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Emotional regulation and resilience of students writing thesis in higher education



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Abstract: This research delves into the psychological aspects of students undertaking thesis writing, specifically focusing on how they handle emotional challenges and build resilience during this demanding academic process. The study encompasses a diverse group of 162 students from the 2018 intake at a university in Padang, selected through a simple random sampling method. To ensure a comprehensive analysis, the study employs a blend of correlation, regression, and descriptive analytics, adhering to a statistical significance threshold of 0.05. The primary data for this research was processed using the SPSS 16.0 software. This included conducting the Kolmogorov-Smirnov test to assess the normality of data, a linearity test, and the Glesjer test to determine the presence of heteroscedasticity. Two key instruments guided the data collection and analysis: an emotional regulation instrument with a reliability index of 0.68, and a resilience instrument with a higher reliability index of 0.87. These instruments were crucial in measuring the respective constructs. The findings of the study are illuminating. Firstly, it was found that the students generally demonstrated effective emotional regulation skills. Secondly, a high level of resilience was observed among the student participants. Importantly, the correlation tests revealed a significant relationship between resilience and emotional regulation. This implies that the ability to regulate emotions effectively is closely linked to the development of resilience in students. Additionally, the regression analysis presented a substantial impact of emotional regulation on resilience, with a contribution strength of 51.5%. In essence, this study provides valuable insights into the emotional and psychological resilience of students during thesis writing. It highlights the critical role of emotional regulation in fostering resilience, offering a perspective that could be beneficial for academic institutions and mental health professionals in supporting students through their academic journeys.

Key Words: Emotions; Regulation; Resilience; Thesis writing

INTRODUCTION

Students are a group of people who are studying and enrolled in tertiary institutions. Studying at tertiary institutions is a process for students to develop themselves to obtain a quality life (Wilda, 2014). Students who wish to obtain a Bachelor's degree after going through the lecture process at tertiary institutions are asked to make a research work called a thesis. The problems experienced by students who are compiling their thesis include: when compiling their thesis, students do not have problem-solving skills in finding research references and knowledge about writing research proposals (Aisiah & Firza, 2019). Readability, some students do not have the inner strength to meet the supervisor to convey research concepts and designs. Difficulties experienced by students in compiling their thesis, such as difficulty finding supervisors, difficulties in finding references, lack of funds for research, and many other things (Soniatri & Syukur, 2019).

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This often causes problems that trigger a person's psychological condition. In line with that, psychological problems make a person vulnerable to life's difficulties and problems (Wahidah, 2019). Individuals are required to be able to have good self-reliance. Individuals tend to fail when they have low resilience (Aza, 2019). Naturally within the individual has been created by the Creator that is a source of resilience. Grotberg (2003) states that within the individual there are sources of resilience such as I Have (external Support), I Am (inner strengths) and I Can (interpersonal and problem-solving skills). Resilience is the condition of a person who tries to rise from adversity and survive in difficult circumstances in his life to achieve a better life. (Ifdil & Taufik, 2012).

The importance of resilience is owned by students, namely resilience as the foundation of positive mental health for everyone (Neenan, 2018). The same opinion that the importance of resilience to academic performance in students and psychological well-being for students and this is very important for exploring student resilience (Listiyandini & Akmal, 2015). Resilience is needed in life to help a person live through various unavoidable conditions, both pleasant and otherwise (Sari, 2019). Resilience is a dynamic process that is owned by individuals in adapting to obstacles, difficulties encountered to achieve academic success (Suranata, 2017).

Students need resilience skills to be able to deal directly with various problems, whether they are afraid of the future, have broken home conditions or reduce laziness in learning (Susanti & Syukur, 2021). Resilience skills will increase the ability to generate positive emotions in individuals and can withstand stressful conditions (Campbell-Sills, 2006). Furthermore, Reivich & Shatte (2003) revealed that individuals who have resilience skills or have good resilience are influenced by the individual's ability to regulate their emotions.

Based on research conducted by Reivich & Shatte (2003) Several factors that affect resilience were found, including emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. Individuals who have good emotional regulation have the resilience to control themselves in the most difficult circumstances (Reivich & Shatte, 2003). The individual's ability to regulate emotions and express feelings in life to achieve emotional balance through attitudes and behavior is the term for emotion regulation (Widuri, 2012).

Emotion regulation is also an effort made by individuals to feel the emotions they are feeling by expressing them (Pahlevi & Salve, 2018). Emotional regulation needs to be owned by someone to adjust emotions to the situation that occurs (Zonya & Sano, 2019). Emotional regulation comes from a combination of words, namely regulation, and emotion. Regulation is control or control exercised by individuals on their emotions (Kartika & Nisfiannoor, 2017). Strategies from cognition of emotion regulation in individuals to be resilient as follows: (1) individuals can interpret stressful situations, (2) individuals who have humor, (3) have optimism, (4) make meaning, (5) have active coping, (6) have social competence and prosocial behavior (Arifah & Ninin, 2012).

Previous research regarding the relationship between emotion regulation and resilience, based on research conducted by Widuri (2012) Previous research regarding the relationship between emotion regulation and resilience, based on research conducted by ($r_{xy} = 0,344, p < 001$) which means that there is a positive or significant relationship between emotion regulation and resilience. further research Karreman & Vingerhoets (2012) his research entitled "Attachment and Well-being: The mediating role of emotion regulation and Resilience" shows the results of his research that there is a unique relationship between emotion regulation and resilience. In addition, Research by Poegoeh (2016) with the research title "The Role of social support and emotional regulation on the Resilience of families with Schizophrenia". The results of this study indicate that there is a significant relationship between social support, emotional regulation, and resilience.

The difference with previous studies, in several articles that I came across, was that researchers only stated that emotional regulation and resilience have a close relationship and this was further strengthened by Reivich & Shatte's theory, asserting that emotional regulation is a factor that influencing resilience. However, the identified GAP, namely the percentage of influence emotional regulation has on resilience to establish a strong relationship, has not been explained in the articles I found.

This research focuses on the specific context of students who are writing their thesis, which influences students' emotional regulation. This is evident from field observations indicating that students experience pressure from their final assignments. Apart from thesis writing, they also need to complete other courses. Moreover, the academic guide for thesis writing has not been updated for a considerable

time; it still adheres to the 2017 guide book. Additionally, the pressure is exacerbated by students inability to receive independent guidance form an academic supervisor. This research also examines the percentage of influence that emotional regulation has on resilience in students who are writing their thesis.

The difference from previous research lies in it explicit exploration of the percentage of influence the ability to regulate emotions has on a person's resilience, rather than merely establishing a connection or relationship between emotional regulation and resilience. The impact of emotional regulation on students is reflected in their resilience while writing their thesis.

Furthermore, several observations will be made in 2022, a preliminary study was carried out by interviewing with 5 students in the 2018 entry year from 3 to 15 February 2022, it was revealed that the emotions experienced when compiling the thesis varied, some experienced feelings of pressure while compiling the thesis, some felt bored, some felt sad when it was difficult to find a title, confused due to compiling each chapter, unable to keep calm when the research title had not been accepted.

The research hypothesis is "there is a significant and positive relationship between emotional regulation and resilience in students who compose theses". This study aimed to examine the description of emotion regulation, analyze the description of resilience, and the relationship between emotion regulation affecting resilience in students who are preparing their thesis Writing style.

METHOD

Participants

Participants were 162 students (141 women and 21 men) aged 21-22 years who were in semester 8 and 9 in Guidance and counseling Departement ($M=257.2$; $SD=27.0$). Selected using the simple random sampling method. The simple random sampling technique allows each member of the population to have an equal chance of being selected as a sample (Arieska & Herdiani, 2018).

Sampling Procedures

The simple random sampling technique allows each member of the population to have an equal chance of being selected as a sample (Arieska & Herdiani, 2018). Out of 272 guidance and counseling students who entered in 2018, the sample size of 162 people consists of 21 men and 141 women who are currently taking courses and preparing thesis.

Procedures & Measures

The collection of data started in July, 22 2022 until August, 5 2022. Data was collected through two methods: direct collection and distribution of questionnaires via Google Forms. Data is collected in one place, namely in Microsoft Excel for variable data tabulation and descriptive test analysis, while SPSS version 16 is for correlation tests, normality tests, linearity, validity, heteroscedasticity, and reliability.

There are two research instruments: the Emotional Regulation of Students who are currently compiling their thesis and the Instrument of Resilience for Students who are preparing their thesis. The research instrument has a five-point Likert type response scale ranging from (1) very inappropriate to (5) very appropriate. Likert scale to measure the variables to be explained in the form of variable indicators (Sugiyono, 2018). Alternative answer Likert type response scale choices of very appropriate score 5 have (suitability to the conditions experienced ranges from 81% to 100%), appropriate score 4 (61% to 80%), quite appropriate score 3 (41% to 60%), inappropriate score 2 (21% to 40%), and very inappropriate score 1 (1% to 20%). Each instrument questionnaire have category to descriptive analysis from very high, high, moderate, low and very low.

Aspects of variable emotional regulation are as follows: situation selection ($M=3.2$; $SD= 0.4$) with 5 items questionnaire (no 1 until 5), situation modification ($M=3.6$; $SD= 0.4$) with 5 items questionnaire (no 6 until 10), attention deployment ($M=3.8$; $SD= 0.5$) with 5 items questionnaire (no 11 until 15), cognitive change ($M=4.4$; $SD= 0.4$) with 5 items questionnaire (no 16 until 20), and response modulation ($M=3.9$; $SD= 0.5$) with 5 items questionnaire (no 20 until 25) total are 25 items questionnaire. The

results of reliability using Cronbach alpha show that the emotion regulation variable is 0.684 (has reliable if cronbach alpha > 0.06).

Aspects of resilience I have (external support) (M=3.9; SD= 0.4) with 13 items questionnaire (no 1 until 13), I am (inner strength) (M=3.9; SD= 0.4) with 15 items questionnaire (no 14 until 28), and I can (interpersonal and problem-solving skills) (M=3.9; SD= 0.4) with 12 items questionnaire (no 29 until 40) total are 40 items questionnaire. The results of reliability using Cronbach alpha show that the resilience variable is 0.879 (has reliable if cronbach alpha > 0.06).

Data Analysis

Data analysis in this research is descriptive analysis using formula $P = \frac{f}{n} \times 100$ (P=Percentage, f= frequency, n= total respondent) (Sudijono, 2007). Meanwhile, simple regression analysis uses a regression model with the formula ($Y=a+bX$). The data analysis procedure was carried out after 162 respondents answered the questionnaire which was distributed via Google Form and direct distribution. Then processed with the help of Microsoft Excel and SPSS 16.0. Prerequisite tests were also carried out before testing the correlation between emotional regulation variables and resilience, a prerequisite test; 1) Normality test using the Kolmogorov-Smirnov test with Dallal-Wilkonson-Lilliefors correction, with decision making if the significance value is > 0.05, then the residual value is normally distributed, if the significance value is <0.05, then the residual value is not normally distributed. 2) Linearity test, seen from 2 forms, namely linearity and deviation from linearity, and 3) Heteroscedasticity test was given to see if it was feasible to use the regression test. Result of regression model $Y=28,188 + 1,418X$ The constant is 28.188, meaning that the resilience variable is consistent at 28.188. The regression coefficient X of 1.418 means that for every 1% increase in the value of variable.

RESULT

The results of this study are being presented and analyzed based on the research objectives, namely to examine the description of emotion regulation, analyze the image of resilience, and explore the relationship between emotion regulation and resilience in students who are preparing their thesis.

Descriptive Analysis of Emotion Regulation

Table 1. Frequency Distribution of Emotion Regulation.

Category	Interval	f	%
Very high	≥ 105	30	18,5
High	85 – 104	107	66,0
Medium	65 – 84	25	15,4
Low	45 – 64	0	0
Very low	≤ 44	0	0
Total		162	100

Based on Table 1, we can see that the emotional regulation of students who are preparing for their thesis is in the “high” category. These results reveal that the emotional regulation of students who are preparing their thesis is in the high category of the 162 people who become a sample of 107 people who have high emotional regulation with a percentage of 66.0%. This shows that even in the conditions of writing a thesis, final BK students experience good emotional regulation.

Resilience Descriptive Analysis

Table 2. Resilience Frequency Distribution

Category	Interval	f	%
Very high	≥ 105	30	18,5
High	85 – 104	107	66,0
Medium	65 – 84	25	15,4
Low	45 – 64	0	0
Very low	≤ 44	0	0
Total		162	100

Based on Table 2, we know that the resilience of students who are compiling their thesis from 162 people as a sample of 87 people is in the “high” category with a percentage of 53.7%. This means that most of the students who are preparing for their thesis have good resilience in facing demands or obstacles in compiling their thesis. Even though the high category is dominant, there is also 1 person who has low resilience.

Correlational Analysis of Emotion Regulation and Resilience

Table 3. Normal Distribution Test of Emotion Regulation with Resilience One-Sample Kolmogorov-Smirnov Test

		X	Y
N		162	162
Normal Parametersa	Mean	94.72	162.46
	Std. Deviation	9.692	19.142
Most Extreme Differences	Absolute	.062	.055
	Positive	.062	.049
	Negative	-.044	-.055
<i>Kolmogorov-Smirnov Z</i>		.794	.698
<i>Asymp. Sig. (2-tailed)</i>		.554	.714

Table 3 shown it normally distributed the values of the emotion regulation variables with a significance value of $0.554 > 0.05$, and the resilience variable is also normally distributed with a significance value of $0.714 > 0.05$. Emotion regulation and resilience have a normal distribution of data

Table 4. Test the linearity of emotion regulation and resilience

Model		Sum of Squares	df	Mean Square	f	Significance	
Resiliensi Regulasi Emosi	* Between Groups	(Combined)	40837.213	41	996.030	6.584	.000
		Linearity	30394.637	1	30394.637	200.923	.000
		Deviation from Linearity	10442.576	40	261.064	1.726	.013
	<i>Within Groups</i>		18152.985	120	151.275		
	<i>Total</i>		58990.198	161			

Table 4 shown if the deviation from linearity value is $\text{sig} > 0.05$ then there is a linear relationship, and vice versa if the deviation from linearity value is < 0.05 then it is not linear. It is known that the value (deviation from linearity $\text{sig} 0.13 > 0.05$) shows that the relationship between emotion regulation and resilience has a steep slope.

Tabel 5. Heteroscedasticity test using the Glesjer method

Model	Sum of Squares	df	Mean Square	F	Significance.
Regression	224.262	1	224.262	2.778	.098a
Residual	12917.398	160	80.734		
Total	13141.659	161			

a. Predictors: (Constant), Regulasi Emosi

b. Dependent Variable: ABS_Res

Table 5 shown if the significance value is ($\text{sig} > 0.05$) then there are no symptoms of heteroscedasticity, but if ($\text{sig} < 0.05$) then there are symptoms of heteroscedasticity. It is known that the significance of the residual regression model ($\text{Sig } 0.098 > 0.05$) shows no symptoms of heteroscedasticity.

Tabel 6. Correlation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718a	.515	.512	13.369

Table 6 shown it is known that the correlation value (R) is 0.718, meaning that the correlation between emotion regulation and resilience is in the strong category. Furthermore, to see how much contribution emotion regulation makes to resilience, it can be seen in the coefficient of determination (R Square) of 0.515 which implies that there is an influence of emotion regulation on resilience with a percentage power of 51.5%.

Tabel 7. Hypothesis test

Model	Sum of Squares	df	Mean Square	F	Significance.
Regression	30394.637	1	30394.637	170.066	.000a
Residual	28595.560	160	178.722		
Total	58990.198	161			

a. Predictors: (Constant), REGULASI EMOSI

b. Dependent Variable: RESILIENSI

Table 7 obtained calculated Fvalue = 170.06 with a significance level of 0.000, Hypothesis: H0: non-linear equation or no relationship between emotional regulation (X) and resilience (Y). H1: Linear equation between emotion regulation and resilience. Furthermore, it can be seen that the significance value is $0.000 < 0.05$ so that Ho is rejected and H1 is accepted, so the regression model can be used to predict the resilience variable (Y) in other words, there is an influence of the emotion regulation variable (X) on the resilience variable (Y).

Tabel 8. Simple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significance.
	B	Std. Error	Beta		
(Constant)	28.188	10.349		2.724	.007
Regulasi Emosi	1.418	.109	.718	13.041	.000

Table 8 it is known that the simple linear regression model of the constant value (a) of 28,188, while the value of the emotion regulation variable (b/regression coefficient) is 1.418. A constant of 28.188 is the resilience variable. The regression coefficient for emotion regulation is 1.418 which means that for every 1% addition in the value of emotion regulation (variable X), the resilience value (variable

Y) increases by 1.418. the regression model is positive so that it can be said that there is a positive influence of emotion regulation on resilience.

DISCUSSION

The findings of this study show that students who were writing their thesis had a high level of emotional regulation. The aspects examined in this (1) selecting the situation in the “moderate” category, (2) changing the situation in the “high” category, (3) diverting the attention in the “high” category, (4) changing cognitive in the “very high” category and (5) changing the response in the “high” category. If a person has one of these aspects well developed, it will be easier for them to increase their ability to regulate their emotions.

Emotion regulation also covers all aspects of emotion that exist in individuals and this cannot be separated from aspects of life (Eisenberg & Spinrad, 2004). This is in line with the research Gross (2007) also illustrates that situation selection is a form of ability that can be carried out by individuals to be able to increase emotional regulation within themselves. Furthermore, the resilience variable shows that the resilience of Guidance and counseling students who are preparing their thesis is in the high category. This means that students who are preparing their thesis are in a condition that is not easily vulnerable or has good adaptation. As, Resilience is a condition of individuals who are adaptive, think broadly and innovatively in facing difficult conditions, threats or challenges in life (Cassidy, 2015).

This finding is in line with the report (Neenan, 2018) The importance of resilience will have a positive impact on one's mental health or psychological condition. In addition, the following hypothesis is used to find out the correlation between emotion regulation and resilience in thesis-writing students: "There was a significant and positive relationship between emotion regulation and resilience in thesis-writing students." The findings of this study show that there is a significant relationship between emotion regulation and resilience, with the significance value of the coefficient table obtaining a significance value of $0.000 < 0.05$. The correlation coefficient (R) is 0.718. Previous research reported by Widuri (2012) shows a correlation test of ($r_{xy} = 0.344$, $p < 0.001$) which means that there is a positive or significant relationship between emotion regulation and resilience. Further research Karreman & Vingerhoets (2012) his research entitled "Attachment and well-being: The mediating role of emotion regulation and Resilience" shows the results of his research that there is a unique relationship between emotion regulation and resilience.

Lecturers and counselors will need to apply the results of this study's implications to offer services that can help students regulate their emotions in an approach that increases their resilience to deal with problems. Counselors are implementers in guidance and counseling to help counsees or clients who have problems both from social, study, career, and other aspects (Hariko, 2016). Guidance and counseling services are the process of providing assistance by the counselor to the counselee to help the counselee to be able to solve problems or resolve or overcome problems or problems faced by the counselee (Anwar, 2019). For future researchers and practitioners, the recommended courses of action is for researchers to develop and implement interventions or training program designed specifically to enhance student's emotional regulation and resilience. Additionally, it is crucial to identify elements that can contribute to the development of more effective intervention strategies.

Conclusion

Students engaged in thesis writing exhibited elevated levels of emotional regulation and resilience, with emotional regulation demonstrating a significant impact on resilience. The observed strong correlation between emotional regulation and resilience aligns with and support our research hypothesis (H_a). The findings underscore the potential benefits of offering guidance and counseling services to students, aiding them in sustaining their emotional regulation abilities and fortifying their resilience. Suggestions for future researchers include identifying elements that can contribute to the development of more effective intervention strategies. Future researchers should develop and implement

interventions or training programs specifically designed to enhance students' emotional regulation and resilience number.

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