The Role of Emotional Regulation and Self-Efficacy toward Students' Academic Resilience

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Abstract

Academic pressures lead students to experience stress and lack of adaptability. One of the issues is the lack of academic resilience, influenced by emotional regulation and self-efficacy. This research aims to depict the behaviors of academic resilience, emotional regulation, and self-efficacy among students of MTsN 4 Kota Padang, as well as their correlations. Conducted with a quantitative approach and descriptive correlational method involving 271 muslim students. Results indicate that emotional regulation and self-efficacy are at a moderate level, as well as academic resilience. There is a significant relationship between emotional regulation, self-efficacy, and academic resilience. The implication is that BK teachers can provide services to enhance emotional regulation and self-efficacy to reduce students' academic resilience.

Keywords: *Emotional Regulation, Self-Efficacy, Academic Resilience*

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Introduction

Education is currently evolving rapidly, bringing both positive and negative impacts on student learning and the learning process. One of the common issues in the field of education is the students' inability to endure situations of pressure (Agasisti, et al., 2018; Atkinson, 2018; Barzilay et al., 2020). This pressure can come in the form of demands to complete tasks well, submit assignments on time, high expectations from parents, and a competitive learning environment (Buathong, 2019; Calo et al., 2019).

The ability to recover and face challenges has become very important for students today (de Carvalho & Skipper, 2020). This ability is essential given the increasing complexity of life problems in line with the progress of the times (Cassidy, 2015). This problem-solving ability is known as resilience (Cassidy, 2016; Cheung, 2017). Resilience is the capacity of an individual to withstand difficult situations, the willingness to strive to learn and adapt to circumstances, and the effort to rise from adversity to become better (Ifdil & Taufik, 2012; Barzilay et al., 2020).

In the International Resilience Project, Grotberg (1995) defines resilience as a universal capacity that allows an individual, group, or community to prevent, minimize, or overcome the damaging effects of adversity. Resilience can transform or strengthen the lives of those who possess it (Choi, 2019). Resilient behavior can be a response to adversity in the form of maintaining or developing normally despite difficulties or can be a driver for growth beyond the current level of functioning (Choo, & Prihadi, 2019). Moreover, resilience may be encouraged not only because of the presence of difficulties but can also be developed as a preparation for inevitable challenges, which is certainly needed by students in schools (Colp, 2015).

The ability to endure high-pressure situations faced by students at school is known as academic resilience (Cosco et al., 2016; Atkinson, 2018; Barzilay et al., 2020). Academic resilience is the capacity of students to withstand stressful situations, even when facing difficulties or trauma in their lives (Erberer et al., 2015; Das, 2019). The pressure within the academic system often causes students to experience stress and difficulty adapting to these issues (Fang et al., 2020; Fauziah et al., 2020; Frisby et al., 2020). Therefore, students need to possess resilience in various challenging and stressful conditions and situations in order to adapt and continue developing according to their competencies (García-Crespo et al., 2019; Hofmeyr, 2019). An individual's ability to endure, recover, and adapt in difficult conditions can protect them from the negative effects of academic pressure.

Low academic resilience in students will have significantly negative impacts. First, their academic performance tends to be low because they struggle to overcome learning challenges and easily feel discouraged when facing difficulties (Irfan & Mirza, 2017; Howell et al., 2018). Second, their mental

well-being is also compromised, with increased academic stress, anxiety, and depression (Jaramillo, 2020). Additionally, students with low academic resilience often show a lack of independence and motivation, making them more reliant on others to achieve their academic goals (Kang et al., 2018). Understanding these negative impacts and the factors that influence them is crucial in developing effective strategies to help students overcome academic challenges and enhance their resilience.

One factor that affects academic resilience is emotion regulation. Emotion regulation is the ability of individuals to evaluate, manage, cope with, and express emotions to achieve good emotional balance (Greenberg, 2002; Greenberg & Watson, 2022). Emotion regulation refers to the processes by which individuals modify one or more components of their emotional response, while emotion dysregulation refers to the inability of individuals to regulate their emotions (Hendrickson, 2013). Emotion regulation can influence the type of emotion (i.e., which emotion a person has), the intensity of the emotion (i.e., how strong the emotion is), its duration (i.e., when the emotion starts and how long it lasts), and the quality of the emotion (i.e., how the emotion is experienced or expressed). Conversely, emotion dysregulation fails to influence the type of emotion, the intensity of the emotion, and the quality of the emotion (Greenberg, 2002; Greenberg & Watson, 2022).

The regulation can occur automatically or through effort, and consciously or unconsciously (Mauss et al., 2006). This happens whenever a person (consciously or unconsciously) tries to activate a goal to influence emotion-generating processes (Gross et al., 2011). The way individuals regulate their emotions has important implications for their well-being (Webb et al., 2018) and their social relationships (Cameron et al., 2017). Research conducted by Widuri (2012) found a relationship between emotion regulation and academic resilience. Similarly, research by Harjuna & Rinaldi (2022) found a relationship between emotion regulation and academic resilience.

Besides emotion regulation, academic resilience is also influenced by self-efficacy. Bandura defines self-efficacy as 'an individual's belief in their skills and abilities to accomplish a particular task using their current capabilities. Bandura (1977; 1998) explains two main dimensions of self-efficacy: outcome expectancy and competency expectancy. He further argues that outcome expectancy is based on an individual's expectations about the results of an action while performing that action

(Al-khresheh & Alkursheh, 2024). Competency expectancy relates to the consistency between an individual's efforts to act and their beliefs about their own competence (Assayag et al., 2024; Brodbeck et al., 2024). Individuals evaluate their action competencies throughout their lives and compare their actions with those of others (Slekiene et al., 2024; Tao & Yu, 2024).

An individual who believes that they have the ability in any aspect can develop a positive sense of self-efficacy even if they are not talented at all (Vaillant-Coindard et al., 2024; Zhang, 2024). The opposite situation can also occur. In other words, although individuals have the necessary level of ability, they can develop a negative sense of self-efficacy and tend to show ineffective behavior in this regard.

Bandura (1977; 1998) states that individuals with higher levels of self-efficacy are more successful in controlling their environment and overcoming the difficulties they face. Another type of competency developed by Bandura (1977; 1998) is outcome effectiveness. This type of competency refers to an individual's ability to achieve results by controlling environmental factors to reach their goals. Self-efficacy plays a very significant role in education. Previous studies have shown the effects of self-efficacy on international students in adapting to the college or university environment (Choi et al., 2024; Du et al., 2024; Lai et al., 2024). In the past twenty years, self-efficacy has been considered a significant predictor of student motivation and learning (Liu et al., 2024; Peng et al., 2024; Tamí-Maury et al., 2024). High levels of self-efficacy serve as a mediator of their academic success (Toros et al., 2024; Varela et al., 2024; Wang et al., 2024). Research conducted by Linggi et al. (2021) found a relationship between self-efficacy and students' academic resilience. Another study by Prawitasari & Antika (2022) also found a relationship between self-efficacy and students' academic resilience.

Several previous studies have indeed found the roles of emotion regulation and self-efficacy in academic resilience (Harjuna & Rinaldi, 2022; Linggi et al., 2021; Prawitasari & Antika, 2022; Widuri, 2012). However, these studies only examined the roles of emotion regulation and self-efficacy separately. The question of how emotion regulation and self-efficacy play a role when analyzed simultaneously in relation to students' academic resilience remains unanswered. Additionally, earlier

research tested students in general, whereas the current study will test Muslim students. Therefore, this research addresses the existing gap of knowledge by examining the roles of both in a simultaneous analysis. This study proposes the following hypotheses:

- There is a simultaneous role of emotion regulation and self-efficacy on students' academic resilience.
- There is a positive role of emotion regulation on students' academic resilience.
- There is a positive role of self-efficacy on students' academic resilience.

Method

Design

This research is a quantitative study using a correlational survey design. The study will test the proposed hypotheses through empirical statistical analysis (Firman, 2018).

Participants

The respondents of this study are 271 students from MTsN 4 Kota Padang for the academic year 2022/2023, obtained through Proportional Stratified Random Sampling. The sample size was calculated using the Slovin formula. Before participating in this study, the students were provided with an informed consent form to sign. Participation was voluntary, allowing students to withdraw at any time. There was no coercion for student involvement in this study.

Measurement

Data collection techniques involved questionnaires on emotional regulation, self-efficacy, and academic resilience. The data were organized based on a Likert scale model with five response alternatives: always (A), often (O), sometimes (S), rarely (R), and never (N). All measurement tools used were evaluated for content validity through expert judgment involving three experts in the field of counseling.

Academic Resilience

Academic resilience was measured using an academic resilience scale based on Reivich & Shatte's (2002) theory. Academic resilience was assessed through five dimensions: impulse control, optimism, causal analysis ability, empathy, and achievement. Example items include, "I am always optimistic in facing school task difficulties," "I can control bad behavior," and "I always understand problems objectively." The internal consistency reliability test of the scale showed satisfactory results with a Cronbach's alpha = .902.

Emotional Regulation

Emotional regulation was measured using an emotional regulation scale based on Gross's (2007) theory. Emotional regulation was assessed through four dimensions: the ability to strategize emotional regulation, the ability to not be affected by negative emotions, the ability to control emotions, and the ability to accept emotional responses. Example items include, "I can understand the changes in my emotions," "When angry, I can control my anger," and "I accept my sadness with an open heart." The internal consistency reliability test showed satisfactory results with a Cronbach's alpha = .905.

Self-Efficacy

Self-efficacy was measured using a self-efficacy scale based on Bandura's (1977) theory. Academic resilience was assessed through three dimensions: magnitude, strength, and generality. Example items include, "No matter how difficult a school task is, I am confident I can complete it," "When facing difficulties, I am confident I can overcome them," and "I never give up when facing difficulties." The internal consistency reliability test showed satisfactory results with a Cronbach's alpha = .871.

Data Analysis

The research data obtained were analyzed using regression analysis with the help of SPSS version 22. Before conducting inferential analysis, the data were first tested for normality, linearity, and multicollinearity. The assumption test results indicated that the three criteria met the parametric requirements.

Results

The aim of this study is to examine the role of emotion regulation and self-efficacy on the academic resilience of Muslim students. Before discussing the hypothesis testing results, we first present the results of the descriptive categorization. Based on Table 1, it can be seen that the majority of respondents' scores fall into the medium category (63%). However, there are respondent scores that fall into the low category (23%) and the high category (10%). Meanwhile, there are respondent scores in the very low category (3%) and the very high category (0%). Based on this data excerpt, it can be concluded that the distribution of emotion regulation data among MTsN students is predominantly in the medium category (63%).

Table 1

Frequency distribution of emotional regulation behaviors

Category	Interval	f	%
Very high	119-139	0	0
High	98-118	28	10
Moderate	77-97	172	63
Low	56-76	63	23
Very Low	35-55	8	3
Total		**271**	**100**

In Table 2, the values of one of the coefficients representing data central tendency (mean) and data dispersion (standard deviation) are presented, both for the variable (overall) and the sub-variable of emotional regulation.

Table 2

Description of Mean and Percentage (%) of Emotional Regulation Based on Indicators

Indicators	Score				
	Max	Min	Mean	%	SD
The ability of emotion regulation strategies.	36	8	23.8	59.6	4.8
The ability to remain unaffected by negative emotions.	25	6	17.3	69.6	3.8
The ability to control emotions.	25	5	16.5	66.2	3.8
The ability to accept emotional responses.	37	9	25.4	6.5	4.4
Total	114	35	83.2	64.0	12.8

Based on Table 2, it can be seen that one of the research sub-variables is in the high category (69.6%), namely the ability not to be affected by negative emotions. This finding indicates that although generally the emotional regulation of students at MTsN 4 Kota Padang is in the moderate category (64.0%), optimal efforts are needed to improve emotional regulation. This means that although it can be concluded generally that students at MTsN 4 Kota Padang are able to regulate their emotions, there are still some who find it difficult to regulate their emotions. Overall, it can also be seen that the distribution of data for each sub-variable or overall is small. This means that the research data obtained can describe the condition of the research population as a whole. The results of descriptive analysis of emotional regulation in general are in the moderate category. This means that some MTsN students have not been able to control their emotions well.

Table 3
Distribution of self-efficacy behavior frequency

Category	**Interval**	**f**	**%**
Very high	100-118	0	0
High	81-99	36	13
Moderate	62-80	179	66
Low	43-61	51	19
Very Low	24-42	5	2
Total		**271**	**100**

Based on Table 3, it can be seen that the majority of respondent answer scores fall into the moderate category (66%). However, there are respondent answer scores in the low (19%) and high (13%) categories. Meanwhile, there are respondent answer scores in the very low (2%) and very high (0%) categories. Based on the data excerpt, it can be concluded that the distribution of self-efficacy data of MTsN 4 Kota Padang students is predominantly in the moderate category (66%).

In Table 4, the value of one of the data central tendency coefficients (mean) and data dispersion (standard deviation) is presented, both for the variable (overall) and sub-variable of emotional regulation.

Table 4
Mean Description and Percentage (%) of Self-Efficacy Based on Indicators

Dimension	Score				
	Max	Min	Mean	%	SD
Magnitude	32	7	8,4	58,7	4,0
Strength	31	7	12,1	57,1	4,1
Generality	46	10	28,8	57,7	5,7
Total	96	24	69,4	57,8	10,8

Based on Table 4, it can be seen that one of the research sub-variables is in the very low category (58.7%), namely magnitudea. This finding indicates that although overall the self-efficacy of MTsN students is in the moderate category (57.8%), optimal efforts are needed to increase self-efficacy. This means that although it can be generally concluded that students of MTsN 4 Kota Padang have been able to increase their self-confidence, there are still some who find it difficult to believe in their abilities. Overall, it can also be seen that the distribution of data for each sub-variable or overall is small. This means that the research data obtained can depict the overall population conditions.

The results of descriptive analysis on self-efficacy in general are in the moderate category. This means that some students of MTsN 4 Kota Padang still lack the ability to increase their self-efficacy.

Table 5
Frequency distribution of academic resilience

Category	Interval	f	%
Very high	110-130	6	2
High	89-109	133	49
Moderate	68-88	118	44
Low	47-67	10	4
Very low	26-46	4	1
Total		271	100

Based on Table 5, it can be seen that the majority of respondents' answer scores fall into the high category (49%). However, there are also respondent answer scores in the medium (44%), low (4%), very high (2%), and very low (1%) categories. Based on the data excerpt, it can be concluded that the distribution of academic resilience data of MTsN 4 Padang City students is predominantly in the high category (49%).

Table 6 presents the value of one of the coefficients of data central tendency (mean) and data dispersion (standard deviation), both for the variables (overall) and sub-variables of emotional regulation.

Table 6
Mean Description and Percentage (%) of Academic Resilience Based on Indicators

Dimension	Score						
	Max	Min	Total	Mean	%	SD	Ket
Emotional Regulation	25	54	4854	17,91	71,64	3,7	T
Impulse Control	19	4	3385	12,49	62,45	2,6	S
Optimism	15	3	3066	11,31	75,24	2,5	ST
Causal Analysis	20	4	3710	13,69	68,45	3,1	T
Empathy	20	4	3323	12,26	61,31	2,6	S
Self Efficacy	15	3	2490	9,19	61,25	2,1	T
Reaching Out	15	3	2945	10,87	72,44	2,3	ST
Total	122	26	23773	87,7	67,4	12,9	S

Based on Table 6, these findings indicate that although overall the academic resilience of students at MTsN 4 Kota Padang is in the moderate category (6.74%), efforts are needed to optimize self-efficacy. This means that although it can be generally concluded that students at MTsN 4 Kota Padang have been able to enhance their academic resilience, there are still some who find it difficult to bounce back from academic setbacks. Overall, it can also be observed that the distribution of data for each sub-variable or overall is small. This means that the research data obtained can depict the overall condition of the research population.

The results of the descriptive analysis of self-efficacy generally fall into the moderate category. This implies that some students at MTsN 4 Kota Padang are still not sufficiently capable of improving their academic resilience.

Table 7
Results of regression analysis

Model	R	*R Square*	Adjusted R Square	Std. Error of the Eztimate
1	,704[a]	,496	,492	9,216

Based on Table 7, it shows that there is a simultaneous role of emotion regulation and self-efficacy towards academic resilience at (R = 0.704a, df = 2, F = 131.8, p = .000). The coefficient of determination R square with a value of 0.496 indicates that variable X (emotion regulation and self-efficacy) can explain variable Y (academic resilience) by 49.6%, and 50.4% is influenced by other variables. The standard error estimate is 9.216, indicating the error of linear regression, the smaller this number, the better the regression equation. Further testing of the regression coefficient determination shows that emotion regulation positively influences student's academic resilience (β = 0.445, t = 7.892, p = .000). Similarly, self-efficacy positively influences student's academic resilience (β = 0.394, t = 5.912, p = .000).

Discussion

Based on the results of data analysis on the emotion regulation variable, students at Madrasah Tsanawiyah who were sampled in this study tend to have moderate emotion regulation with a percentage of 64.0%. This is also supported by the analysis of aspects such as: the aspect of emotion regulation strategy ability is in the moderate category, the aspect of ability not influenced by negative emotions is in the high category, the aspect of emotion control ability is in the moderate category, and the aspect of ability to accept emotional responses is in the moderate category. Students demonstrate sufficient ability to control or regulate their emotions well, such as understanding and being aware of the emotions they feel. Students who have good emotion

regulation can manage the pressure that triggers their emotional stress, thus avoiding sustained negative impacts (Gross, 2007).

Based on the results of data analysis, students at Madrasah Tsanawiyah who were sampled in this study tend to have moderate self-efficacy with a percentage of 67.4%. Meanwhile, students at Madrasah Tsanawiyah tend to have moderate self-efficacy with a percentage of 57.8%. This is also supported by the analysis of aspects such as: Magnitude is in the very low category, strength is in the low category, and generality is in the moderate category.

The results of this study indicate that emotion regulation has a significant influence on students' academic resilience. This study confirms the findings of Harjuna & Rinaldi (2022), who found a relationship between emotion regulation and academic resilience. Emotion regulation is the process of controlling and managing emotions to achieve specific goals. According to Gross's theory (2007), emotion regulation involves strategies such as cognitive reappraisal and emotional suppression. In an academic context, resilience refers to students' ability to persevere and adapt positively despite facing challenges (Fang et al., 2020; Frisby et al., 2020). Students who can regulate their emotions tend to be better able to manage academic stress. This includes the ability to remain calm when facing exams or difficult tasks, which in turn improves academic performance (Fauziah et al., 2020). Emotion regulation helps students to stay focused and think clearly in difficult situations. Students who can regulate their emotions are better at devising strategies and solving problems, which are important aspects of academic resilience. Students who can manage their emotions are more likely to remain motivated despite facing failure or obstacles. They can overcome feelings of frustration or despair and continue to strive to achieve their academic goals.

Research indicates that students who are effective in regulating their emotions tend to manage academic stress better, which helps them stay calm and focused in challenging situations. This ability also allows them to develop effective problem-solving strategies and remain motivated despite facing failures. Furthermore, good emotional regulation strengthens social relationships with peers and teachers, which is crucial for social support and resilience.

According to the transactional model of stress and coping by Lazarus & Folkman (1984; 1986), coping is a dynamic process where individuals use cognitive and behavioral strategies to manage internal or external demands that are appraised as taxing. Emotional regulation is an integral part of this coping process (Lazarus, 1984). When students face academic stress, their ability to regulate their emotions will determine how they appraise the situation and choose appropriate coping strategies. Thus, effective emotional regulation not only supports students' emotional well-being but also plays a crucial role in developing academic resilience, enabling students to reach their full potential despite difficulties.

The study also found a positive role of self-efficacy in academic resilience. This research confirms the findings of Linggi et al. (2021) and Prawitasari & Antika (2022) that found a relationship between self-efficacy and students' academic resilience. Self-efficacy is an individual's belief in their ability to organize and execute actions required to achieve goals, and it has a significant influence on academic resilience (Tamí-Maury et al., 2024). The concept of self-efficacy was introduced by Bandura (1977) in his social cognitive theory, which emphasizes the importance of self-belief in influencing motivation, actions, and emotional reactions. Students with high self-efficacy are more motivated to achieve their academic goals (Tao & Yu, 2024). They believe that effort and hard work will yield desired results, thus they are more motivated to overcome obstacles and difficulties. This belief makes them more persistent and less likely to give up when facing academic challenges.

High self-efficacy helps students manage stress and emotions more effectively. The belief that they can overcome challenges makes them calmer and able to think clearly in difficult situations (Wang et al., 2024). This reduces levels of anxiety and stress, which in turn enhances academic performance and the ability to stay focused on their goals. Students with high self-efficacy tend to view challenges as surmountable rather than as threats (Cassidy, 2015). They are more likely to see problems as opportunities to learn and grow, rather than as obstacles to their achievement. This positive outlook is a key element of resilience, as it enables students to remain motivated and adapt positively in the face of difficulties.

High self-efficacy encourages students to develop and use more effective coping strategies (Liu et al., 2024). They are more likely to seek creative solutions and address problems constructively. For example, they might be more proactive in seeking help from teachers or classmates when facing difficulties, or use better time management techniques to handle heavy workloads. Students who believe in their own abilities tend to be more independent and self-confident. They do not solely rely on external support but also have internal resources to overcome challenges. This independence is important for academic resilience because it enables students to take initiative and responsibility for their own learning.

Self-efficacy plays a crucial role in shaping students' academic resilience. By enhancing motivation, stress management abilities, perception of challenges, effective coping strategies, self-confidence, and independence, high self-efficacy helps students to persist and succeed in a challenging academic environment. Therefore, it is important for educators and parents to support the development of students' self-efficacy by providing positive feedback, setting realistic goals, and creating a supportive learning and self-development environment (Hariko, 2016; 2017).

However, it should be noted that this study used a cross-sectional design, which has limitations in explaining causal relationships. Additionally, the findings of this research can only be generalized to a limited sample, and caution is needed when applying them to a broader population. Therefore, further research is recommended using longitudinal or experimental designs to better explain the dynamics of relationships between variables.

Conclusion

This study reveals that the overall emotional regulation of students is in the moderate category, which means that students are quite capable of controlling or managing their emotions well, such as understanding and being aware of the emotions they feel. Meanwhile, overall self-efficacy is also in the moderate category, indicating that students have a reasonable amount of confidence or self-belief in their school learning. Additionally, students' academic resilience is in the moderate category, meaning that students are quite capable of enhancing their academic resilience. Therefore,

they can face various academic challenges well and achieve optimal academic performance. This study shows the positive role of emotional regulation and self-efficacy together in students' academic resilience. In other words, the higher the students' emotional regulation and self-efficacy, the higher their level of academic resilience.

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