

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi emosi dengan *self-efficacy* akademik pada mahasiswa yang sedang mengerjakan skripsi di Yogyakarta. Hipotesis dalam penelitian ini adalah ada hubungan positif antara regulasi emosi dengan *self-efficacy* akademik pada mahasiswa yang sedang mengerjakan skripsi di Yogyakarta. Subjek dalam penelitian ini terdiri dari 81 orang mahasiswa yang sedang mengerjakan skripsi di Yogyakarta. Pengumpulan data penelitian ini menggunakan skala regulasi emosi dan skala *self-efficacy* akademik. Data kemudian dianalisis menggunakan analisis korelasi product moment. Berdasarkan hasil analisis diperoleh koefisien korelasi ( $r_{xy}$ ) = 0,306 dengan taraf signifikansi  $p = 0,003$  ( $p < 0,010$ ). Hal ini menunjukkan bahwa hipotesis dalam penelitian ini diterima dan terbukti bahwa ada hubungan positif antara regulasi emosi dengan *self-efficacy* akademik pada mahasiswa yang sedang mengerjakan skripsi di Yogyakarta. Koefisien determinasi ( $R^2$ ) = 0,093, maka sumbangan efektif regulasi emosi dengan *self-efficacy* akademik pada mahasiswa yang sedang mengerjakan skripsi adalah sebesar 9,3%.

**Kata kunci** : Regulasi Emosi, *Self-efficacy* Akademik .

## ABSTRACT

*This research aims to determine the relationship between emotional regulation and academic self-efficacy in students who are working on their thesis in Yogyakarta. The hypothesis in this study is that there is a positive relationship between emotional regulation and academic self-efficacy in students who are working on their thesis in Yogyakarta. The subjects in this study consisted of 81 students who were working on their thesis in Yogyakarta. The data collection of this study used a scale of emotional regulation and a scale of academic self-efficacy. The data were analyzed using product moment correlation analysis. Based on the analysis results obtained the correlation coefficient ( $r_{xy}$ ) = 0.306 with a significance level of  $p = 0.003$  ( $p < 0.010$ ). This shows that the hypothesis in this study is accepted and it is proven that there is a positive relationship between emotional regulation and academic self-efficacy in students who are working on their thesis in Yogyakarta. The coefficient of determination ( $R^2$ ) = 0.093, so the effective contribution of emotional regulation to academic self-efficacy for students who are working on their thesis is 9.3%.*

**Keywords:** *Emotion Regulation, Academic self-efficacy*