

Emotional Regulation and Resilience Among Students in Yogyakarta

Narastri Insan Utami¹, Indri Safitri Dwiyaningsih²

{narastri@mercubuana-yogya.ac.id¹, 190810288@student.mercubuana-yogya.ac.id²}

Fakultas Psikologi, Universitas Mercu Buana Yogyakarta¹²

Abstract. Students are in the late teens and early adulthood, a phase full of various problems and pressures. The research aims to determine the relationship between emotional regulation and resilience in students studying at universities in the Yogyakarta area. The hypothesis proposed in this research is that there is a positive relationship between emotional regulation and resilience in students. The subjects in this research were 115 students. Data collection for this research used an emotional regulation scale and a resilience scale. The data analysis technique uses product-moment correlation from Pearson. Based on the results of data analysis, a correlation coefficient of $r_{xy} = 0.356$ was obtained, indicating a positive relationship between emotional regulation and student resilience. Acceptance of the hypothesis in this study shows that the efficiency of determination (R^2) in this study is 0.127, this indicates that the effective contribution of emotional regulation to resilience is 12.7%, while the remaining 87.3% is influenced by other factors

Keywords: emotion regulation, resilience, students

1 Introduction

Student, as the young generation and future successors of the nation, must be able to become pioneers within society, initiating positive changes that contribute to the improvement of society and embedding positive values within the community [1]. Utilizing innovative and creative ideas, students can channel these thoughts to the government [2]. [3] asserts that students are individuals who study and delve into their respective disciplines with commitment, where the learning process is heavily influenced by the student's abilities.

According to [1] students are known by society as intellectuals capable of critical and analytical thinking, and possessing a higher level of education compared to the general public. As a result, the public believes that students can voice their opinions directly, especially when government projects harm the people or deviate from the intended goals. Students play an important role in the nation's development, as outlined in a study by Ananda, which identifies 4 keys roles of students: Agent of Change, students are expected to bring about positive changes in response to problems within their environment. Social Control, students are expected to regulate social conditions in their surroundings. Iron Stock, students are regarded as future leaders, and they expected to upload leadership with their abilities, skill, and exemplary character. Moral Force, Students are expected to maintain moral stability by exemplifying good character, as they serve as role models [4].

Students in higher education inevitably face challenges during their academic journey. According to [5] the problems faced by students differ across academic levels. With varying challenges encountered by first-year, mid-level, and final year students. First-year students often struggle with adjusting to the learning process in higher education, as they are transitioning from high school to university [5]. Mid-level students, on the other hand, are typically confronted with a heavy academic workload and the challenge of managing time effectively between their studies and extracurricular activities. Meanwhile, final-year students tend to face the challenge of completing their thesis, which is a requirement for obtaining a bachelor's degree [5]. Other academic challenges are related to career prospects, future success, instructors, and the learning process itself [6].

In addition to academic demands, students also face social pressures, such as maintaining good relationships with peers, working in groups, participating in students organizations, and seeking potential partners [7]. The new social environment, in which students become part of an institution, actively participate in university communities, and adjust to new roles and responsibilities, is something they must navigate in order to successfully adapt [8].

[9] argue that the higher education experience provides numerous positive opportunities for students personal development, but it also carries risks and unforeseen potential issues that can negatively impact students, leading to stress and burden, and potentially causing depression. University life involves various forms of stress and depression that can lower the quality of life, due to factors such as being far from family, living in dormitories, increased social pressures, adapting to new people and cultures, and more [10]. According to a survey conducted by [11] involving over 30,000 students to highlight mental and overall health among students in Canadian universities, the results showed that 90% of students felt overwhelmed by everything they had to do in the past year, while 50% reported feeling hopeless, and 63% expressed feeling extremely lonely.

The research conducted by [12] indicates that the highest score for students resilience falls under the moderate category, with a frequency of 137, or 53% of the sample. This is followed by the low resilience or lack of resilience among students students is suspected to be caused by excessive pressure and anxiety [13]. Meanwhile, a study by [14], conducted on students in Australia, America, and Hongkong aged 18 to 59, found that students with lower resilience levels experienced higher psychological distress compared to those with higher resilience levels. An example of low resilience can be seen in a case reported by the online news site [15], which covered a suicide case involving a UNHAS student identified as FR on November 14, 2022. According to witness testimony, the student was found hanging behind her residence. Before the tragic event, the victim had complained about feeling unwell and fatigued, as well as being overwhelmed by numerous campus activities and participation in organizational training. Additionally, CNN Indonesia reported on the phenomenon of the "strawberry generation," a term used to describe the current younger generation, perceived as less resilient to life's pressures and challenges, much like how strawberries are soft and easily crushed. According to clinical psychologist MM, the strawberry generation grew up in an era of digital convenience and instant gratification, which may explain why they are more prone to emotional fragility, insecurity, weak mental resilience, and a tendency to give up easily. Based on preliminary interviews conducted via WhatsApp chat with 12 students currently studying in Yogyakarta on June 2, 2023, using the resilience aspects defined by [16] namely; personal competence, self-confidence, acceptance of change and positive relationships with others, self-control, and spirituality. The results were as follows: In terms of personal competence, 10 out of 12 students reported they had not yet achieved their goals but were striving to do so.

Regarding self-confidence, 5 out of 12 students said they were not yet confident in their abilities. As for accepting change and building positive relationships with others, 6 out of 12 students said they could accept changes, and 7 out of 12 said they had good relationships with others. Regarding self-control, 9 out of 12 students said they were unable to control their emotions. Finally, in terms of spirituality, 11 out of 12 students said they believed in God's will in their lives.

Based on several facts observed in the field, it appears that many students still have low resilience. These individuals are unable to control themselves or their emotions, feel incapable of recovering from adversity, and lack positive relationships with others. As a result of this low resilience, they experience stress because they are unable to cope with the various demands they face. This is in line with research by [17]), which found that students inability to endure the high demands and heavy workload of university life is a trigger for stress and even depression. [17] also noted that students with low resilience tend to be pessimistic about overcoming academic obstacles and are prone to negative thinking in difficult situations. Therefore, students must develop high resilience so they can withstand pressure and sadness, avoid displaying constant negative moods, overcome all challenges, enhance their potential, become optimistic, develop courage, and achieve emotional maturity [18].

The various challenges and problems that students may face highlight the need for resilience to help them adapt to difficult situations and overcome challenges both in their academic life and personal life[5]. Resilience fosters and maintains a positive attitude towards exploration, allowing individuals to become confident in their interactions with others and more willing to take risks for their actions [19]. Furthermore, [16] explains that there are positive effects of resilience, including the ability to achieve goals even in adversity, remain calm, think carefully and focus on problems, adapt to changes, control oneself, and trust (in oneself, God, and fate). This also helps individuals adapt well to situations that may cause stress.

[16] describe resilience as the quality that enables individuals to face pressure and difficulties. Resilience is related to five aspects: (1) Personal competence, high standards, and persistence, which indicate that individuals feel capable of achieving their goals despite setbacks or failures. (2) Self-confidence, having tolerance for negative effects and being strong in the face of stress, which relates to remaining calm and employing effective coping strategies in stressful situations, thinking carefully and staying focused despite challenges. (3) Positive acceptance of change and the ability to establish secure relationships with others, which involves adapting to changes faced. (4) Self-control in achieving goals and the ability to seek help from others when needed. (5) Spiritual influence, or the belief in God and destiny.

The process of resilience among students can be influenced by several factors. According to [19], there are seven factors of resilience: emotion regulation, which is the ability to remain calm under stressful conditions; impulse control, which refers to the ability to control desires, preferences, urges, and internal pressures; optimism, where resilient individuals tend to have a bright outlook on the future; causal analysis, which is the ability to analyze and accurately identify the causes of problems being faced; empathy, which refers to the ability to understand and care for others; self-efficacy, which is the feeling that we are effective individuals in the world; and lastly, reaching out, which is the ability to take lessons or positive aspects from life after enduring adversity.

Emotion regulation is one of the factors that can influence resilience. [20] explain that emotion regulation is the process of recognizing, maintaining, and managing both positive and

negative emotions, whether automatically or consciously, whether automatically or consciously, whether overt or hidden, and whether consciously or unconsciously. The aspects of emotion regulation, according to [20], include the ability to regulate both positive and negative emotions, the conscious control of emotions easily and automatically, and the ability to manage stressful situations resulting from problems faced.

[21] found positive results in their research, showing a relationship between emotion regulation and resilience. Specifically, if people can regulate their emotions, they are better able to recover quickly from problems and avoid prolonged distress, leading to the restoration of their happiness. Additionally, research by [22] shows that there is a relationship between emotion regulation and resilience. If someone can effectively regulate their emotions, they will achieve well-being. Another study also found that emotion regulation fosters resilience: when individuals can control their emotions, aided by their cognitive knowledge, they are better equipped to withstand and find solutions to the problems they are facing [23]. Based on the background above, the author is interested in formulating the research problem: is there a relationship between emotion regulation and resilience among students in Yogyakarta.

2 Method

This study adopts a quantitative correlational research design, aiming to identify the relationship between emotion regulation and resilience among university students. The approach focuses on obtaining numerical data and applying statistical analysis to examine the hypothesized relationship, ensuring objectivity and precision in findings.

The target population consists of university students in Yogyakarta, selected for their diverse backgrounds and unique academic and social pressures. A purposive sampling technique was employed to select participants, ensuring representation across different academic years and faculties. This approach aids in capturing a broad spectrum of emotional regulation and resilience characteristics within the sample.

The data collection method used in this research involves the use of scales. In this study, the researcher utilized an emotion regulation scale and a resilience scale, both developed based on the Likert scale model. The data analysis method employed to test the research hypothesis is Product Moment correlation analysis, developed by Karl Pearson [24]. For this stage of analysis, the researcher used the Statistical Package for Social Science (SPSS) version 25 for Windows.

The survey was administered through an online platform, allowing students to complete the scales at their convenience while preserving anonymity. This method also ensured a more extensive reach, enhancing the diversity and representativeness of the sample. For hypothesis testing, Product Moment Correlation Analysis developed by Karl Pearson was used to examine the relationship between emotion regulation and resilience scores. This technique allows for assessing the strength and direction of the linear relationship between the two variables. The Product Moment Correlation formula is especially suited for continuous data and provides insights into how emotion regulation may impact resilience among students.

3 Results and Discussion

The results of the correlation test between emotion regulation and resilience among university students in the Yogyakarta region, using the Product Moment correlation test, showed a positive relationship between the emotion regulation variable and resilience. The correlation test results showed a correlation coefficient (r_{xy}) of 0.356 with a p-value of 0.000. This indicates

that the hypothesis proposed in this study, which states that there is a positive relationship between emotion regulation and resilience among university students in the Yogyakarta region, is accepted.

The acceptance of this hypothesis indicates that emotion regulation is considered one of the factors influencing resilience. This finding aligns with [19], who stated that several factors influence resilience, one of which is emotion regulation. Research conducted by [25] found that emotion regulation correlates with resilience, where individuals with higher emotion regulation tend to have higher resilience as well. Similarly, research by [26] indicated that emotion regulation has a significant impact on resilience, and thus, emotion regulation can serve as a predictor of resilience. Furthermore, research by [27] showed a positive and significant influence of emotion regulation on resilience, concluding that individuals with good emotion regulation also exhibit higher resilience and vice versa.

[16] stated that resilient individuals possess several personal characteristics, such as good emotional regulation, stress tolerance, flexibility, the ability to accept change, strong attachment to others, and self-control. Based on the results of the research data analysis, it can be concluded that emotional regulation is one of the factors influencing resilience among university students in the Yogyakarta region. Students with high emotional regulation tend to have high resilience, and vice versa. The coefficient of determination (R^2) of 0.127 indicates that emotional regulation contributes 12.7% to academic resilience, while the remaining 87.3% comes from other factors not examined in this study. [28] suggested that resilience can also be influenced by other sources.

In this study, the categorization of the emotional regulation variable shows that 67 students (58.3%) out of 115 participants have a high level of emotional regulation, while 48 students (41.7%) have a moderate level, and 0 students (0%) fall into the low category. These students are currently pursuing their education at universities in the Yogyakarta region. The data indicates that the participants are predominantly categorized within the high and moderate levels of emotional regulation, meaning that the subjects have strong emotional regulation skills. Therefore, it can be concluded that university students in the Yogyakarta region generally have a good level of emotional regulation.

The results of the categorization of the resilience variable in this study revealed that 77 students (67%) out of 115 participants have a high level of resilience, while 38 students (33%) have a moderate level, and 0 students (0%) fall into the low category. These students are currently pursuing higher education at universities in the Yogyakarta region. The data indicates that the participants are predominantly categorized within the high and moderate levels of resilience, meaning that the subjects exhibit strong resilience, which implies they can exercise self-control in dealing with problems.

Based on the findings of this study, it can be concluded that there is a positive relationship between the variable of emotion regulation and the variable of resilience. This shows that when university students in the Yogyakarta region have a high level of emotion regulation, their resilience levels will also be high. Conversely, if university students in the Yogyakarta region have low levels of emotion regulation, their resilience will also be lower.

4 Conclusions

Based on the study results and discussion, it can be concluded that there is a positive relationship between emotion regulation and resilience among university students in the

Yogyakarta region. This is evident from the correlation coefficient (r_{xy}) = 0.356 with $p = 0.000$ ($p < 0.050$), indicating a significant positive relationship between emotion regulation and resilience among university students in Yogyakarta. In other words, the higher the level of emotion regulation, the higher the resilience of students pursuing higher education in the Yogyakarta region. Conversely, the lower the emotion regulation, the lower the resilience of university students pursuing higher education in the Yogyakarta region.

The categorization results for the emotion regulation variable showed that there were 0 subjects (0%) with low emotion regulation, 48 subjects (41.7%) with moderate emotion regulation, and 67 subjects (58.3%) with high emotion regulation. For the resilience variable, 0 subjects (0%) were categorized as having low resilience, 38 subjects (33%) had moderate resilience, and 77 subjects (67%) had high resilience. These results indicate that students pursuing higher education in the Yogyakarta region tend to have a high level of emotion regulation. Similarly, the categorization results for the resilience variable show that resilience among students in this region tends to be high.

The study found that the coefficient of determination (R^2) was 0.127, indicating that the emotion regulation variable contributes 12.7% to resilience, while the remaining 87.3% influenced by other factors not examined in this study.

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