

ABSTRAK

Cahyaningtyas, Teresa. (2026). Hubungan antara Disregulasi Emosi dan Academic Buoyancy pada Mahasiswa Baru. Skripsi. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui hubungan antara disregulasi emosi dan lima dimensi *academic buoyancy* (*confidence*, *coordination*, *commitment*, *control*, dan *composure*) pada mahasiswa baru. Penelitian menggunakan pendekatan kuantitatif korelasional dengan partisipan sebanyak 301 mahasiswa (75 laki-laki dan 226 perempuan) berusia 17–25 tahun yang menempuh semester 2 atau 4. Pengumpulan data dilakukan menggunakan skala *Difficulties in Emotion Regulation Scale* (DERS) yang telah diadaptasi ke dalam Bahasa Indonesia serta skala *Academic Buoyancy* (AB) yang dikembangkan peneliti. Reliabilitas skala DERS yaitu sebesar 0,956, dan skala AB sebesar 0,923, dan reliabilitas per dimensi AB masing-masing minimal sebesar 0,7. Analisis data menggunakan korelasi *Pearson Product Moment* dan *Spearman rho* sesuai dengan hasil uji asumsi. Hasil penelitian menunjukkan adanya hubungan negatif yang signifikan antara disregulasi emosi dengan seluruh dimensi *academic buoyancy*, yaitu *coordination* ($r = -0,530$), *confidence* ($r = -0,569$), *commitment* ($r = -0,544$), *control* ($r = -0,542$), dan *composure* ($r = -0,580$) (seluruhnya $p < 0,001$). Temuan ini menunjukkan bahwa semakin tinggi disregulasi emosi, semakin rendah *academic buoyancy* pada mahasiswa baru. Sebaliknya, semakin rendah tingkat disregulasi emosi yang dimiliki mahasiswa, maka semakin tinggi *academic buoyancy* yang dimiliki.

Kata kunci: Disregulasi emosi, *academic buoyancy*, mahasiswa baru

ABSTRACT

Cahyaningtyas, Teresa. (2026). The Relationship Between Emotional Dysregulation and Academic Buoyancy Among Freshmen. Thesis. Yogyakarta: Psychology, Faculty of Psychology, Sanata Dharma University.

This study aimed to examine the relationship between emotion dysregulation and the five dimensions of academic buoyancy (confidence, coordination, commitment, control, and composure) among first-year university students. This quantitative correlational study involved 301 participants (75 males and 226 females) aged 17–25 years who were in their second or fourth semester. Data were collected using the Indonesian-adapted Difficulties in Emotion Regulation Scale (DERS) and an Academic Buoyancy (AB) scale developed by the researcher. The reliability coefficients of the DERS and AB scales were 0.956 and 0.923, and each dimension of the AB scale demonstrated satisfactory reliability, with coefficients of at least 0.70. Data were analyzed using Pearson Product-Moment and Spearman's rho correlations based on the assumption test results. The findings revealed significant negative correlations between emotion dysregulation and all dimensions of academic buoyancy: coordination ($r = -0.530$), confidence ($r = -0.569$), commitment ($r = -0.544$), control ($r = -0.542$), and composure ($r = -0.580$) (all $p < .001$). These results indicate that higher levels of emotion dysregulation are associated with lower levels of academic buoyancy among first-year university students. In contrast, lower levels of emotion dysregulation are associated with higher levels of academic buoyancy.

Keywords: Emotional dysregulation, academic buoyancy, freshmen