

Abstrak

Penulisan skripsi merupakan fase penting dalam perjalanan akademik mahasiswa. Namun, dalam praktiknya, banyak mahasiswa tingkat akhir merasa tertekan karena mengalami berbagai hambatan dalam menyusun skripsi, sehingga berdampak negatif terhadap *psychological well-being*. Oleh karena itu, penting untuk memiliki kemampuan dalam mengelola emosi serta memperluas akses terhadap dukungan sosial dari lingkungan sekitar ketika menyusun skripsi. Penelitian ini bertujuan untuk mengetahui pengaruh *emotion regulation* dan *social support* terhadap *psychological well-being* mahasiswa tingkat akhir yang sedang menyusun skripsi. Penelitian ini menggunakan pendekatan kuantitatif dengan 379 mahasiswa angkatan 2021 UIN Sunan Gunung Djati Bandung sebagai sampel, yang dipilih melalui teknik *non-probability* dengan *sampling insidental*. Instrumen yang digunakan adalah *Emotion Regulation Questionnaire* (ERQ), *Multidimensional Scale of Perceived Social Support* (MSPSS), dan *Ryff Psychological Well-Being* (RPWB). Analisis data dalam penelitian ini menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa terdapat pengaruh *emotion regulation* dan *social support* terhadap *psychological well-being* mahasiswa tingkat akhir.

Kata Kunci : *Emotion Regulation, Social Support, Psychological Well-Being*



Abstract

Writing a thesis is an important phase in a student's academic journey. However, in practice, many final-year students feel depressed because they experience various obstacles in preparing the thesis, which has a negative impact on psychological well-being. Therefore, it is important to have the ability to manage emotions and expand access to social support from the surrounding environment when preparing a thesis. This study aims to determine the effect of emotion regulation and social support on the psychological well-being of final year students who are preparing a thesis. This study used a quantitative approach with 379 students of the 2021 batch of UIN Sunan Gunung Djati Bandung as samples, which were selected through non-probability techniques with incidental sampling. The instruments used were the Emotion Regulation Questionnaire (ERQ), Multidimensional Scale of Perceived Social Support (MSPSS), and Ryff Psychological Well-Being (RPWB). Data analysis in this study used multiple linear regression. The results showed that there was an influence of emotion regulation and social support on the psychological well-being of final year students.

Kata Kunci : *Emotion Regulation, Social Support, Psychological Well-Being*

