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Academic Resilience of Out-of-Town Students: Is There a Role for Emotional Regulation and Academic Self-Efficacy?

Inda Wulandari^{1*}, Suroso², Suhadianto³

University of August 17, 1945 Surabaya

Corresponding Author: Inda Wulandari wwwulandarimastu@gmail.com

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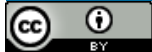
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ABSTRACT

The ability to overcome various obstacles in the field of education is known as academic resilience. High academic resilience is able to withstand academic pressure, adapt to changing conditions, and survive in difficult situations. The purpose of this study was to determine the relationship between academic resilience of first-year students in Surabaya with emotional regulation and academic self-efficacy. This study involved 250 students from outside Surabaya, and samples were taken using the Accidental Sampling technique. The research tools used were the academic self-efficacy scale developed by the researcher, the academic resilience scale, and the emotional regulation scale using the Emotion Regulation Questionnaire (ERQ). The findings of the analysis showed that academic resilience was significantly influenced by emotional regulation, indicating that students who showed strong emotional management were more resilient. In addition, it has been shown that academic resilience is significantly influenced by academic self-efficacy, meaning that students who have strong academic self-efficacy are more likely to overcome obstacles

INTRODUCTION

For out-of-town students, especially those who are just entering their first year of college, education is very important. The process of moving away to continue higher education not only presents academic challenges, but also significant social and emotional challenges (Faizah et al., 2020). Students often experience stress due to the many assignments and activities that must be done on campus (Febriyola et al., 2023). Out-of-town students also face various changes and differences in various aspects of life that require significant adjustments (Safitri & Arswimba, 2024). Changes such as new lifestyles, social interactions, and the desire to be independent and take responsibility for everything they do are other challenges faced by out-of-town students, especially first-year students (Fitri & Kustanti, 2020).

Based on the results of a survey conducted in December 2024 on five first-year students from the class of 2024, it was found that students face various academic challenges, such as difficulty in managing time to complete assignments, pressure in adjusting to a new environment, and feelings of hopelessness when getting grades that are not as expected. In addition, the lack of social support from distant families and difficulty adapting to learning methods in college also affect their self-confidence in facing academic demands. These findings indicate that first-year students from the class of 2024 need strong academic resilience. Research by Putra et al (2023) involving students from the UKSW Faculty of Psychology also revealed that the majority of first-year students showed low levels of resilience, both in academic and social aspects. This shows that many first-year students have not been able to cope with challenges and pressures well.

Based on the results of previous research, the level of student resilience tends to be low, as shown in research that has been conducted Abdillah et al. (2023) on students at one of the universities in Surabaya City, shows that most of the students who are migrants, which is around 65.8%, have academic resilience in the medium to low category, while only 6.7% are in the very high category. As a result of this data, it can be concluded that most students who are migrants still have a moderate to low level of academic resilience. This confirms that many students still lack the ability to face academic challenges effectively (Abdillah et al., 2023). The

academic pressures and challenges faced by these students can also cause stress in students (Efendi et al., 2023). Research by Tandrianto (2023) explains that new students often experience academic stress, which can affect their ability to learn and adapt

The various challenges faced by students often have an impact on academic life. Another study by Pattinama, et al. (2019) also explained that problems that arise during lectures can cause some students to fail or drop out of their education. In facing academic obstacles, first-year students need the strength to overcome negative experiences that can interfere with their learning process, so that students can adapt well and meet academic demands (Boatman, 2014). To overcome the challenges during this transition period, first-year students need resilience skills to bounce back from difficulties and overcome the disappointments they experience (Rofatina et al., 2016). Resilience is the ability to cope and adapt to difficult events or challenges in life, the ability to persist in stressful situations, and the ability to cope with trauma or death throughout life (Reivich & Shatte 2002).

Academic resilience is the most common phenomenon among students. In higher education, academic resilience is defined as the ability to effectively cope with problems, difficulties, and pressures that exist in the academic environment (Marsh & Martin, 2009). Academic resilience is an individual's ability to overcome various challenges and problems that arise in the educational environment (Sukmaningpraja & Santhoso, 2018). A person's ability to survive and complete their education in difficult or undesirable conditions and be able to overcome various academic obstacles is known as academic resilience (Wulandari & Kumalasari 2022). Students with high academic resilience tend to welcome challenges as opportunities to demonstrate their abilities as active students in college (Nashori & Saputro, 2021).

Reivich and Shatte (2002) mention seven main components of resilience: the ability to control emotions, control desires, optimistic signals, analyze problems, empathize, have confidence in one's own abilities (self-efficacy), and be achievement-oriented. The resilience possessed by individuals is not formed automatically in the individual, but is influenced by various factors (Faizah et al., 2020). External factors are elements that come from a person's external environment, while internal factors

are elements that come from within a person. Internal factors that play a role in influencing resilience include spirituality, self-efficacy, optimism, emotional regulation, and self-esteem. Meanwhile, external factors that contribute to resilience are social support (A. Putri, 2023). This study will concentrate on two factors of academic resilience, namely emotional regulation and academic self-efficacy. These two psychological factors are considered to play an important role in forming academic resilience.

Emotional regulation and academic self-efficacy are two important factors that influence students' academic resilience, especially for out-of-town students who face various adaptation challenges. The study entitled "The Relationship between Emotional Regulation and Academic Self-Efficacy with Academic Resilience of First-Year Out-of-town Students" is based on the background that has been explained previously and supported by previous phenomena, data, and research findings.

METHODS

Types of Research

This research uses quantitative methods. Azwar (2016) explains that the quantitative approach centers on analyzing data in the form of numbers resulting from the measurement process, which is then analyzed using statistical techniques. This research uses a correlational approach to find the strength and direction of the relationship between the variables being measured (Azwar, 2016).

The data used in this research was analyzed using multiple linear regression analysis techniques. A statistical method known as multiple linear regression technique is used to reveal the influence of several independent variables on the dependent variable (Devin & Loisa, 2021). By considering the current combination of independent variables and dependent variables, the goal of this analysis is to predict the value of the dependent variable. Before conducting multiple regression analysis, it is important to ensure that several assumptions have been met to ensure the validity of the model. Normality, linearity, heteroscedasticity and multicollinearity tests are the assumptions in question (Kurniawan 2016). The IBM SPSS 25 for Windows statistical program helps with data calculations.

Objectives and Hypothesis

Emotional regulation and academic self-efficacy influence and interact with each other in shaping the academic resilience of out-of-town students. Students who have good emotional regulation tend to show higher academic self-efficacy, because they are able to manage negative emotions that can affect their beliefs about their academic abilities. Conversely, high academic self-efficacy can strengthen the ability to regulate emotions, because beliefs in one's abilities can reduce levels of anxiety and stress. Thus, the relationship between emotional regulation and academic self-efficacy is crucial in shaping overall academic resilience.

The purpose of this research is to see how emotional regulation and academic self-efficacy are related to the academic resilience of first year overseas students, to analyze how emotional regulation is related to the academic resilience of overseas students, in addition to seeing how academic self-efficacy and academic resilience are related to each other in overseas students.

Based on the previous explanation, the first assumption (H1) of this study is that there is a relationship between emotional regulation and academic self-efficacy with academic resilience of first-year out-of-town students. The second assumption (H2) is that there is a positive relationship between emotional regulation and academic resilience of first-year out-of-town students. Then the third assumption (H3) states that there is a positive relationship between academic self-efficacy and academic resilience of out-of-town students.

Population

The population is the total number of subjects who are the source of data collection who have certain requirements related to the research problem (Faried & Mas, 2024). This subject group must have certain characteristics or characteristics in common, which differentiate it from other subject groups (Azwar, 2016). The population in this study were new students (Semester 1) 2024 who had migrated from outside Surabaya and were studying in the city of Surabaya from both state and private universities.

Research Sample

This study focuses on first-year out-of-town students in 2024 who study in Surabaya City, both in state and private universities. The type of sampling

is non-probability (accidental sampling) is sampling that is done by chance. Someone who meets the researcher by chance can be considered a sample if they are accidentally considered suitable as a data source (Susanti, 2019).

Of the 250 respondents involved in this study, 34.4% (86) were male and 65.6% (164) were female. These data show that most of the respondents in this study were female. The data shows that students as much as 22.4% (56) studied at state universities and 77.6% (194) studied at private universities, so it can be concluded that most respondents studied at private universities. Regarding the age range of respondents, 95.2% (238) were between 18 and 21 years old and 4.8% (12) were between 22 and 25 years old.

Instruments

Academy Resilience Scale: This scale was created by Hardiansyah et al (2020) based on four aspects developed from Cassidy's (2016) academic resilience aspects, namely: (1) Self-Adjustment, namely the ability to adapt to academic pressure including controlling feelings of frustration and adjusting to circumstances; (2) Academic Resilience, namely the ability to strengthen oneself and survive in the face of academic problems; (3) Intelligence in dealing with problems, namely the ability to think far ahead and identify and overcome difficulties that arise; and (4) Problem Solving, namely the ability to find solutions and overcome problems faced in an academic context. The scale from Hardiansyah et al (2020) has 27 items with test results obtained a score of $\alpha = 0.784$, which means that the academic resilience scale has a relatively high reliability (Hardiansyah et al., 2020).

Emotion Regulation Scale: To measure emotional regulation, this study used the Emotion Regulation Questionnaire (ERQ-2003), which was translated into Indonesian by Ainurrohma et al. (2021). Based on two main elements, the ERQ was first created by James J. Gross and Oliver P. John (2003). (1) Cognitive Reappraisal (Antecedent-Focused), which is emotional control that focuses on

actions taken by a person before expressing emotions. To change emotional responses, this strategy uses cognitive changes to understand situations that can trigger emotions; (2) Expressive Suppression (Response-Focused) which means changing responses by avoiding expressing emotions through behavior. There are ten items in the initial version of the ERQ; six items measure cognitive evaluation strategies and four items measure expressive elimination strategies. Meanwhile, the Indonesian version has eight items (Azwar, 2016; Suhadianto, et al., 2021).

Academic Self-Efficacy Scale: In this study, researchers created a scale based on three aspects of resilience according to Bandura (1997): (1) Magnitude, which refers to the level of difficulty of the task faced by a person and the level of difficulty they perceive they can complete; (2) Generality, which describes a person's belief in completing various tasks thoroughly and effectively; (3) Strength, which relates to how strong or weak an individual's belief is, which refers to the extent to which a person feels confident in using their abilities to complete tasks.

The Likert scale, a technique for measuring attitudes, views, and perceptions of a society or group towards social phenomena, was used in this study. To complete the scale, respondents were asked to choose the statement that best describes their condition. Positive and negative comments were used in this research methodology. SS (Strongly Agree), S (Agree), N (Neutral), TS (Disagree), and STS (Strongly Disagree) are the five possible answers for each question. A score of 1 for STS (Strongly Disagree), 2 for TS (Disagree), 3 for N (Neutral), 4 for S (Agree), and 5 for SS (Strongly Agree) if the statement shows a negative attitude. Conversely, statements that express a positive attitude are given a score of 5 points for strongly agree (SS), 4 points for agree (S), 3 points for neutral (N), 2 points for disagree (TS), and 1 point for strongly disagree (STS).

Normality Test

Tabel 1. Distribution Normality Test Results
One Sample-Kolmogrov Smirnov Test

	Unstandarized Residual
N	250
Asymp. Sig. (2-tailed)	0,200

Sumber: Output SPSS Versi 25 IBM for Windows

Based on table 1, the Asymp.Sig value is obtained. (2-tailed) of 0.2 ($p > 0.01$). Decision making criteria if the Sig value. > 0.05 then the data is declared normally distributed. If the sig value. less

than 0.01 then the data is declared not normally distributed (Azwar, 2016). Thus, it can be concluded that this research data is normally distributed.

Linearity Test

Tabel 2. Linearity Test Results

Variables	F	Sig
Emotion Regulation*Academic Resilience	0,788	0,338
Academic Self-Efficacy*Academic Resilience	1,096	0,301

Sumber: Output SPSS Versi 25 IBM for Windows

The decision-making criteria in the linearity test is if the sig value. deviation from linearity > 0.01 , then the relationship between variables (X) and (Y) is linear (Azwar, 2016). Based on table 2, the variables of emotional regulation and academic resilience obtained a sig.deviation from linearity value of 0.338 ($p > 0.01$). Thus, it can be concluded that the variables of emotional regulation and

academic resilience in this study have a linear relationship.

Furthermore, for the academic self-efficacy and academic resilience variables, the sig.deviation from linearity value was 0.301 ($p > 0.01$). Thus, it can be concluded that the variables of academic self-efficacy and academic resilience in this study also have a linear relationship.

Multicollinearity Test

Tabel 3. Multicollinearity Test

Variables	Tolerance	VIF
Emotion Regulation*Academic Self-Efficacy	0,974	1,027

Sumber: Output SPSS Versi 25 IBM for Windows

The decision-making criteria use Tolerance values > 0.10 and VIF < 10 , so the independent variables to be tested do not have symptoms of multicollinearity (Widana & Muliani, 2020). Based on table 3, the emotional regulation variable obtained a tolerance value of 0.974 (Tolerance > 0.10) and a VIF value of 1.027 (VIF < 10). Then the academic self-efficacy variable also obtained a tolerance value

of 0.974 (Tolerance > 0.10) and a VIF value of 1.027 (VIF < 10). Thus, it can be concluded that between the variables of emotional regulation (X1) and academic self-efficacy (X2) there are no symptoms of multicollinearity or intercorrelation.

Heteroscedasticity Test

Tabel 4. Heteroscedasticity Test

Variables	P	Conclusion
Emotional Regulation	0,123 $> 0,01$	Heteroscedasticity does not occur
Academic Self-Efficacy	0,600 $> 0,01$	Heteroscedasticity does not occur

Sumber: Output SPSS Versi 25 IBM for Windows

The basis for decision making in the heteroscedasticity test is if the Sig value. between the independent variable and the residual absolute

variable of more than 0.01 (Sig > 0.01), it is stated that there are no symptoms of Heteroscedasticity. Based on table 4, the results of the heteroscedasticity

test for the emotional regulation and academic self-efficacy variables obtained a significant value of 0.123 ($p > 0.05$), and the academic self-efficacy variable obtained a significant value of 0.600 ($p > 0.05$), so it can be concluded that no There were symptoms of heteroscedasticity in the variables of emotional regulation and academic self-efficacy in this study.

RESULTS AND DISCUSSION

Results

Regarding the results in this study, we will further present the average (mean) and standard deviation (SD) of each variable.

Tabel 5. Descriptive Statistical Test Results

Variables	Mean	Std. Deviation
Academic Resilience	117,40	5,161
Emotional Regulation	35,03	2,426
Academic Self Efficacy	88,37	4,075

Sumber: Output SPSS versi 25 IBM for Windows

Regarding the level of academic resilience of respondents (Table 5), this study reports a mean of $M=117.40$ and a standard deviation of $SD=5.161$. Regarding the level of emotional regulation,

respondents in this study reported a mean of $M=35.03$ and a standard deviation of $SD=2.426$. Regarding the level of academic self-efficacy of respondents, this study reported an average of $M=88.37$ and a standard deviation of $SD=4.075$

Tabel 6. Descriptive Statistical Test Results

Variables	Mean	Std. Deviation
Academic Resilience	117,40	5,161
Emotional Regulation	35,03	2,426
Academic Self-Efficacy	88,37	4,075

Sumber: Output SPSS Versi 25 IBM for Windows

Regarding the level of academic resilience of respondents (Table 6), this study reported an average of $M=117.40$ and a standard deviation of $SD=5.161$. Regarding the level of emotional regulation of respondents, this study reported an average of

$M=35.03$ and a standard deviation of $SD=2.426$. Regarding the level of academic self-efficacy of respondents, this study reported an average of $M=88.37$ and a standard deviation of $SD=4.075$.

Tabel 7. Simultaneous Test Results (First Hypothesis)

Model	df	Mean Square	F	sig
Regression	2	314,301	12,931	0,000
Residual	247	24,306		
Total	249			

Sumber: Output SPSS Versi 25 IBM for Windows

The results of the simultaneous test data calculation above show an F value of 12.931 and a significance value of 0.000 ($p < 0.01$). The hypothesis stating that there is a relationship between emotional regulation and academic self-efficacy with the academic resilience of first-year out-of-town

students is accepted. These results indicate that emotional regulation and academic self-efficacy simultaneously have a very large positive influence on the academic resilience of out-of-town students.

Tabel 8. Second Hypothesis Test

Variables	Unstandarized		t	sig
	Coefficients			
	B	Std.Error		
Emotion Regulation	0,388	0,130	2,971	0,000

Sumber: Output SPSS Versi 25 IBM for Windows

The table above shows that the emotional regulation variable has a t value = 2.971 with a significance value of 0.000 (<0.01) and a significance value of B = 79.139. These results indicate that the hypothesis stating that emotional regulation and academic resilience of first-year out-of-town students are accepted, shows a very significant positive relationship between the two.

This means that students who are better able to control their emotions will be better able to survive in their educational environment, while students who are less able to control their emotions will have a smaller chance of surviving in their educational environment.

Tabel 9. Third Hypothesis Test

Variabel	Unstandarized		t	sig
	Coefficients			
	B	Std.Error		
Academic Self- Efficacy	0,279	0,078	3,596	0,000

Sumber: Output SPSS Versi 25 IBM for Windows

The results of the study showed that the academic self-efficacy variable had a t value = 3.596, a significant value of 0.000 ($p < 0.01$), and B = 0.279. These results clarify a very significant positive correlation between the academic resilience of out-of-town students and academic self-efficacy. This

means that the academic resilience capacity of students increases along with the level of their academic self-efficacy. On the other hand, the academic resilience capacity of students decreases along with the decrease in academic self-efficacy.

Tabel 10. Regression Equation

Variables	Koefisien Regresi	T Hitung	Sig
Constants	79,139	3,595	
Emotional Regulation	0.388	2,157	
Academic Self- Efficacy	0,279	3,273	
F count	12,931		0,000
Rsquare	0,095		

Sumber: Output SPSS Versi 25 IBM for Windows

The regression equation $Y = a + b_1X_1 + b_2X_2$ was obtained from data analysis using SPSS software version 25 for Windows. The values of $a = 79.139$, $b_1 = 0.388$, and $b_2 = 0.279$ were found. If emotional regulation and academic self-efficacy are both zero, then the student's academic resilience is in the strong category as indicated by a constant of 79.139.

Academic resilience will increase with each additional emotional regulation score, according to the regression coefficient of 0.388. While the regression coefficient of 0.279 indicates that academic resilience will increase along with the increase in academic self-efficacy scores.

Discussion

Based on research findings, the first hypothesis which states that there is a relationship between emotional regulation and academic self-efficacy and academic resilience is accepted, which means that emotional regulation and academic efficacy have a significant influence on students' academic resilience during their first year of study. In line with research by Maharani and Nursalim, (2022) found that academic resilience is significantly influenced by emotional regulation and self-efficacy.

Individuals who lack emotional regulation will tend to show negative responses or behavior towards their social environment. However, this negative response or behavior can turn into a positive one if the individual has confidence or a high level of self-efficacy. Liu et al., (2018) stated that self-efficacy can train individuals to apply self-management in overcoming difficulties, so that individuals feel more confident and confident in the behavior they produce.

Furthermore, the second hypothesis of this research, which states that emotional regulation and academic resilience are positively correlated, is accepted. These findings show that overseas students who are more adept at managing their emotions will be more resilient in facing obstacles, while those who are less adept at managing their emotions will be less resilient against these challenges, especially in their first year of study. In research by Kelly., et al (2024) also found that people who have the ability to control their emotions are better able to survive. Individuals who are able to control their emotions are able to control their emotions in stressful situations. Research by Kelly., et al (2024) also proves in its research results that when individuals have good emotional regulation abilities, individuals will have a high level of resilience. Individuals with good emotional regulation have an extraordinary ability to control their emotions, even in situations which is full of pressure. Students tend to be calmer and think rationally when facing all academic obstacles and difficulties.

Good emotional regulation skills help students to stay focused and think clearly in difficult situations (Wulandari & Kumalasari, 2022). Especially for overseas students, emotional regulation is the key to managing various changes, such as cultural adaptation, academic pressure, and loneliness (Rahmanda & Satwika, 2023).

Meanwhile, individuals with low emotional regulation often have difficulty controlling their emotions in stressful situations. Other research Meganingtyas & Mufitasari, (2022) noted that individuals with low emotional regulation tend to respond to negative situations with anxiety, frustration, or anger, which can affect their ability to survive in an academic environment. This can reduce their confidence in completing complex academic tasks (low self-efficacy) (Maharani & Nursalim, 2022).

In the third hypothesis, which stated that there was a relationship between academic self-efficacy and academic resilience in overseas students, the results were also accepted. This shows that the higher the academic self-efficacy of overseas students, the higher the level of academic resilience they have. On the other hand, if overseas students' academic self-efficacy is low, their level of academic resilience tends to be lower, especially for first year students. In line with research conducted by A. E. Putri et al., (2023) which shows the results that self-efficacy has a positive and significant influence on student academic resilience. These results indicate that academic self-efficacy has an influence on increasing student academic resilience. Research by Linggi and Roswita, (2021) also supports these findings, showing that individuals with academic self-efficacy tend to have the belief that they can overcome unpleasant situations and have confidence in their ability to succeed in facing difficult challenges.

Individuals with high academic self-efficacy usually have strong confidence in their ability to complete academic tasks (Kuserawati & Farida, 2022). Individuals tend to be more confident, persistent, able to overcome obstacles, and have effective strategies for learning (Sahertian et al., 2024). Meanwhile, individuals with low academic self-efficacy usually feel less able to achieve their academic goals and tend to doubt their ability to face academic challenges (Maharani & Nursalim, 2022). Low academic self-efficacy can lead to feelings of uncertainty and anxiety regarding academic achievement, which has an impact on their academic resilience (Makmur Solahudin et al., 2022). In line with research by Athia Rayhan Deta Maulana & Ramon Ananda Paryontri, (2024) which states that low self-efficacy can affect students' ability to solve

academic problems, which has the potential to reduce their resilience in facing academic challenges.

Emotional regulation and academic self-efficacy are psychological factors that are believed to play an important role in forming academic resilience. These two factors can influence how students respond to the challenges they face during their time abroad, both in terms of social adaptation and academic achievement. The academic resilience of overseas students is strongly influenced by the interaction between emotional regulation and academic self-efficacy. Students who can manage their emotions well and have strong confidence in their ability to achieve academic goals will be more resilient. They can face pressure, failure and feelings of homesickness without being easily shaken, so they are able to survive longer in academic life outside their home area.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that emotional regulation and academic self-efficacy together influence the academic resilience of first year overseas students with the level of academic resilience of first year overseas students at a moderate level. This shows that students have sufficient abilities to face challenges and pressure in the educational environment, but still need further support and development.

Based on the results of the research that has been conducted, it can be concluded that emotional regulation and academic self-efficacy together influence the academic resilience of first year overseas students with the level of academic resilience of first year overseas students at a moderate level. This shows that students have sufficient abilities to face challenges and pressure in the educational environment, but still need further support and development.

Emotion regulation and academic resilience also show a very significant positive relationship. The research results showed that the emotional regulation abilities of first year overseas students were at a moderate level. These results show that students are quite capable of managing their emotional regulation. This research emphasizes that although there is a small number of students with emotional regulation, the majority are still in the moderate category. Individuals with moderate

emotional regulation abilities can control their emotions, although they sometimes have difficulty dealing with very stressful situations.

Academic self-efficacy and academic resilience show a very significant positive relationship. The academic self-efficacy of overseas students in this study showed a moderate level of self-efficacy. In this study, data was obtained that the emotional regulation abilities of first year overseas students were at a moderate level. Students with moderate academic self-efficacy have sufficient confidence and self-confidence in their abilities. Students can manage academic challenges well, but may need additional support when things become more difficult.

Overall, this research has advantages such as focusing on psychological factors that play an important role in academic resilience, as well as providing empirical insights that can be the basis for interventions or development programs for overseas students to be more adaptive in facing academic challenges. However, this research still has several limitations, such as the sample scope being limited to first year overseas students, so the results may not be generalizable to the wider student population. In addition, the use of quantitative methods alone may not describe the in-depth dynamics of these three variables.

Referring to existing limitations, future researchers are advised to develop research on academic resilience by involving samples that are more diverse in terms of geography and culture. In addition, it is recommended to use a mixed-method approach to explore deeper factors related to academic resilience. Researchers can also examine other influential variables, such as the role of social support from family, friends, or institutions in strengthening the academic resilience of overseas students.

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