International Journal of Educational Research Excellence (IJEREC)
https://ejournal.ipinternasional.com/index.php/ijerec

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

Differences in Emotion Regulation Among University Students Based on Gender

Farah Laila Uzma[1*)], Mikaela Berliyana Alitani[2)]

[1)] Esa Unggul University, Jakarta, Indonesia
[2)] Esa Unggul University, Jakarta, Indonesia

Correspondence Authors: farahuzma09@student.esaunggul.ac.id
Article history: received 15 September, 2026; revised 25 September 2026; accepted 30 September,2026
This article is licensed under a Creative Commons Attribution 4.0 International License

Abstract

This study aims to determine differences in emotion regulation among university students in Tangerang City based on gender. A quantitative approach with a comparative design was employed. Non-probability sampling specifically purposive sampling was used to select the sample. The study involved 100 respondents, comprising 50 male and 50 female students. Data were collected using an emotion regulation scale. Normality testing using the Kolmogorov-Smirnov test with the Monte Carlo approach (at a 95% confidence level) yielded a significance value of 0.223, indicating that the emotion regulation data were normally distributed. Homogeneity testing using Levene's Test resulted in a significance value of 0.177, indicating that the variances of the two groups were homogeneous. As the data met the assumptions of normality and homogeneity, an Independent Samples t-Test was conducted to examine differences. The test results showed a t-value of 1.153 with a significance value of p=0.252 (sig. > 0.05). Thus, there is no significant difference in emotion regulation between male and female students in Tangerang City. Descriptively, cross-tabulation results showed that 44.0% of male students exhibited high emotion regulation, compared to 38.0% of female students. In the low category, the figures were 56.0% for male students and 62.0% for female students. Meanwhile, regarding age groups, low emotion regulation was more prevalent in the 21–23 age group (65.9%) than in the 18–20 age group (53.6%). Future research is advised to consider other psychological and environmental factors related to emotion regulation and to broaden respondent characteristics to obtain more comprehensive results. It is also recommended that future studies include additional variables, such as academic stress or social support, to deepen the analysis.

Keywords: ***Emotional Regulation, Gender, Students***

I. INTRODUCTION

University students face various academic, social, and personal demands that can impact their emotional state. Pressures ranging from assignments, exams, and interpersonal conflicts to concerns about the future necessitate emotional regulation skills, enabling individuals to adapt more effectively (Meganingtyas & Mufitasari, 2022). Emotional regulation encompasses the ability to recognize, understand, manage, and express emotions adaptively, thereby supporting students' psychological well-being (Jannah et al., 2022; Reskido et al., 2024). Low emotional regulation can increase the risk of stress, difficulties in problem-solving, and obstacles to academic and social adjustment (Adinda & Prastuti, 2021; Kumala & Darmawanti, 2022; Aryansah & Sari, 2021). Research by Rehing et al. (2024) indicates that 75.62% of 840 university students fell into the low emotional regulation category, with a higher proportion among female students compared to males. These findings are supported by Purnawati et al. (2022), who demonstrated that emotional regulation can vary by gender when students face academic demands. These differences are influenced by biological factors and socialization processes that shape how men and women express and manage emotions (Brody, 1999). Furthermore, Gross (2015) explains that individuals tend to employ different emotion regulation strategies such as cognitive reappraisal and expressive suppression thereby allowing for variations in emotion regulation abilities based on gender.

In the context of Tangerang City, research by Marlina et al. (2025), Nasrianti et al. (2024), and Lase & Tumanggor (2024) indicates that young adults continue to face various emotional challenges, such as anxiety, difficulty controlling emotions, and obstacles in social relationships. These conditions demonstrate that emotional regulation remains a relevant issue to study among active university students in Tangerang City. A preliminary study involving four active university students in Tangerang City revealed variations in emotion regulation abilities among both male and female students when facing academic pressure and personal issues. These initial findings indicate that emotion regulation can differ based on an individual's capacity to recognize, become aware of, and manage emotions, thereby underscoring the importance of examining differences in emotion regulation through the lens of gender (Jannah et al., 2022). Previous studies have extensively examined emotion regulation; however, research specifically comparing emotion regulation among active university students in Tangerang City based on gender remains limited. Therefore, this study aims to analyze gender-based differences in emotion regulation among university students, thereby providing a more specific overview of the state of emotion regulation among students in Tangerang City.

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

Based on the research background, the research problem is whether there are differences in emotion regulation among university students based on gender. This study aims to determine differences in emotion regulation among university students according to gender. Theoretically, this study is expected to enrich psychology, specifically regarding emotion regulation among university students in terms of gender, and serve as a reference for future research. Practically, this study is expected to help students improve their emotion management skills, provide a basis for higher education institutions to develop support and psychoeducation services, and serve as a reference for psychology practitioners or counselors when providing services to students.

Emotion Regulation

Emotion regulation is an individual's ability to monitor, evaluate, and modify their emotional reactions to align with the goals and demands of a situation. According to Gross (2015), emotion regulation encompasses processes that influence the type of emotion experienced, the timing of its onset, and the manner in which it is felt and expressed. Thus, emotion regulation is not merely about controlling negative emotions but also involves the ability to manage emotions adaptively. In line with Gross (2015), Jannah et al. (2022) explain that emotion regulation involves assessing a situation to understand the causes of an emotion and determine a more adaptive response. Maheswari and Chusniyah (2024) add that emotion regulation helps individuals determine appropriate problem-solving strategies when facing stressful situations. Based on these perspectives, emotion regulation in this study is defined as an individual's ability to recognize, understand, manage, control, and express emotions adaptively, in accordance with the situation and the desired goals.

Jannah et al. (2022) explained that emotional regulation has three aspects the ability to recognize emotions, be aware of emotions, and have ways of dealing with problems. The ability to recognize emotions is related to an individual's ability to identify the emotions they feel, while being aware of emotions includes understanding emotions and their influence on thoughts, attitudes and behavior. Meanwhile, the ability to face problems is related to the use of appropriate strategies so that individuals are able to respond adaptively to stressful situations. Emotional regulation is also influenced by several factors, namely age, education, culture, parenting patterns, and gender. Age and education are related to individual development and experience in managing emotions, while culture and upbringing shape the way individuals understand and express emotions. Gender may also be related to emotional regulation through differences in emotional expression that are influenced by social norms, parenting patterns, and cultural expectations. Based on this description, this study uses three aspects of emotion regulation from Jannah et al. (2022), with gender as a factor studied in relation to emotional regulation in students.

Gender

Sex refers to the biological differences between males and females that are innate from birth. Lestari and Zulaikha (2022) explain that sex relates to biological, physiological, and anatomical characteristics, whereas gender pertains to roles and behaviors shaped by social and cultural constructs. Kahrani (2024) asserts that sex is biologically determined and inherent to the individual, while Fitriani and Gina (2024) indicate that sex can serve as a basis for differentiation when examining individuals' psychological responses. Based on these perspectives, sex in this study is understood as a biological category distinguishing individuals as male or female, and it is used as a differentiating variable to examine university students' emotion regulation.

Lestari and Zulaikha (2022) explain that sex relates to the biological differences between males and females, encompassing biological, innate, sex-role, and reproductive aspects. Biological aspects include differences in body structure, hormones, and reproductive organs, while the innate aspect indicates that sex is inherent from birth and immutable. Aspects regarding sex roles and reproduction pertain to the biological function of males in sperm production and the biological functions of females involving egg production, menstruation, pregnancy, childbirth, and breastfeeding. Beyond biological factors, an individual's understanding of males and females can also be influenced by social, environmental, and cognitive factors. Social and environmental factors include family, culture, education, and social interactions, whereas cognitive factors relate to an individual's ability to understand and recognize the differences between males and females. Based on this explanation, sex in this study is understood through the biological categories of male and female and is used as a differentiating variable to examine differences in emotion regulation among university students.

Students

University students are individuals pursuing higher education and engaging in the academic process. Julianti (2022) explains that students are part of the academic community and play a role in carrying out the "Three Pillars of Higher Education": education, research, and community service. Pramitha and Astuti (2021) state that students are learners undergoing formal education at a university or higher education institution, while Prastiwi & Imanti (2022) define them as individuals who are registered and currently studying at such an institution. Based on these perspectives, students in this study are understood as individuals pursuing higher education who must navigate various academic and social demands, as well as responsibilities, throughout their university studies.

Conceptual Framework

Gender is a category that distinguishes individuals as male or female. In this study, gender serves as a differentiating variable to examine differences in emotion regulation among university students. Variations in social experiences, parenting styles, and environmental demands can influence how individuals recognize, become aware of, manage, and express emotions.

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

Active university students in Tangerang City face various academic, social, and personal demands that require adaptive emotion regulation skills. Emotion regulation assists students in understanding and managing their emotions, as well as determining appropriate responses when encountering challenges. Based on this premise, it is hypothesized that gender accounts for differences in emotion regulation between male and female students. Consequently, this study positions gender as the differentiating variable (X), emotion regulation as the variable being compared (Y), and active university students in Tangerang City as the research subjects.

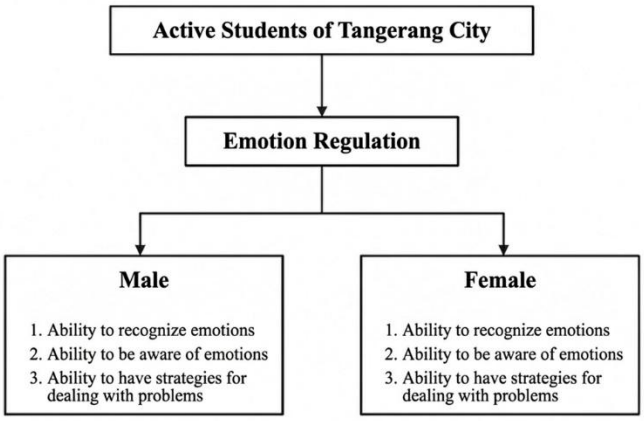


Figure 1. Conceptual Framework

Based on the conceptual framework, gender was used as a differentiating variable to examine emotion regulation among active university students in Tangerang City. Differences in social experiences, patterns of emotional expression, and coping mechanisms regarding pressure may lead to variations in emotion regulation between males and females. Therefore, the research hypotheses are formulated as follows:

H0: There is no difference in emotion regulation among active university students in Tangerang City based on gender.

H1: There is a difference in emotion regulation among active university students in Tangerang City based on gender.

II. METHODS

Research Methods

This study employed a quantitative approach with a comparative research design to examine differences in emotion regulation among active university students in Tangerang City based on gender. Data collection was conducted via a survey using a questionnaire. The study population consisted of active university students in Tangerang City. The sample comprised 100 students 50 male and 50 female selected through non-probability sampling using the purposive sampling method. The respondent criteria included being an active student, currently pursuing education in Tangerang City, and willingness to participate. The sample size was determined based on Roscoe (1975), who stated that an appropriate sample size for research ranges from 30 to 500 respondents.

The research instrument utilized an Emotion Regulation Scale modified from Jannah et al. (2022), covering three aspects: the ability to recognize emotions, awareness of emotions, and the possession of strategies for coping with problems. The scale employed a Likert model with five response options Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS) comprising both favorable and unfavorable items. The initial instrument consisted of 24 items; following a pilot test, 22 items were retained for use in the study. The pilot test was conducted with 30 respondents whose characteristics matched those of the study population. Item validity was tested using SPSS version 25, while reliability was assessed using Cronbach's Alpha, with a coefficient criterion of ≥ 0.70 (Azwar, 2019). The test results indicated that the instrument met the criteria for validity and reliability.

Data analysis was conducted using SPSS version 25. Descriptive analysis was employed to describe the respondent characteristics and the categorization of emotion regulation. Subsequently, normality and homogeneity tests were performed as prerequisites for the analysis. An independent samples t-test was used to examine differences in emotion regulation between male and female students, provided that the assumptions of normality and homogeneity were met. Decision-making was based on a significance level of 0.05, with a p-value < 0.05 indicating a significant difference.

III. RESULTS AND DISCUSSION

This study was conducted with active university students in Tangerang City who met the criteria for participation. Purposive sampling was employed as a technique involving the selection of respondents based on specific criteria established by the researchers in alignment with the study's objectives. Upon completion of data collection, 100 respondents meeting the criteria

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

were obtained, comprising 50 male and 50 female students. This sample size was deemed sufficient to characterize the study subjects and support a comparative analysis of gender-based differences in emotion regulation. Data collection was carried out via an online questionnaire using Google Forms, distributed to active university students in Tangerang City who consented to participate in the study. The research instrument consisted of respondent demographic data and an Emotion Regulation Scale developed based on the emotion regulation aspects outlined by Jannah et al. (2022): the ability to recognize emotions, the ability to be aware of emotions, and the ability to employ strategies for coping with problems.

Table 1. Profile of subjects by Gender

Gender	Frequency	Percentage (%)
Male	50	50,0%
Female	50	50,0%
Total	100	100%

Data Analysis Results (2026)

Table 2. Profile of subjects by Age

Age	Frequency	Percentage (%)
18 - 20	56	56,0%
21 -23	44	44,0%
Total	100	100%

Data Analysis Results (2026)

In terms of gender, the research subjects consisted of 50 male students (50.0%) and 50 female students (50.0%). Regarding age, the subjects included 56 students aged 18–20 years (56.0%) and 44 students aged 21–23 years (44.0%). Thus, the composition of subjects was balanced by gender, whereas the age distribution was dominated by students aged 18–20 years.

Data Analysis

Validity testing was conducted using Corrected Item-Total Correlation with a minimum threshold of 0.30, while reliability testing utilized Cronbach's Alpha with a minimum threshold of 0.70 (Jannah et al., 2022). During the instrument pilot phase, all 24 items of the emotion regulation scale were found to be valid, with Corrected Item-Total Correlation values ranging from 0.744 to 0.922 and a Cronbach's Alpha value of 0.984, indicating very high internal consistency. Following data collection from 100 respondents, two items (RE6 and RE22) failed to meet the validity criteria and were consequently eliminated. The 22 retained items exhibited Corrected Item-Total Correlation values ranging from 0.309 to 0.765, while the Cronbach's Alpha value reached 0.918. These results demonstrate that the instrument is valid and reliable, making it suitable for use in subsequent analyses.

Descriptive analysis indicates that the study involved 100 respondents, with emotional regulation scores ranging from 47.00 to 110.00. The mean score of 77.44 and the standard deviation of 13.21 demonstrate variation in emotional regulation scores among the respondents. These results provide an initial overview of the data characteristics prior to analysis based on gender. Subsequently, emotional regulation was categorized based on the mean score of 77.40, respondents with scores below 77.40 were categorized as having low emotional regulation, while those with scores equal to or above 77.40 were categorized as having high emotional regulation.

A normality test was conducted to determine whether the Emotion Regulation data followed a normal distribution, serving as a factor in selecting the appropriate statistical analysis technique. Preliminary testing was performed using the Kolmogorov-Smirnov test. Data were considered normally distributed if the significance value (Sig.) was greater than 0.05, whereas a Sig. value of ≤ 0.05 indicated that the data were not normally distributed.

Figure 2. Boxplot diagram

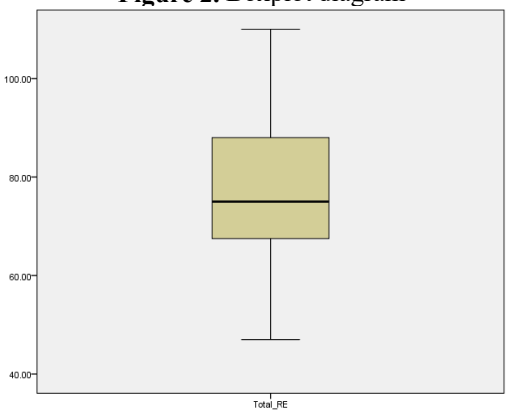


Table 3. Kolmogorov-Smirnov Normality Test Results with Monte Carlo

Tests of Normality

Gender	N	Test Statistic	Monte Carlo Sig. (2-tailed)	95% Confidence Interval
Emotion Regulation (Total_RE)	100	0,103	0,223	0,212–0,233

Source: SPSS data analysis results, 2026

Based on the normality test results for 100 respondents, the Kolmogorov-Smirnov Test Statistic was 0.103, with an Asymp. Sig. (2-tailed) value of 0.010. Since this value is less than 0.05, the asymptotic test indicated that the Emotion Regulation data were not normally distributed. Subsequently, a boxplot analysis was conducted to check for outliers and identify any extreme

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

values that might influence the data distribution. The boxplot results showed no data points outside the whisker boundaries; thus, no extreme outliers were found in the research data. Consequently, the non-normality of the data was not attributable to extreme outliers. Therefore, all 100 respondents were retained for the analysis, and no data were excluded.

Although no outliers were detected, the asymptotic Kolmogorov-Smirnov test result still indicated a significance value below 0.05. To obtain a more appropriate significance estimate, a follow-up test was conducted using the Monte Carlo approach for the Kolmogorov-Smirnov test at a 95% confidence level. This approach served as a basis for further evaluation of the data distribution, particularly given the relatively limited sample size used in the normality test. Based on the Kolmogorov-Smirnov results using the Monte Carlo approach, a significance value of 0.223 was obtained, with a 95% confidence interval of 0.212–0.233. The Monte Carlo Sig. value of 0.223 exceeded 0.05; therefore, based on the Monte Carlo approach, the Emotion Regulation data was determined to be normally distributed. Thus, the Monte Carlo test results served as the basis for confirming that the normality assumption was met for subsequent analyses.

A homogeneity test was conducted to determine the equality of variances in emotional regulation between male and female students using Levene's Test for Equality of Variances. Data are considered homogeneous if the significance value is greater than 0.05. Based on Table 4.7, an F-value of 1.852 was obtained with a significance level of 0.177 (greater than 0.05). Consequently, the variances in emotional regulation for both groups were deemed homogeneous, allowing the Independent Samples t-Test to be performed using the "Equal variances assumed" row.

The mean emotional regulation score was 78.96 for male students and 75.92 for female students. Descriptively, the mean emotional regulation score for males was 3.04 points higher than that for females. However, this difference required statistical verification via the independent samples t-test.

Table 4. Independent Samples t-Test Results

Indikator	Equal Variances Assumed
t	1,153
df	98
Sig. (2-tailed)	0,252
Mean Difference	3,04000
Std. Error Difference	2,63676
95% CI Lower	-2,19256

Source: SPSS data analysis results, 2026

The results of the Independent Samples t-Test regarding differences in emotion regulation based on gender yielded a t-value of 1.153 (df= 98) and a Sig. (2-tailed) value of 0.252. Since the significance value of 0.252 exceeds 0.05, there is no significant difference in emotion regulation between male and female students. Descriptively, male students had a mean emotion regulation score of 78.96, while female students scored 75.92, representing a mean difference of 3.04 points. Although the mean emotion regulation score for male students was higher, the difference was not statistically significant. Consequently, the null hypothesis (H0) was accepted and the alternative hypothesis (H1) was rejected; thus, it can be concluded that there is no difference in emotion regulation among students based on gender.

Cross-tabulation results regarding emotion regulation by gender show that male students had proportions of 56.0% for low emotion regulation and 44.0% for high emotion regulation, whereas female students had proportions of 62.0% and 38.0%, respectively. Descriptively, the low emotion regulation category was more prevalent in both groups, with a higher proportion observed among female students. Conversely, the proportion of high emotion regulation was greater among male students.

Cross-tabulation results regarding emotion regulation by age indicate that the 18–20 age group had proportions of 53.6% for low emotion regulation and 46.4% for high emotion regulation, while the 21–23 age group had proportions of 65.9% and 34.1%, respectively. Descriptively, low emotion regulation was more prevalent in both age groups, with a higher incidence in the 21–23 age group. These findings suggest a tendency toward a higher proportion of low emotion regulation within the 21–23 age group.

Discussion

This study involved 100 university students in Tangerang City, with respondent characteristics categorized by gender and age group. Regarding gender, the respondents consisted of 50 males (50.0%) and 50 females (50.0%), resulting in a balanced composition. In terms of age, 56 respondents (56.0%) fell within the 18–20 age range, while 44 respondents (44.0%) were in the

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

21–23 age range. Thus, the respondent characteristics reflect a balanced gender composition, with a larger proportion falling within the 18–20 age group.

The research results indicate no significant difference in emotion regulation between male and female students. Although male students descriptively tended to have higher emotion regulation scores than female students, the difference was not statistically significant. Thus, gender cannot be identified as a differentiating factor for student emotion regulation in this study. These findings align with those of Widyadari and Fitriani (2023) and Khaeriah et al. (2023), who also found no gender-based differences in emotion regulation. This consistency suggests that emotion regulation ability is not directly determined by gender. Emotion regulation is a complex process influenced by various factors, such as emotional experiences, coping strategies, personality, parenting styles, social support, and an individual's environment.

Descriptively, a larger proportion of male students in this study fell into the high emotion regulation category compared to female students. However, this trend cannot be interpreted as evidence that males possess superior emotion regulation. The difference in proportions merely reflects respondent characteristics, whereas inferential test results show no significant difference between the two groups. This reinforces the view that emotion regulation is more closely linked to an individual's processes and experiences in managing emotions than to gender characteristics alone. These findings are consistent with Gross (2015) theory, which views emotion regulation as an individual process of monitoring, evaluating, and modifying emotional responses to meet situational demands. This ability can develop through experience and learning, meaning that both male and female students have relatively equal opportunities to develop their emotion regulation skills. Consequently, gender is not a primary differentiator of emotion regulation among the study's respondents.

Regarding age, cross-tabulation results indicate that the 21–23 age group had a larger proportion of low emotional regulation compared to the 18–20 age group. These findings merely illustrate descriptive trends and cannot be interpreted to mean that advancing age causes lower emotional regulation. Students within this age range are in a transitional phase toward early adulthood, characterized by increasing demands regarding independence, education, social relationships, and preparation for the workforce. Differences in trends based on age may be influenced by the diverse experiences and psychological conditions of each individual. As explained by Gross and John (2003), emotional regulation relates to an individual's ability to manage emotional responses through specific strategies developed from experience and learning processes. Therefore, emotional regulation cannot be understood solely based on age; rather, it requires consideration of the psychological and social factors accompanying students' experiences. Overall, this study indicates that gender does not significantly differentiate students' emotional regulation. Apparent descriptive differences based on gender or age are best understood as variations in respondent characteristics rather than as evidence of a direct influence of gender or age on emotional regulation.

IV. CONCLUSIONS

Based on the research findings, there was no significant difference in emotional regulation between male and female university students in Tangerang City. The Independent Samples t-Test results show a t-value of 1.153 with 98 degrees of freedom (df) and a significance value (Sig. 2-tailed) of 0.252, which is greater than 0.05. Consequently, the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected; thus, the hypothesis stating that there is a difference in emotional regulation based on gender is not supported. Descriptively, the Group Statistics indicate that the mean emotional regulation score for male students is 78.96, while for female students it is 75.92. This means that the mean emotional regulation score for male students is 3.04 points higher than that of female students.

Cross-tabulation results show that out of 50 male students, 22 (44.0%) fell into the high emotional regulation category, while 28 (56.0%) fell into the low category. Meanwhile, among 50 female students, 19 (38.0%) were in the high emotional regulation category and 31 (62.0%) were in the low category. These results indicate that, descriptively, the proportion of male students in the high emotional regulation category was larger than that of female students. However, these differences in proportion and mean scores were not statistically significant. The analysis also yielded a mean difference of 3.04000, indicating a 3.04-point gap in mean emotional regulation scores between the two groups. Although male students had a higher mean score, the significance value of 0.252 (greater than 0.05) indicates that this difference was not strong enough to establish a statistically significant difference in emotional regulation based on gender. Therefore, this study concludes that there is no statistically significant difference in the level of emotional regulation between male and female students.

Future research should examine other factors related to university students' emotion regulation, such as emotional intelligence, coping strategies, personality, resilience, social support, and stress levels. Research could also expand the number and characteristics of respondents, specifically analyze the role of age, and employ qualitative or mixed-methods approaches to gain a deeper understanding of the processes and factors associated with emotion regulation.

For students, these findings can serve as a basis for self-evaluation to improve emotion regulation through awareness of emotional states, stress management, problem-solving, and healthy social relationships. For higher education institutions, the results can inform the development of psychoeducational programs, training sessions, and counseling services focused on emotion management and coping strategies tailored to students' needs, regardless of gender.

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2133

Funding Statement

This study received no financial support from research grants, contractual projects, institutional funding, or external funding organizations. All research activities, including research design, data collection, data analysis, interpretation of findings, and manuscript preparation, were independently undertaken by the authors. The authors declare that no financial support, sponsorship, or other external funding was received for the conduct of this study or the preparation and publication of this manuscript.

REFERENCES

[1] Adinda, S. T., & Prastuti, E. (2021). Regulasi emosi dan dukungan sosial: Sebagai prediktor ide bunuh diri mahasiswa. Journal An-Nafs: Kajian Penelitian Psikologi, 6(1), 135–151. https://doi.org/10.33367/psi.v6i1.1520
[2] Adzkiyya, F. N., Suciani, S. N., Meylani, D., Hisan, H., Rahma, H. M., & Farida, R. (2024). Pengembangan alat ukur psikologi kemampuan regulasi emosi pada mahasiswa di Kalimantan Timur. Jurnal Ilmu Sosial Humaniora Indonesia, 4(2), 285–295. https://doi.org/10.52436/1.jishi.228
[3] Aryansah, J. E., & Sari, S. P. (2021). Analisis peran regulasi emosi mahasiswa terhadap kebijakan school from home di masa pandemi Covid-19. Jurnal Pemerintahan dan Politik, 6(1). https://doi.org/10.36982/jpg.v6i1.1312
[4] Asrulla, R., Jailani, M. S., & Jeka, F. (2023). Populasi dan sampling (kuantitatif), serta pemilihan informan kunci (kualitatif) dalam pendekatan praktis. Jurnal Pendidikan Tambusai, 7(3), 26320-26332.
[5] Azwar, S. (2019). Penyusunan skala psikologi (Edisi 2). Pustaka Pelajar.
[6] Balaka, M. Y. (2022). Metodologi penelitian kuantitatif. https://repository.penerbitwidina.com.
[7] Brody, L. R. (1999). Gender, emotion, and the family. Harvard University Press.
[8] Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. Journal of Personality and Social Psychology, 85(2), 348–362. https://doi.org/10.1037/0022-3514.85.2.348
[9] Gross, J. J. (2015). The extended process model of emotion regulation: Elaborations, applications, and future directions. Psychological Inquiry, 26(1), 130–137. https://doi.org/10.1080/1047840X.2015.989751
[10] Fitriani, Y., & Gina, F. (2024). Regulasi emosi ditinjau berdasarkan jenis kelamin pada siswa SMP. Jurnal Bimbingan dan Konseling Ar-Rahman, 10(1), 97–108. https://doi.org/10.31602/jbkr.v10i1.14699
[11] Jannah, M., Nurchayati, Rahmasari, D., & Dewi, D. K. (2022). Regulasi emosi dan risk taking behavior atlet mahasiswa. Perkumpulan Rumah Cemerlang Indonesia.
[12] Julianti, U. F. (2022). Prestasi belajar mahasiswa: Kaitannya dengan kualitas pengajaran dosen. PT Nasya Expanding Management.
[13] Kahrani. (2024). Konsep kesetaraan gender perspektif pendidikan Islam. Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan, 15(2), 183–200. https://doi.org/10.62815/darululum.v15i2.168
[14] Khaeriah, A., Minarni, M., & Saudi, A. N. A. (2023). Perbedaan Regulasi Emosi Berdasarkan Jenis Kelamin pada Mahasiswa di Kota Makassar. Jurnal Psikologi Karakter, 3(2), 411-416.
[15] Kogoya, M. P. V., & Jannah, M. (2021). Pengaruh regulasi emosi terhadap prokrastinasi akademik pada mahasiswa di masa pandemi Covid-19. Character: Jurnal Penelitian Psikologi, 8(9), 14–23. https://doi.org/10.26740/cjpp.v8i9.41917
[16] Kumala, K. H., & Darmawanti, I. (2022). Strategi regulasi emosi pada mahasiswa dengan banyak peran. Character: Jurnal Penelitian Psikologi, 9(3), 19–29. https://doi.org/10.26740/cjpp.v9i3.46151
[17] Lase, E. E., & Tumanggor, R. O. (2024). Psikoedukasi meningkatkan kemampuan regulasi emosi siswa SMP Strada Slamet Riyadi Tangerang. Journal Of Human and Education (JAHE), 4(3), 625-629.
[18] Lestari, E. P., & Zulaikha, S. (2022). Gender dalam ekonomi. Metrouniv Press bekerja sama dengan Idea Press Yogyakarta.
[19] Maheswari, S. R., & Chusniyah, T. (2024). Pengaruh pelatihan problem solving untuk meningkatkan regulasi emosi remaja. Jurnal Penelitian Psikologi, 15(2), 95–106. https://doi.org/10.29080/jpp.v15i2.1279
[20] Marlina, N., dkk. (2025). Dampak Toxic Parenting pada Kesehatan Mental Remaja Akhir di Tangerang Selatan. Jurnal Riset Sosial Humaniora dan Pendidikan, 3(2), 211–227. https://doi.org/10.62383/risoma.v3i2.1206
[21] Marroquín, B., & Nolen-Hoeksema, S. (2015). Emotion regulation and depressive symptoms: Close relationships as social context and influence. Journal of Personality and Social Psychology, 109(5), 836–855. https://doi.org/10.1037/pspi0000034
[22] Meganingtyas, Y., & Mufitasari, D. (2022). Regulasi emosi dan penyesuaian mahasiswa baru saat pandemi: Pentingkah dukungan emosional orang tua? Gadjah Mada Journal of Psychology (GamaJoP), 8(2), 178–202. https://doi.org/10.22146/gamajop.70630
[23] Mushofa, M., Hermina, D., & Huda, N. (2024). Memahami populasi dan sampel: Pilar utama dalam penelitian kuantitatif. Jurnal Syntax Admiration, 5(12), 5937-5948.
[24] Nasrianti, C. S., dkk. (2024). Gambaran Kesehatan Mental Remaja di SMA Terpilih di Kota Tangerang. JUMAGI (Jurnal Madani Gizi Indonesia), 1(2), 37-43.
[25] Pemerintah Kota Tangerang. (2024). Penyusunan [Data jumlah mahasiswa Kota Tangerang]. Satu Data Kota Tangerang. https://satudata.tangerangkota.go.id.
[26] Pramitha, R., & Astuti, Y. D. (2021). Hubungan kesejahteraan psikologis dengan kesepian pada mahasiswa yang merantau di Yogyakarta. Jurnal Sosial Teknologi, 1(10), 1.179–1.186. https://doi.org/10.59188/jurnalsostech.v1i10.211
[27] Prastiwi, E., & Imanti, V. (2022). Penyesuaian diri mahasiswa baru IAIN Surakarta dalam menempuh pembelajaran online di tahun pertama perkuliahan selama pandemi Covid-19. Indonesian Journal of Islamic Psychology, 4(1), 1–18.
[28] Purnawati, I. R., Fithri, W., & Arlotas, R. K. (2022). Perbedaan regulasi emosi pada mahasiswa dan mahasiswi yang sedang menjalani bimbingan skripsi di Fakultas Ushuluddin dan Studi Agama UIN Imam Bonjol Padang. Journal of Psychology Students, 1(2), 85–94. https://doi.org/10.15575/jops.v1i2.16803
[29] Rehing, M. A., Musawwir, M., & Zubair, A. G. H. (2024). Gambaran regulasi emosi pada mahasiswa di Universitas X. Jurnal Psikologi Karakter, 4(2), 626–631. https://doi.org/10.56326/jpk.v4i2.3727
[30] Reskido, A. D. P., Sutra, S. D., Oksanda, E., & Nashori, F. (2022). Regulasi emosi dan kesejahteraan psikologis mahasiswa muslim. Jurnal Psikologi Islam, 9(2), 57–68. https://doi.org/10.47399/jpi.v9i2.206
[31] Roscoe, J. T. (1975). Fundamental research statistics for the behavioral sciences (2nd ed.). Holt, Rinehart and Winston.
[32] Widyadari, R., & Fitriani, Y. (2023). Regulasi emosi ditinjau berdasarkan jenis kelamin pada siswa SMP. Journal on Education, 6(1), 7225-7233.