study uses a qualitative approach with a single case study strategy to explore the socio-emotional dynamics among sarcastic students at SMPN 33 Makassar. The case study design was chosen because it is suitable for answering the "how" and "why" questions surrounding students' daily behaviour in a real school context (Yin, 2014). The research was designed to be descriptive-analytical, focusing on an in-depth understanding of six students selected as the main perpetrators of sarcasm through triangulation of observation data, in-depth interviews, and document analysis.

2.2 Research Subjects

The research was conducted at SMPN 33 Makassar, a public junior high school in Makassar, South Sulawesi. Data collection took place over three months, from January to March 2024, coinciding with the even semester of the 2023/2024 academic year. This period was chosen considering the completeness of the school schedule, the availability of informants, and the accessibility of the learning environment.

The research population consisted of all eighth and ninth-grade students at SMPN 33 Makassar, totalling approximately 400 students. The sample was taken using purposive sampling based on the following criteria:
a) Received teacher or peer assessment as the most consistent "user of sarcasm" (≥ 3 times in teacher observation records).
b) Willing to participate in the observation and in-depth interview process until completion.
c) A total of six subjects (four males and two females, aged 13–15 years) met these criteria and were selected as the focus of the case study.

2.3 Data Collection

Data collection was conducted using three main techniques:
a) Participatory observation: Observing student interactions in the classroom, cafeteria, and school hallways during 20 sessions (45 minutes each), noting the context of sarcastic language use and the reactions of peers and teachers (Goleman, 2014).
b) Semi-structured in-depth interviews were conducted with each subject (60–90 minutes), using open-ended questions based on Goleman's (2006) five dimensions: self-awareness, self-management, motivation, empathy, and social skills (Creswell, 2014). The interviews were recorded and then fully transcribed.
c) Documentation: Collected academic records, school rules and regulations, and the results of guidance counsellor discussions mentioning cases of written sarcasm.

2.4 Data Analysis

Data analysis followed the model of Miles et al. (2014), which consists of three main stages:
a) Data reduction: Sorting and filtering observation findings, interview quotes, and documents into thematic units according to Goleman's five dimensions.
b) Data display: Compiling a codification matrix and diagram of inter-theme relationships to map how each socio-emotional dimension manifests itself in sarcastic behaviour.
c) Verification and conclusion drawing: Conducting triangulation between sources, member checks with informants, and comparisons with literature to ensure the validity of the findings.

2.5 Research Procedure

The research procedure in this thesis was carried out through several systematic stages. The preparation stage began with submitting a research permit to the Education Office and the principal of SMPN 33 Makassar, then compiling research instruments, such as observation sheets, interview guides, and documentation formats. Next, in the observation implementation stage, the researcher conducted participatory observations in classrooms and general school areas for eight weeks, with a frequency of two to three times per week. These observations aimed to record instances of sarcasm, the social context behind them, and the reactions of the surrounding environment.

After that, in-depth interviews were conducted with each subject identified in the observation stage. The interviews used open-ended questions to explore the subjects' attitudes, motivations, and understanding of sarcasm.

The next stage was collecting documentation, namely, notes from guidance counsellors, school regulations, and the results of discussions related to handling sarcastic behaviour. The interview data were then transcribed, and the observation notes were converted into digital format. At this stage, the researcher also coded the data by marking pieces of information according to social-emotional dimension codes. Next, data analysis and validation were carried out by preparing matrices and diagrams to facilitate thematic analysis. The interpretation results were re-verified with the subjects through member checks, and triangulation was carried out between observation, interview, and document data to minimise bias. In the final stage, namely reporting, the analysis results were compiled based on Goleman's theoretical framework and presented as narratives, tables, and illustrations of the relationship between dimensions. With this procedure, the study is expected to provide a comprehensive understanding of the socio-emotional dimensions of perpetrators and victims of sarcasm among junior high school students at SMPN 33 Makassar.

3. RESULTS AND DISCUSSION

3.1 Results

Adolescents who use sarcasm are often in emotional situations where they feel frustrated, angry, or disappointed (Maalikih et al., 2024). Sarcasm becomes a way to express these negative feelings veiledly so as not to cause open conflict immediately. For example, when facing failure or rejection, using sarcastic language can reduce the intensity of the emotions felt while shifting the focus away from the emotional pain. This shows the role of sarcasm as a coping mechanism that helps adolescents manage emotional stress and distance themselves from painful feelings (Filik et al., 2016).

In addition to its coping function, sarcasm is also related to identity formation. Adolescents who feel neglected or have low self-esteem sometimes adopt a sarcastic communication style as a statement of their existence and uniqueness within their group. Using sarcasm, they assert their position amid group dynamics, sometimes behind a layer of sharp humour, while hiding their emotional vulnerability. This strategy can be a way to gain recognition or even maintain emotional strength in a competitive social environment (Saputra, 2021).

The relationship between sarcasm and socio-emotional dimensions shows deep and diverse complexities. Sarcasm is often seen as a form of humour that requires high intelligence to interpret. This can create more dynamic and creative social interactions. Sarcasm can also serve as a tool to convey criticism subtly and humorously, thereby reducing the emotional impact of direct critical statements. Research shows that humour, including sarcasm, can strengthen interpersonal relationships. However, if not used appropriately, sarcasm can also cause misunderstanddings and conflicts in social interactions (Aritonang et al., 2022).

Emotionally, sarcasm can be a means of expressing anger or dissatisfaction without showing emotions directly. This creates a defence mechanism for individuals who feel threatened when they have to express their emotions openly. For example, a person may use sarcasm to convey dissatisfaction with the behaviour or decisions of others, which can ease tension in a situation. However, sarcasm can also be confusing if the other party does not understand the context or the sarcastic tone used. In addition, sarcasm is often used to show dominance or superiority in interactions, which can exacerbate social tension if not appropriately managed (Inderasari et al., 2019).

Based on the results of Dewi (2022) research, which aimed to analyse the influence of sarcastic communication on TikTok on aggressive behaviour among adolescents in Bogor, using an explanatory design. A sample of 100 adolescents was randomly selected from six subdistricts, who then filled out a questionnaire measuring the locutionary, illocutionary, and perlocutionary aspects of sarcasm and four dimensions of aggression (physical, verbal, anger, and hostility). Descriptive and non-parametric analyses showed that sarcastic speech acts on TikTok positively and significantly affected the four dimensions of adolescent aggression. These findings confirm that exposure to sarcasm on social media can trigger an increase in aggressive tendencies in adolescents.

Furthermore, Hayati (2025) describes the form, communicative function, and socio-emotional impact of sarcasm used by adolescents in the Acehnese language in Cot Trieng Village, Bireuen. Using a descriptive qualitative approach and symbolic interaction theory, the researcher collected data through in-depth interviews and participatory observation, then processed it based on an interactive model (reduction, presentation, verification). The results show that sarcasm serves as a tool for humour and family bonding, veiled social criticism, and expressions of frustration. However, a lack of understanding of the context often triggers feelings of offence.

Damayanti (2021) also explored variations in sarcasm in the daily conversations of adolescents in Kepung Village, Kediri, using a qualitative descriptive method. The data, in the form of spoken language, was recorded and transcribed, then analysed through the stages of reduction, categorisation, and conclusion drawing. The researchers grouped sarcasm into five lexical categories: animal references (e.g., "monkey"), physical impairments (e.g., "deaf"), supernatural beings (e.g., "ghost"), body parts (e.g., 'mouth'), and daily activities (e.g., "eating," "sleeping").

These findings enrich our understanding of how adolescents use various references to convey sarcasm creatively. Jadmiko, Rahmad Setyo, and Rian Damariswara (2022) analysed how adolescents imitate harsh language, including sarcasm, from TikTok content in Mojoarum Village, Gondang, Tulungagung.

Using a descriptive qualitative approach, they collected data through direct observation and interviews with 12 junior high school students. Then, they grouped the harsh expressions into five lexical categories (conditions, animals, astral beings, objects, and body parts). The findings show that sarcasm is not only used for humour but also as a channel for emotional release and an attempt to maintain social status among peers, thereby affecting the emotional dimension of users when they feel threatened or belittled.

Saadillah, Andi et al. (2023) described the use of sarcastic language by young netizens on various social media platforms (Facebook, TikTok, Instagram, YouTube) using a descriptive qualitative approach. From 17 comments made by adolescents, they found sarcasm to be a manifestation of frustration, social criticism, and ridicule—often unconsciously violating the norms of polite language which hurt the psychological condition of the victim (stress, anxiety). The authors highlight the importance of digital literacy and polite language education to mitigate harmful emotional effects and maintain social harmony among adolescents.

Zhu & Filik (2023). There are several interesting studies on the relationship between sarcasm and social-emotional dimensions. For example, a study conducted in the UK and China found that Theory of Mind (ToM) and perspective-taking abilities affect how sarcasm is understood and used in both cultures. This study showed that participants from the UK tended to use sarcasm more often than participants from China. In addition, UK participants rated sarcasm as more entertaining and polite than literal criticism, while Chinese participants rated sarcasm as entertaining and more aggressive than literal criticism.

Based on an analysis of the six subjects, it was found that the social-emotional dimensions of sarcasm perpetrators have the following characteristics:

a) Self-Awareness. Some perpetrators admitted that they were aware that their words were hurtful, but they continued to use sarcasm because they considered it funny or a form of closeness. Their awareness was more cognitive (knowing) in nature, but not by affective awareness (feeling).
b) Self-Management. The ability to control emotional impulses was still minimal. Perpetrators often use sarcasm to vent their frustration, jealousy, or feeling unappreciated. This indicates a lack of emotional regulation.
c) Motivation. The main motive for sarcastic behaviour is to gain social acceptance. Perpetrators follow group norms, show dominance, or create a humorous atmosphere. They feel that without sarcasm, they will be considered uninteresting or uncool.
d) Empathy. There is very little empathy towards friends who are victims. Some perpetrators laugh at the victim's reaction or feel no guilt because sarcasm is typical banter.
e) Social Skills. The ability to build positive relationships tends to be low. Perpetrators rely more on verbal domination or aggressive humour than on assertive communication. This has an impact on the quality of their relationships with their peers.

3.2. Discussion

The findings of this study indicate that sarcasm used by students at SMPN 33 Makassar is not merely a spontaneous expression, but rather a reflection of complex socio-emotional immaturity. Using sarcasm as a communication style indicates that students cannot yet manage conflict, express emotions, and build healthy social relationships. Those who use sarcasm often come from permissive environments or even environments that normalize verbal abuse. In this context, the family plays an important role. Some perpetrators admitted they did not dare to be sarcastic at home because they would be punished, but they were free to express it at school. This shows a gap in the regulation of norms between home and school.

Psychologically, perpetrators of sarcasm appear to develop unhealthy coping strategies. They use humour to shield against insecurity, the desire to be accepted, or even social trauma (Fluri, 2019). However, without empathy and good communication skills, this strategy becomes destructive. This study emphasises the importance of school social-emotional learning (SEL) programs. Guidance counsellors, subject teachers, and other educators need to be

involved in strengthening the five main aspects of the social-emotional dimension through preventive activities and interventions.

In addition, this study also found that sarcastic behaviour among adolescents reflects the complexity of their social interactions and emotional conditions, which can be described through several main dimensions. Among them, the dimension of self-awareness shows that some perpetrators of sarcasm, such as MRP, are aware that their sarcastic remarks can hurt other people's feelings, especially when they are not very close to their friends. However, not all adolescents have the same level of awareness; some consider sarcasm to be normal and natural, so they do not really consider the negative impact it can have.

Furthermore, self-regulation is also an important factor in the use of sarcasm (Tiv et al., 2019). Some perpetrators try to control their emotions, for example, by laughing to reduce tension. In contrast, others, such as MFAZ, tend to face tense situations without complete control, impulsively resorting to sarcasm. This variation in self-regulation shows the need to strengthen emotional management skills so that sarcasm does not lead to conflicts that damage interpersonal relationships.

The motivation behind the use of sarcasm has two sides. Many adolescents use sarcasm to create a relaxed and fun atmosphere, so in their social circles, this language style is considered to strengthen social bonds (Chen & Siu, 2017). However, there is also an implicit desire behind this motivation to channel negative emotions, such as frustration or anger, without having to express feelings directly. This indicates that although sarcasm is often packaged as entertainment, its use can have harmful psychological consequences without deep reflection.

In addition, the dimension of empathy reveals fundamental differences between perpetrators of sarcasm in terms of sensitivity to other people's feelings. Some perpetrators, such as MRP, show remorse when they realise that their words have hurt their friends' feelings. In contrast, others are less sensitive and do not pay enough attention to the emotional reactions of their conversation partners. This inability to feel complete empathy can result in the use of blunt and even hurtful sarcasm, thereby disrupting the harmony of social relationships.

Social skills also play an equally important role (Szumski et al., 2016). Adolescents who use sarcasm among close friends can adjust their communication style to create familiarity and humour in their interactions. However, when sarcasm is used in an inappropriate context or toward individuals who are not close friends, it can cause misunderstandings and damage relationships. Thus, good social skills should focus on the ability to convey humour and the sensitivity to read situations and understand other people's reactions.

The use of sarcasm among adolescents at SMPN 33 Makassar is a complex and multifaceted phenomenon. Although in the context of socialising, sarcasm can serve as a tool to ease tension and strengthen relationships, its negative impact, especially when accompanied by a lack of self-awareness, emotional regulation, and empathy, can lead to conflict and problems in social relationships. Therefore, the results of this study emphasise the need for interventions aimed at improving adolescents' emotional intelligence and communication skills. Through guidance and counselling programs that emphasise the development of empathy, self-regulation, and understanding of the social impact of every word spoken, it is hoped that adolescents can interact more healthily and constructively in the school environment.

4. RESEARCH IMPLICATIONS

This study provides several theoretical and practical implications, especially in the context of education and adolescent development.

a) Theoretical Implications

This study enriches our understanding of adolescents' emotional intelligence (EQ) and social skills (soft skills), particularly regarding sarcasm. These findings confirm that sarcasm is not merely a form of humour but a reflection of the complexity of social-emotional development. It supports Goleman's (2006) theory of five social-emotional dimensions (self-awareness, self-management, motivation, Empathy, and social skills), showing how imbalances in these aspects can manifest in maladaptive communication behaviours, such as destructive sarcasm. Furthermore, this study also highlights the role of unhealthy coping mechanisms, in which sarcasm is used as an emotional shield or an attempt to search for identity, which needs to be further explored in adolescent psychology literature.

b) Practical Implications

Practically, this study highlights the urgent need for intervention in school environments to address the phenomenon of sarcasm among adolescents.
1) The Importance of Social-Emotional Learning (SEL) Programs. The study's results clearly show that students who engage in sarcasm have low emotional control, Empathy, and suboptimal social skills. Therefore, imple-

menting structured and sustainable SEL programs in schools is crucial. These programs should focus on developing the five social-emotional dimensions, helping students to: 1) Increase Self-Awareness; 2) Develop Self-Management; 3) Increase Empathy; 4) Improve Social Skills; 5) Facilitate Positive Motivation

2) The Role of Guidance Counsellors and Educators. Guidance counsellors, subject teachers, and all educators must be actively involved in implementing SEL programs. They must have the knowledge and skills to identify sarcastic behaviour, provide guidance, and create a school climate that supports healthy communication and mutual respect.

3) Family Involvement. The regulatory gap between home and school environments highlights the importance of involving parents in efforts to prevent and address sarcasm. Communication and collaboration between schools and families must create a consistent environment that normalises positive verbal behaviour and limits harsh expressions.

4) Focus on Prevention and Intervention. SEL programs should include preventive aspects (educating all students about healthy communication) and intervention (providing exceptional support for perpetrators of sarcasm to change their behaviour). This can be done through individual or group counselling.

5. CONCLUSION

The sarcasm students use at SMPN 33 Makassar is more than just a form of spontaneous expression; it reflects a deeper socio-emotional problem, immaturity in managing emotions and interpersonal relationships. This phenomenon often serves as a defence mechanism, where students use sarcasm to alleviate feelings of anxiety, insecurity, or even to respond to social pressure within their peer group. Most students realise that their sarcastic remarks can hurt other people's feelings. However, they continue this behaviour, either as a way of coping with their discomfort or strengthening their position in their peer group. This shows that even though they are aware of the negative impact, sarcasm is often seen as a means of coping with personal or social problems.

In addition, the gap between norms at home and school also influences the emergence of this sarcastic behaviour. At home, many students feel restricted in their expression, especially in communicating openly and honestly. However, at school, an environment that is more permissive of verbal behaviour, including sarcasm, gives them the freedom to express themselves without too many obstacles. This creates a situation where students feel free to use sarcasm to show their existence, seek attention, or even gain recognition from their peers. This phenomenon reflects the incompatibility between the social norms at home and school. It highlights the importance of social-emotional education in schools to help students better understand and manage their behaviour.

Schools must implement social-emotional learning (SEL) programs to help students understand and develop emotional intelligence. SEL programs involving guidance counsellors and other educators will give students a deeper understanding of managing emotions, communicating with empathy, and developing healthy social skills. Through this program, students can learn to replace harmful coping strategies, such as sarcasm, with more constructive and positive forms of communication and build more harmonious relationships in the school environment. Thus, schools can create a more inclusive and supportive atmosphere for students' social-emotional development, reduce the risk of conflict, and promote healthier peer interactions.

ACKNOWLEDGMENTS

AUTHOR CONTRIBUTION STATEMENT

Author MM is the principal author of this article and is responsible for conducting the research and processing the data. In contrast, NFU and Z are the second and third authors, serving as supervising lecturers who guided the research and writing of the article.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

Aritonang, Y., Napitupulu, D., Sinaga, M., & Amalia, J. (2022). Pengaruh hyperparameter pada *fastText* terhadap performa model deteksi sarkasme berbasis bi-LSTM. *Jatisi (Jurnal Teknik Informatika dan Sistem Informasi)*, 9(3), 2612–2625. https://doi.org/10.35957/jatisi.v9i3.1331

Chen, X., & Siu, K. W. M. (2017). Exploring user behaviour of emoticon use among Chinese youth. *Behaviour & Information Technology*, *36*(6), 637-649. http://dx.doi.org/10.1080/0144929X.2016.1269199

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.

Damayanti, E. (2021). Ragam bahasa sarkasme pada percakapan remaja di Desa Kepung Kecamatan Kepung Kabupaten Kediri. *INNOVATIVE: Research & Learning in Primary Education*, 1(1), 47–54. https://doi.org/10.31004/innovative.v1i1.4567

Deliens, G., Antoniou, K., Clin, E., & Kissine, M. (2017). Perspective-taking and frugal strategies: Evidence from sarcasm detection. *Journal of pragmatics*, *119*, 33-45. https://doi.org/10.1016/j.pragma.2017.08.002

Dewi, P. A. (2022). *Pengaruh tindak tutur sarkasme di media sosial TikTok terhadap perilaku remaja Kota Bogor* (Skripsi, Universitas Pakuan).

Filik, R., Țurcan, A., Thompson, D., Harvey, N., Davies, H., & Turner, A. (2016). Sarcasm and emoticons: Comprehension and emotional impact. *Quarterly Journal of Experimental Psychology*, *69*(11), 2130-2146. https://doi.org/10.1080/17470218.2015.1106566

Fluri, J. L. (2019). What's so funny in Afghanistan?: Jocular geopolitics and the everyday use of humor in spaces of protracted precarity. *Political Geography*, *68*, 125-130. https://doi.org/10.1016/j.polgeo.2018.08.011

Goleman, D. (2006). *Social intelligence: The new science of human relationships*. Bantam Books.

Hartini, L., Hunadar, J., & Pujiastuti, T. (2024). Emotional Spiritual Quotient (ESQ) Approach and its Relevance to Problem Solving in Individual Counseling: An Examination of Ary Ginanjar Agustian's Thought. *International Journal of Counseling and Psychotherapy*, *1*(2), 72-81. https://doi.org/10.64420/ijcp.v1i2.168

Hayati, N. (2025). *Fenomena komunikasi sarkasme kalangan remaja melalui bahasa daerah di Dusun 1 Cinta Alam Desa Cot Trieng* (Skripsi, Universitas Malikussaleh).

Inderasari, E., Achsani, F., & Lestari, B. (2019). Bahasa sarkasme netizen dalam komentar akun Instagram "Lambe Turah." *Semantik*, 8(1), 37–49. https://doi.org/10.22460/semantik.v8i1.p37-49

Jadmiko, R. S., & Damariswara, R. (2022). Analisis bahasa kasar yang ditirukan anak remaja dari media sosial TikTok di Desa Mojoarum Kecamatan Gondang Kabupaten Tulungagung. *Stilistika: Jurnal Pendidikan Bahasa dan Sastra*, 15(2), 227–238. https://doi.org/10.30651/st.v15i2.13162

Keraf, G. (2019). *Diksi dan gaya bahasa*. Gramedia Pustaka Utama.

Maalikih, M. D., Sumarwati, S., & Rakhmawati, A. (2024). Degrading Sarcasm in Verbal Bullying: A Speech Act Study on Junior High School Students in Surakarta, Indonesia. In *Proceeding of The International Conference of Inovation, Science, Technology, Education, Children, and Health* (Vol. 4, No. 2, pp. 267-277). https://doi.org/10.62951/icistech.v4i2.106

Man, I. F., Merentek, E. A., & Runtuwene, A. (2021). Penggunaan kata sarkasme dalam berkomunikasi di kalangan mahasiswa. *Acta Diurna Komunikasi*, 3(4). https://ejournal.unsrat.ac.id/v3/index.php/actadiurnakomunikasi/article/view/36165

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage.

Mutia, R., Trisfayani, & Rahayu, R. (2022). Sarkasme dalam pergaulan masyarakat di Desa Tumpok Teungoh Kecamatan Banda Sakti Kota Lhokseumawe. *KANDE: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 241–254. https://doi.org/10.29103/jk.v3i2.9451

Oprea, S. V., & Magdy, W. (2020). The effect of sociocultural variables on sarcasm communication online. *Proceedings of the ACM on Human-Computer Interaction*, *4*(CSCW1), 1-22. https://doi.org/10.1145/3392834

Saadillah, A., Haryudi, A., Reskiawan, M., & Amanah, A. I. (2023). Penggunaan bahasa sarkasme netizen di media sosial. *Jurnal Onoma: Pendidikan, Bahasa dan Sastra*, 9(2), 1437–1447. https://doi.org/10.30605/onoma.v9i2.2367

Saputra, A. (2021). *Psikologi sosial: Dampak ucapan negatif terhadap hubungan antarindividu*. Pustaka Ilmu.

Sharma, S., & Singh, M. (2024). Exploring the influence of emotional competence on humor styles and personality traits. *International Journal for Multidisciplinary Research*, 6(3). https://doi.org/10.36948/ijfmr.2024.v06i03.20539

Skalicky, S., & Crossley, S. (2018). Linguistic features of sarcasm and metaphor production quality. In *Proceedings of the Workshop on Figurative Language Processing* (pp. 7-16). https://doi.org/10.18653/v1/W18-0902

Subhana, F. (2021). *Analisis isi penggunaan bahasa sarkasme pada rubric esai media daring Mojok.co* (Skripsi, Universitas Islam Negeri Sunan Ampel Surabaya).

Szumski, G., Smogorzewska, J., & Karwowski, M. (2016). Can play develop social skills? The effects of 'Play Time/Social Time'programme implementation. *International Journal of Developmental Disabilities*, *62*(1), 41-50. http://dx.doi.org/10.1179/2047387715Y.0000000002

Tiv, M., Rouillard, V., Vingron, N., Wiebe, S., & Titone, D. (2019). Global second language proficiency predicts self-perceptions of general sarcasm use among bilingual adults. *Journal of Language and Social Psychology*, *38*(4), 459-478. https://psycnet.apa.org/doi/10.1177/0261927X19865764

Town, R., Hayes, D., March, A., Fonagy, P., & Stapley, E. (2024). Self-management, self-care, and self-help in adolescents with emotional problems: a scoping review. *European child & adolescent psychiatry*, *33*(9), 2929-2956. https://doi.org/10.1007/s00787-022-02134-z

Yin, R. K. (2014). *Case study research and applications: Design and methods*. Sage.

Zhu, N., & Filik, R. (2023). Individual differences in sarcasm interpretation and use: Evidence from the UK and China. *Journal of experimental psychology: learning, memory, and cognition*, *49*(3), 445. https://doi.org/10.1037/xlm0001227