EXPLORING THE ROLE OF EMOTION REGULATION AND PERCEIVED SOCIAL SUPPORT ON ACADEMIC RESILIENCE AMONG UNIVERSITY STUDENTS IN INDONESIA

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Abstract. Academic resilience represents one of the most common issues found in university students, for students are faced with a range of challenges that could jeopardize their academic achievements. This research aims to explore how an individual's emotion regulation and perceived social support affect their degree of academic resilience. It is hypothesized that both emotion regulation and perceived social support are positively associated with academic resilience. This study was done with 193 undergraduate students in Indonesia. Three self-report instruments were used for this study: the Emotion Regulation Questionnaire, Multidimensional Scale of Perceived Social Support, and the Academic Resilience Scale – 30. The results of this study concluded that perceived social support significantly predicted academic resilience in adolescents, but emotion regulation did not. It is suggested that interventions for academic resilience problems in Indonesian undergraduate students may be more effective when emphasizing on social support to maximize academic performance. Interventions targeting emotion regulation should focus on how to maintain sources of social support.

Keywords: Academic Resilience, Emotion Regulation, Perceived Social Support, University Students

Abstrak. Resiliensi akademik merupakan salah satu permasalahan yang dihadapi oleh mahasiswa. Mahasiswa dihadapi dengan berbagai macam tantangan yang dapat mengancam pencapaian akademik mereka. Penelitian ini bertujuan untuk mempelajari bagaimana regulasi emosi dan dukungan sosial mempengaruhi tingkat resiliensi akademik seseorang. Penelitian ini berasumsi bahwa regulasi emosi dan dukungan sosial berhubungan secara positif dengan resiliensi akademik. Penelitian ini menggunakan tiga skala: *Emotion Regulation Questionnaire, Multidimensional Scale of Perceived Social Support,* dan *Academic Resilience Scale – 30.* Hasil dari penelitian ini menyimpulkan bahwa dukungan sosial memprediksi resiliensi akademik pada mahasiswa secara signifikan, namun regulasi emosi tidak dapat memprediksi resiliensi akademik. Penelitian ini menyarankan bahwa intervensi permasalahan resiliensi akademik dapat lebih efektif apabila menekankan dukungan sosial untuk prestasi akademik maksimal. Intervensi yang menargetkan regulasi emosi sebaiknya fokus pada cara untuk mempertahankan sumber-sumber dukungan sosial.

Keywords: Resiliensi Akademik, Regulasi Emosi, Dukungan Sosial, Mahasiswa