

## Tracing the Influence of Emotion Regulation on Psychological Well-Being in Psychology Students of UNP Class of 2021

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### Abstract:

*The high academic demands faced by university students often result in psychological pressure that can affect their well-being. Psychological Well-Being (PWB) refers to an individual's psychological state that includes self-acceptance, positive relationships with others, autonomy, environmental mastery, a clear purpose in life, and continuous personal growth. One important factor influencing PWB is emotion regulation, which is an individual's ability to manage, control, and adjust their emotions according to situational demands. This study aims to examine the effect of emotion regulation on the Psychological Well-Being of psychology students at Universitas Negeri Padang, class of 2021. A quantitative research design with a correlational approach was employed, involving 165 participants selected through purposive sampling. Data were collected using a questionnaire consisting of the Emotion Regulation Scale and the Psychological Well-Being Scale. The results of simple regression analysis indicate that emotion regulation significantly influences Psychological Well-Being, contributing substantially to students' overall well-being. Most students were categorized as having moderate levels of both emotion regulation and Psychological Well-Being. These findings confirm previous research suggesting that individuals with good emotion regulation tend to have higher Psychological Well-Being. The study highlights the importance of developing effective emotion regulation strategies for students to enhance their Psychological Well-Being. The results imply that higher education institutions should implement support programs that help students manage emotions adaptively to improve their academic and personal well-being.*

**Keywords:** *Academic stress, emotion regulation, Psychological Well-Being, university students*

### 1. Introduction

Students are a group within society that has the opportunity to pursue higher education with the main goal of enhancing academic and professional skills. However, in carrying out their academic tasks, students often face various pressures, such as piling coursework, ineffective group work, difficult exams, and other academic demands that can impact their psychological well-being. In this context, Psychological Well-Being becomes an important aspect that needs attention to ensure that students can adapt well to various academic and social challenges.

Psychological Well-Being (PWB) is an individual's state of psychological well-being, reflecting how well a person can accept themselves, maintain positive relationships with others, have autonomy in life, master their environment, have clear life goals, and experience continuous personal growth (Ryff, 1989). Previous studies have shown that good Psychological Well-Being can enhance students' quality of life and academic performance (Riani, 2016). However, in reality, many students face difficulties in achieving optimal psychological well-being due to various academic and social pressures.

One factor that can affect Psychological Well-Being is emotion regulation. Emotion regulation refers to an individual's ability to manage, control, and adjust their emotions to fit the situation they face (Gross, 2014). Individuals with good emotion regulation tend to be better at coping with academic and social pressures, thus improving their Psychological Well-Being. On the other hand, poor emotion regulation can make individuals more vulnerable to stress, anxiety, and even depression (Fuad & Rahardjo, 2014).

Previous research has shown a positive relationship between emotion regulation and Psychological Well-Being. For example, a study by Ibrahim (2022) found that emotion regulation significantly contributed to Psychological Well-Being, particularly in the context of academic pressure. Additionally, research by Verzeletti, Zammuner, Galli, and Agnoli (2016) showed that the use of emotion regulation strategies, such as cognitive reappraisal, was associated with an improvement in Psychological Well-Being in adolescents. Despite this, there is still a research gap in understanding how emotion regulation specifically influences students' Psychological Well-Being, especially in the context of Indonesian students, who face different academic pressures compared to students in other countries.

This study aims to measure the influence of emotion regulation on Psychological Well-Being among Psychology students at Universitas Negeri Padang (UNP) class of 2021. By understanding the relationship between emotion regulation and Psychological Well-Being, this research is expected to contribute to the development of more effective intervention strategies to improve students' psychological well-being. Additionally, this research is significant in providing insights for higher education institutions to design support programs that can help students manage their emotions more adaptively, thereby enhancing their learning quality and overall academic life.

## 2. Methods

This study aims to measure the influence of emotion regulation on Psychological Well-Being among Psychology students at Universitas Negeri Padang (UNP) class of 2021. This study uses a quantitative design with a correlational approach to analyze the relationship between the emotion regulation variable and Psychological Well-Being. The population of this study consists of all Psychology students at UNP from the 2021 cohort, totaling 280 students, with a sample of 165 students selected using purposive sampling. The research procedure was carried out by collecting data through an online questionnaire using Google Forms. Participants were provided with information about the study's purpose and were asked to complete informed consent before proceeding with the questionnaire. The collected data were then analyzed to examine the relationship between emotion regulation and Psychological Well-Being.

The research instrument consists of two measurement scales. The emotion regulation scale was developed based on the theory of Gross and John (2003), which includes two main dimensions: cognitive reappraisal and expressive suppression, with a reliability coefficient of 0.815 (Ma'rifah, 2020). Meanwhile, the Psychological Well-Being scale was developed based on Ryff's theory (1995), which includes six dimensions: self-acceptance, positive relationships with others, autonomy, environmental mastery,

purpose in life, and personal growth, with a reliability coefficient of 0.738 (Azis, 2022). Data analysis was conducted using simple regression analysis with the help of SPSS software to test the effect of emotion regulation on students' Psychological Well-Being. The analysis results will be used to draw conclusions about the relationship between the two variables.

### 3. Hasil

This study aims to determine the effect of emotion regulation on Psychological Well-Being among Psychology students at Universitas Negeri Padang class of 2021. Based on the results of simple regression analysis, an F value of 117.747 with a significance of  $0.000 < 0.05$  was obtained, indicating that emotion regulation has a significant effect on students' Psychological Well-Being.

**Table 1.**  
Results of Simple Regression Analysis

Independent Variable	Dependent Variable	R	R <sup>2</sup>	F	Sig.
Emotion Regulation	Psychological Well-Being	0.646	0.418	117.747	0.000

Based on the calculation results, the R<sup>2</sup> value of 0.418 indicates that emotion regulation contributes 41.8% to students' Psychological Well-Being, while the remaining portion is influenced by other factors not examined in this study. Additionally, the categorization results of students' Psychological Well-Being and emotion regulation show that the majority of respondents fall into the moderate category for both variables, indicating that most students are able to manage their emotions fairly well and have moderate psychological well-being.

Thus, the results of this study confirm that emotion regulation has a significant effect on the Psychological Well-Being of Psychology students at UNP class of 2021. These findings are consistent with previous research showing that individuals who can regulate their emotions well tend to have higher levels of psychological well-being.

### 4. Discussion

The results of this study indicate that emotion regulation has a significant effect on Psychological Well-Being among students. This finding supports Gross's (2014) theory, which states that individuals with good emotion regulation can adapt more effectively to pressures and challenges, thereby enhancing their psychological well-being. Additionally, this study aligns with the findings of Ibrahim (2022), which emphasize the important role of emotion regulation in determining an individual's Psychological Well-Being, particularly in the context of academic pressure.

Compared to previous studies, this research underscores that emotion regulation is not just a supporting factor but a key predictor of improving students' psychological well-being. The implications of this study suggest the importance of developing emotion regulation training programs for students to enhance their psychological well-being. Furthermore, this research provides insights for educational institutions to pay more attention to emotional factors in supporting students' academic success.

## 5. Conclusion

This study aims to measure the effect of emotion regulation on Psychological Well-Being among Psychology students at Universitas Negeri Padang class of 2021. The results show that emotion regulation has a significant effect on students' Psychological Well-Being. Good emotion regulation can enhance students' psychological well-being by helping them cope with academic and social pressures. Therefore, it is important for students to develop adaptive emotion regulation strategies to improve their psychological well-being. Additionally, educational institutions can play a role in providing support programs to help students manage their emotions effectively.

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