

Kontribusi Regulasi Emosi dan Dukungan Sosial pada Kesejahteraan Subjektif: Studi pada Mahasiswa di Masa Pandemi COVID-19

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Abstrak. Perubahan masif dan mendadak pada sektor pendidikan yang menerapkan pembelajaran daring akibat pandemi COVID-19 memberi dampak pada kesejahteraan individu yang terlibat dalam dunia pendidikan, tidak terkecuali mahasiswa. Penelitian ini bertujuan untuk mengetahui peran regulasi emosi dan dukungan sosial pada kesejahteraan subjektif mahasiswa yang terdampak pandemi COVID-19. Partisipan penelitian berjumlah 271 orang mahasiswa perguruan tinggi di Indonesia. Alat ukur yang digunakan dalam penelitian ini yaitu skala kesejahteraan subjektif, skala regulasi emosi, dan skala dukungan sosial. Hasil analisis regresi membuktikan regulasi emosi berperan signifikan pada kesejahteraan subjektif mahasiswa ($p=0,00$; $B=8,633$). Analisis regresi juga menunjukkan dukungan sosial berperan signifikan pada kesejahteraan subjektif mahasiswa ($p=0,00$; $B=7,352$). Hasil penelitian secara simultan juga membuktikan bahwa regulasi emosi dan dukungan sosial berperan signifikan pada kesejahteraan subjektif mahasiswa ($p=0,00$; $R=0,679$). Sumbangan efektif yang diberikan regulasi emosi dan dukungan sosial pada kesejahteraan subjektif mahasiswa yang terdampak Pandemi COVID-19 diperoleh sebesar 46,1%.

Kata Kunci: *Dukungan Sosial, Kesejahteraan subjektif, Pandemi COVID-19, Regulasi Emosi*

Abstract. *Massive and sudden changes in the education sector that implement online learning due to the COVID-19 pandemic have an impact on the well-being of individuals involved in the world of education, including college students. This study aims to determine the role of emotional regulation and social support on the subjective well-being of students affected by the COVID-19 pandemic. The participants of this research were 271 university students in Indonesia. The instruments used in this study are the subjective well-being scale, the emotion regulation scale, and the social support scale. The results of the regression analysis prove that emotional regulation plays a significant role in the subjective well-being of students ($p=0.00$; $B=8.633$). Regression analysis also showed that social support played a significant role in students' subjective well-being ($p=0.00$; $B=7.352$). The results also simultaneously prove that emotion regulation and social support play a significant role in the subjective well-being of students ($p = 0.00$; $R = 0.679$). The effective contribution given by emotional regulation and social support to the subjective well-being of students affected by the COVID-19 pandemic was 46.1%.*

Keywords: *COVID-19 Pandemic, Emotion Regulation, Social Support, Subjective Well-Being*